



**NEAR EAST UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF GUIDANCE AND PSYCHOLOGICAL COUNSELING**

**THE EXAMINATION OF ACADEMICIANS' LEVELS OF BURNOUT:  
TRNC NEAR EAST UNIVERSITY FACULTY OF EDUCATION COPY**

**Ayşegül YETKİN**

**Counselor: DR.ÜLKÜ PIŞKİN ABİDOĞLU**

**POSTGRADUATE THESIS**

**TRNC, 2009**

## ABSTRACT



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The purpose of this study is to determine burnout levels of academicians of Faculty of Education of TRNC Near East University and to view whether it changes in terms of some demographical variables (age, sex, marital status). Accordingly, students of Faculty of Education of TRNC Near East University also participate in inquiry and enable us to compare burnout levels of academicians.

53 academicians and 279 students participated in study made by easy achievable sampling method to academicians who work at Faculty of Education of TRNC Near East University at 2008-2009 academic year as well as students. "Maslach Burnout Inventory" was used for determining burnout levels and "Personal Information Form" was used for personal information. Cross tabulation (bivariate analysis), t-test and one way analysis of variance were applied for data analysis.

At the end of data analysis obtained from answers given by academicians to "Maslach Burnout Inventory" as study scale with intent to find an answer to study problem; arithmetic mean of emotional exhaustion at work, depersonalization at work and lack of personal accomplishment points of academicians were determined as 38.87. Arithmetic mean taken from students answered same questions were determined as 37.83. When we considered these means, we concluded that there is no burnout at works of academicians of Faculty of Education of TRNC Near East University, in other words emotional exhaustion at academicians of Faculty of Education of TRNC Near East University, depersonalization at their work and lack of personal accomplishment were not dominant at Maslach Burnout Inventory.

**Keywords:** Academician, faculty of education, student, burnout, maslach burnout inventory

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## CHAPTER I

### 1. INTRODUCTION

Society consists of institutions and one of the most important institutions that organizes society is undoubtedly educational institution. Social institutions perform themselves through particular social units. "Education system" is social unit that education creates and that is social institution (Hesapçioğlu, 1988, s:23). Behavior that is tried to gain person with training is observable reaction that individual shows at the end of interaction with his/her society (Izgar, 2001, s:69). Conditions must be favorable in an attempt to educate people to create behavior change through their life (Başaran, 1982, s:6).

Education is all of the work such that development of a person's mental, physical, emotional, and social skills in best way or desired direction, and achievement of goal-oriented new skills, behaviors and knowledge.

Education is lifelong; may be planned or coincidence. All practices that contain teaching, learning, knowledge transfer, achievement of skill made by means of school, literacy and teaching tools and materials as well as personal development within family or society are also called non-formal education. In brief, it is a broad term that includes education and training (Akyüz, Türk eğitim Tarihi)

Education which is one of the basic social institutions are among the basic problems of society. Undoubtedly the main subject of these basic issues are academicians (Battal, 2003, ss.13-14).

Education is stressful work. As a result of this circumstance, academicians, are the individuals who are at most risk of experiencing burnout. It is not always easy to get together with a crowd student group for hours every day, to be planned every behavior to be made in detail, to provide its actualization, and to know everything in the class.

Most of the burnout studies in the field of education has been conducted on academicians. Any other Professional group is university lecturers, that contains an intense interaction with people, and thus exposed to burnout. University teaching staff experiences burnout because of factors such as heavy working conditions, more course load, inconsiderate students, nonconformity in evaluation methods of

educator, reward structure that does not give satisfaction, scarcity of income level, and unsupporting studies (Barut ve Kalkan, 2002, s.67).

In the book titled "Burnout: New Academic Disease", Melendez and Guzman (1983); set forth that academicians are an occupational group that face with burnout case either as a result of intense communication of academicians with students or in conjunction with intense constraint and preventions about publication and being successful (Ergin, 1995, s.38). Several problems such as reduction in occupational interest, consideration of occupational discredit, increased workload, staff congestion, inadequate wages, a work environment that always requires investigation of personal competence, necessity of ongoing development efforts, paucity of support given to academic studies, negativity of physical working conditions, absence of effective working groups that are encountered by academic personnel increases this expectation (Tümkiye, 1999, s.50; Gillespie vd., 2001, s.55). Burnout is also evaluated as one of the carrier barriers for academic personnel (Budak ve Sürgevil, 2005, s.95).

Determination of variables which causes burnout in academicians and necessity of taking required precautions are discussed by many people. Burnout concerns students, school, personnel, parents and family of academicians, not only academicians. There is debilitating effect of experiencing occupational burnout of academicians within educational period such as personal health of academicians and distribution of services provided to student. In this case, whereas there is deterioration in quality and quantity of education systems given; mental health of students can be affected negatively (Tümkiye, 1996).

It is seen that burnout concept is physical, emotional or mental negativity that is encountered by individuals worked in professions that face-to-face relations have. Burnout has firstly been defined as "Excessive demands on energy, power and sources, to begin to exhaust due to demands" by Freudenberger in 1974 (Tümkiye, 1996,10). Maslach and Jackson (1981) has defined burnout as stolidity against people who individuals encounter as a part of their job, feeling themselves exhausted emotionally and reduction of personal success and sufficiency (Çokluk, 1999).

Over time, different definitions of burnout is made according to perspective. Edelwich and Brodsky (1980) defines burnout as inability to develop idealism, energy, aim and thought as a result of work conditions, while Bailey (1985) defines



as alienating from work and withdrawn as a response to excessive stress or dissatisfaction (Gündüz, 2004, 11).

It is considered that academicians experience more stress than average that is experienced by people who works at other professions. Because there is problems such as student-academician, discipline problems of students, crowded classes, undesired behavior seen at students and insufficient physical conditions, more bureaucratic proceedings, low salary, promotion difficulties, critics of society, low supports of society, pressures of social and political powers on educational institutions, insufficient of awarding and participation to decision process in institution. Such problems leads to occurrence of stress, anxiety and burnout; low work performance, negative attitudes intended for work leads to frequently repeated work absenteeism, desire to leave job and also physical disorders and disorders in mental health and it reflects to either education environment or student, families and all society(Türk, 2004).

University is considered as high education institution that undertakes duties to provide innovation of culture which is main function of education and transferring it generation to generation, to prepare youths to some professions, to make scientific studies and to help solution of society problems (Alemdağ, 1991, s. 99).

It is required that university keep 3 elements together in order to fulfill said functions.

These are:

1. Financial resources: Money, building, library, laboratory, material etc.
2. Human (Labor power): Instructor, researcher, administrative personnel etc.
3. Atmosphere (Environmental Conditions): Legal arrangements, values and perspectives dominated (the world, history, science), traditions, habits, behavior, etc. (Şenatalar, 1991, s.226).

Economic, political and social variables requires the innovation efforts of all institutions. Universities require to reach a standard in terms of either students or instructors. As this kind of needs features competition between individuals, competition result, the characteristics of the work and stress resources create different effects on employees. Instructors as individuals who carries important responsibilities experience several problems depends on work conditions and

expectations. Instructors who are in lack of skill of coping with these problems encounter anger, desperation, withdrawn, unconcernedness, unwillingness, and in brief burnout emotion.

Today, business life have a structure that requires very competitive and forced to, and it creates constant pressure on managers and employees about issue to achieve the target. It is expected to reveal solutions that is fast than all employees, preferable and economical. Stress is a feeling too often experienced in such an environment that is increasingly the dominant.

Initially burnout is defined as a syndrome related to stress. It is said that it is occurred because of stress, even it is used as synonymous. Studies show that burnout is best understood within social and conditional resources of stress related to job (Gold, 1983). Burnout is result of being stressed in general and absence of some support systems. Burnout is accepted as a result of unsuccessful attempts with several negative stress conditions by many specialist (Farber, 1984). Stress, however, occurs when there is imbalance between demands of society and those which individual does. Organism gives the alarm in order to protect itself against stress, then normally resists and finally stress which is resulted in exhaustion reaches to serious levels. These symptoms are very similar to symptoms of burnout.

Researchers informed that there are symptoms such as self-confidence loss, low self-esteem, and emotional depression among psychological problems seen at academics because of burnout. On the one hand, job satisfaction is decreasing; on the other hand, negative emotions, for example, pettishness, frustration, anger, boredom and anxiety is increasing. Physical problems include disorders that is frequently experienced such as common cold, headaches and cardiovascular disease. These difficulties bear the costs for academics as well as for society, absenteeism of person who is experienced burnout increases, cases such as changing profession, leaving job, and early retirement are seen, claim to compensation for mental and physical problems appears, and performance has fallen (Grayson ve Alvarez, 2007).

Job satisfaction is considered as pre-condition in order to fulfill functions of academicians exactly.

Sergiovanni and Starratt (1998) call attention to relation between academic success of students and job satisfaction of instructors, and emphasize importance of satisfaction of academicians from their job.



It can be expressed that appearance and being popular of burnout in academicians is arisen from philosophy and practice of education that may change in parallel with the various social, economic and technological developments. While educators were dominant element on decisions taken related to educational practices and were supported by society until 30-40 years ago; especially since mid-seventies, some differences have been emerged and efficiency of educators have decreased (Iwanicki, 1983). On the one hand, with the changing educational policies, adverse conditions and working under tension cause impairment in quality and quantity of service that academicians give (Baysal, 1995); on the other hand it also affects his/her health as individual (Belacastro, 1982). This effect reduces the general interest, the compassion and idealism of academicians to their students, managers, parents and jobs; it causes developing negative feelings to people that they interact while providing service (Schwab, Jackson ve Schuler, 1986). There are significant increases in stress and burnout studies related to academicians especially during and after seventies.

Akçamete, Kaner and Sucuoğlu (2001) has mentioned in their study about burnout, job satisfaction, and personality of academicians that burnout is physical, emotional and intellectual syndrome that employees encounter, who work in professions that provides service to human. According to the authors, individuals who experience this type of syndrome, where they enter into the intense emotional expectations, they lost interest and sensitivity to the people they provide the service over time, and they show negative emotions against the person they provide service. These negative emotions reduce the efficiency of individuals, reduce the satisfaction gained from work and destroy the quality of their services.

Burnout that is seen as a syndrome directly effects the physical, academic and social performance of academicians is a process occurred as a result of giving reactions that are appropriate or not appropriate to stressful situations that job brings (Sears, Urizar ve Evans, 2000) . There are effects of external variables such as workload (Sarros ve Sarros, 1987), social support (Cheuk ve Sail, 1995), lack of management support (Brissie, Hoover, Dempsey ve Bassler, 1988), age (Baysal, 1995), years of service (Girgin, 1995) in formation of this process, whereas there are effects of personal features such as form of coping with stress (Chan ve Ek, 1995), locus of control (Lunenborg ve Cadavid, 1992).

### 1.1. Problem

The nature of the work is an important factor that set to be faced with stress. Employees with various professional groups, experience the high levels of stress because of organizational structures and working conditions. Işıksan (1) has construed profession of academician as a profession that has significant risk as aspects of badly effect of especially mental health and accordingly work life because of situations that create unique and intense stress that remain under effect of people in education environment. Reasons why academicians experience more stress than other profession employees in general is problems such as student-academician and school-family conflicts in academic services, discipline problems, crowded classrooms, inadequacy of physical conditions, the abundance of bureaucratic work, the criticism of society, the social and political pressures on educational institutions, lack of reward and participation to decision. Having stressed profession of academicians is not only limited to this purpose. In addition to these various expectations has been asked to perform from academicians. Today what expected from academicians is to prepare individuals to technological society that rapidly and permanently shows change and to deal with various problems of society. Also, maintaining qualified school-family cooperation and directing families about education of their children take part among the responsibilities of academicians. While academicians carry out educational tasks, they must be in positive relationships with the administrators, colleagues, students, parents, school staff and environment. An academician who will establish multifaceted relationships in work life always has to work with people face to face.

Stress is about how individual is interpreted event and how individual relates to it depending on the integration of both him/her and the conditions (Lazarus, 1994, s.42). It is considered in general that academicians experience stress more than average stress that people work in another professions (Çokluk, 1999).

It has been identified that sociodemographic variables are important in burnout. It has been reported that burnout is experienced in higher level at young, single and childless people than married, elderly and having children and those who are new in profession and inexperienced than those who works for years and is experienced (Olkinuora, Asp, Juntunen, 1990). The heavy workload, longer daily working duration, and negative perception of work conditions also affect burnout



(Aslan, Ünal ve Aslan, 1996a). Burnout is experienced in higher levels at women, singles, and those who are new and inexperienced in profession (Aslan, Ünal ve Aslan, 1996a; Aslan, Gürkan ve Alparslan, 1996b). On the other hand, research on gender issues did not reveal consistent results (Torun, 1998). While some studies report that job stress and burnout have intensely been experienced by women and some report that they have intensely been experienced by men, the others cannot find some differences between genders (Sutherland ve Cooper, 1993).

Answer will be received to the question “ Does burnout level of academicians who work for TRNC Near East University Faculty of Education at 2008-2009 academic year become different according to their age, sex and marital status?

### **1.2. Objectives of Study**

The main objectives of this study is to review whether or not thoughts related to burnout of academicians who Works for TRNC Near East University at 2008-2009 academic year, their attitudes and behaviors, conditions, duties and responsibilities, relationships with their students, expectations differ according to some variables.

The following questions asked in line with this main objective;

- Are there any differences in terms of “emotional exhaustion” according to age, sex and marital status of academicians?
- Are there any differences in terms of “depersonalization” according to age, sex and marital status of academicians?
- Are there any differences in terms of “personal success” according to age, sex and marital status of academicians?
- Are there any difference between thoughts of academicians about their burnout and burnout thoughts of academicians of students?

### **1.3. Importance and Purpose of Study**

When one said intelligentsia, university comes to mind. In another words, university is a science organization that researches and deepens truth in favor of human, society and nature, compiles, arranges, reproduces and disseminates information.

The University's mission is to understand causes of natural and human phenomenon and events and how they happen, to convert this to the benefit of man and nature to knowledge and technology, to educate intuitional, creative and free people who create this information and thinking and to enlighten society (DEK, 2004, s.3).

In this study, it has been examined whether or not the burnout level of teaching staff differ by the thoughts, attitudes and behaviors, conditions, duties and responsibilities, their relations with students, expectations, and administrative factors. It is required to reveal problems that teaching staff experience and differentiation of burnout according to which variables, and their reasons, to improve university management, and to minimize burnout level. First of all, a good infrastructure should be created in order to perform a successful training process and thus it is expected to inform relevant people by offering suggestions related to the prevention of burnout. For this reason, study is thought to be important and useful.

#### **1.4. Assumptions**

In this study, following assumptions are established.

1. Teaching Staff, have sincerely replied measuring tools which is used to collect data.
2. Students have sincerely replied measuring tools which is used to collect data.

#### **1.5. Restrictions**

1. Study is limited to sampling created by students and academicians of Near East University Faculty of Education at 2008-2009 academic year.
2. Data of study is limited to date obtained from Maslach Burnout Scale (MBS) and Personal Information Form.

#### **1.6. Definitions**

**Burnout:** It is a developing syndrome for situation intended for stress-makers in the business environment requiring face-to-face interaction with people. Burnout is expressed as three-dimensional structure. They are Emotional Exhaustion,

Depersonalization and Lack of Personal Accomplishment (Maslach and Jackson, 1986, s.1).

**Emotional Exhaustion:** It can be defined as feelings of being over-loaded in business of person (Gökçakan ve Özer, 1999, 15).

**Depersonalization:** It can be described as development of the negative, cynical attitudes and feelings against the people for whom individual works resulting depending on the decrease of emotional resources (Friedman, 1995, 284).

**Lack of Personal Accomplishment:** It can be described as uneasiness of people who is emotionally and physically exhausted, enter into a negative attitude toward himself/herself and people he/she provide services to fulfill the demand that their work requires (Maslach, Schaufeli ve Leiter, 2001, 403).

**Academician:** It is the general professional title conferred on those who provides education at university and other higher education institutions, research, and contribute to their field by original research data (Gökçakan and Özer, 1999, 78).



## CHAPTER II

### 2. THEORETICAL DESCRIPTIONS AND RELATED STUDIES

In this chapter, we introduce concept of burnout and focus on symptoms of burnout, degrees, causes, consequences, and academicians' profession and burnout. Related researches have been started in the country and then overseas researches have been mentioned in.

#### 2.1. Burnout Concept

Burnout term has taken part in psychology literature with article published in "Journal of Social Issues" Freudenberger (1974) (Örmen, 1992). According to Freudenberger, burnout is a case that appears in failure, frazzle or demands on energy power and potential and this situation shows itself when personnel in institution is loaded for any reason and become incapable of working and cannot serve to the purpose. It generally emerges one year after individual starts to work at institution because several factors start to be effective within this period.

Dictionary definition of burnout is to become unsuccessful, frazzle gradually or feel tired due to excessive demands on energy, power, and resources. When it is addressed as a subjective case, burnout is a situation seen people who work long time in environment that emotional demands are excessive, frazzle physically, develops despair, hopelessness and frustration as well as negative self-respect pattern, and feel negative attitudes against employees at work and life (Çokluk, 2003).

Burnout especially occurs when individuals can not receive an appropriate award or are not appreciated toward this effort and does not accept it even he/she shows good performance. This situation, constantly, is energy burnout that hopelessness and negativity are available. According to Storlie (1979), burnout is a situation that appears by the accumulation of marks left on human spirit of situation of which change is seen impossible. This is a "profession autism" (Tümekaya, 1996). In other words, it means a person's self-withdrawal, losing interest around and living intense feelings of failure.

Burnout is a concept that occurs in the stress literature and is attracting the attention of researchers as of the 1970s. When various studies are reviewed on the topics, different concepts attempts are seen (Dursun, 2000). Burnout concept which has been emerged at the end of the 1970s and early 1980s is defined as "to start to exhaust due to excessive demands on energy, power, or resources" firstly in 1974 by Freudenberger " (Türk, 2004). Burnout concept which has been emerged by Freudenberger has been taken up as long term stress reaction. Freudenberger, defines burnout as " an exhaustion situation that emerges as a result of failure, frazzle and the extremely uneasiness on energy, power and potential". It indicates that it brings person in ineffective situation whatever the reason. In another words, an intense work-based stress is likely to cause burnout (Dursun, 2000).

It is stated that emotions experienced in burnout syndrome is similar with emotions in depression such as hopelessness, desperateness, emptiness, disease etc. Variety of symptoms of burnout and being secret process of burnout make recognition of this syndrome difficult and causes to be confused to situations such as depression, anxiety, stress etc. At the same time, the most frequently expressed feelings of burnout are a sudden burst of anger, constant anger, loneliness, hopelessness, helplessness and frustration (Hisli-Şahin, 1994; Baltaş, 1996). Therefore, burnout can often improve intertwined with depression.

According to Storlie (1979), burnout improve when individuals have something go wrong and will refuse to believe it. This situation is an energy exhaustion that there is constant despair and negativity. According to this view, burnout is a situation that occurs in the accumulation of those that draws to human spirit of cases which change seems impossible. This is a "professional Autism". It is not trying to interfere, and sometimes can be seen as integration. Creativity ends. There is no strive for better (Tüm kaya, 1996, 11).

Burnout has been described as a kind of business stres by Freudenberger and Richelson (1980); although it is similar to other harmful effects of stress reaction, it has been described that burnout is a stress resulting from social interaction between one who helps and one who receive help (Dursun, 2000).



While Maslach and Jackson describe burnout as seeing in individuals need to work intensively with people who are in relationships, inclusive of symptoms occurred in different degrees, being insensitive to people that they met, feeling exhausted emotionally and reduction of personal success and sense of competence; they said that it is different from the absolute fatigue, frazzle and job dissatisfaction, and they described it as physical, emotional and mental condition that contains physical fatigue, chronic fatigue, feelings of helplessness and hopelessness, negative self concept development, inefficiency and other negative attitudes towards people. In case of burnout, balance is corrupted between resources that creates stress and positive reinforcers. People who suffer from burnout is aware of having complex emotion of personal Professional dissatisfaction and fatigue. However difficulty of having expressed these feelings, and the lack of specific expectations often causes negligible of this situation. The price of it is alienation from work increasingly, it is seen as not willing to go to work, feeling loaded, intolerantness, self-suspicion and acting as inappropriate way of self image (Dursun, 2000).

Burnout, is different from temporary fatigue that removes after a certain rest period. Burnout case that can occur the different stages of work life, shows a negative emotional reaction feature that bears continuity(Dursun, 2000). According to Cordes and Dougherty (1993), today the most widely accepted definition of the burnout that bears qualifications showing a constructive response to stress situations organizational background is three-dimensional definition developed by Maslach et al. – Maslach and Jackson, 1981; 1982-. These three dimensions are

1. Emotional Exhaustion,
2. Depersonalization,
3. Personal Accomplishment

A situation that set forth with various studies and that other people can easily observe is state of fatigue and exhaustion that occurs in the decrease of physical and emotional energy (Maslach, Leiter ve Schaufeli, 2001). Most frequently mentioned expressions of people who experience phase of burnout are sudden explosion of anger, constant anger, loneliness and feelings of hopelessness, helplessness and feelings of prevention. These people ask "all things around me is wrong, what happens to them?" during the periods that symptoms are getting heavier; answer is "they have been exhausted" (Baltaş and Baltaş, 1997, s.78).

According to Pines, Aronson and Kafrey, burnout is a residue of the constant or recurrent pressure related to being in the environment that requires long-term intensive participation with people (Türk, 2004). Cherniss (1988) describes burnout as “a reaction that people shows in the form of alienated from job made resulting from excessive stress or dissatisfaction” and sees it as a disturbance occurred as a result of excessive loyalty. Cardinell (1981) expressed burnout in a wider sense and defined it as “a serious disturbance symptoms occurred in the life of people; middle age crisis”.

## **2.2. Opinions Related to Burnout**

### **2.2.1. Freudenberger's Opinion Related to Burnout**

Burnout term has taken part in literature with article of Freudenberger (1974) published in “Journal of Social Issues”. According to Freudenberger, burnout is the total of feelings of failure, frazzle and fatigue experienced as a result of excessive demands from energy and power resources (Vızlı, 2005).

Burnout is a case that appears in failure, frazzle or demands on energy power and potential and this situation shows itself when personnel in institution is loaded for any reason and become incapable of working and cannot serve to the purpose (Örmen, 1992).

Burnout is evident with irritability, sudden anxiety, and prevention and it is crying easily, can perceive minor pressures like cannot carry, and is experiencing difficulty in handling emotion detection. Despite the increase of time spent at work, success is falling and people are losing most of your friends (Taşğın, 2004, s.51).

It generally emerges one year after individual starts to work at institution because several factors start to be effective within this period.

### **2.2.2. Maslach's Opinion Related to Burnout**

According to Maslach model, burnout has three dimensions such as emotional exhaustion, depersonalization and lack of personal achievement. “Maslach Burnout Method” that consists of 22 articles has been designed in order to estimate burnout associate with this three dimension. Information about the three dimensions of burnout are shown below.



**Personal Exhaustion:** It is defined as being overloaded and exhausted of person due to job he/she made. This dimension of burnout is seen in Professional Works that intensive and face-to-face relationship with people is inevitable. Emotional exhaustion is beginning, center and most important component of burnout situation.

Individual who is within intense work tempo constrains himself/herself and is overwhelmed by emotional demands of other people. Emotional exhaustion occurs as a reaction to this situation (Başören, 2005).

**Depersonalization** contains to exhibit feeling the lack of attitude and behavior against the person whom person provides care and service. This behavior express itself in strict, cold and disinterested aspects. A person who is experiencing emotional exhaustion felt powerless to solve the problems of other people and use depersonalization as an escape path. He/she decreases relationships with people who are required to do business in minimum level (Şanlı, 2006).

According to Maslach, depersonalization sub-dimension from the three components of burnout is seen as the most problematic dimension. Depersonalization is defined by Maslach as a response which is estranged from person for which a service is provided and is solid and even is not humane. The situation of disregarding the attitudes and feelings which ignore the requirements of others occurs in with increase of estrangement (Başören, 2005).

**Personal Achievement:** Personal Achievement is defined as coping with the problems successfully and finding self sufficient. Lack of Personal Achievement is that the person is perceived self as the inadequate and unsuccessful. Individual improves the negative thoughts about himself/herself as a result of development of negative thoughts about other people. Guilt, a sense of not being loved, and feelings of failure, reduce the self-esteem and can get people depressed (Şanlı, 2006).

Maslach has conceptualized burnout phenomenon as a syndrome of three-component and has expressed in three levels (Çam, 1991). These are as follows:

1. Sense of physical tiredness and fatigue,
2. Being alienated from job and service provider,
3. Mental fatigue that is up to self-suspicion.



### 2.2.3. Meier's Opinion Related to Burnout

Meier (1983) theory is based on Bandura's (1977) studies and proposes a new approach that includes different dimensions in burnout concept.

Burnout is defined as a situation caused by the expectations of small reward and large penalty; since the meaningful reinforcer from work of individuals, living that can be controlled or individual competence are low (Başören, 2005).

Burnout has been discussed as the situation resulted in repetition of work experience in this approach and has been described in three stages. Individual's

1. Having low expectations of positive reinforcer behavior and high expectations of penalties related to work,
2. Having high expectations related to checking existing reinforcers,
3. Having the low self-competence expectations in showing necessary behaviors in order to control reinforcers.

Individuals who have expectations in such low levels are often experiencing negative emotions such as fear and anxiety.

This approach has four dimensions (Çavuşoğlu, 2005). These are as follows:

**1. Reinforcement Expectations:** It is the expectations of person about whether or not specific business lives are met private or open objectives of person. Business life results, and understanding the value attributed by individuals will vary from individual to individuals. Thus, while an academician wants to work with students in class who constantly ask questions; another academician prefers other students who are listening silently and can provide satisfaction in this manner. While both are pleased with their works in this manner, the opposite situation may result in dissatisfaction for both.

**2. Outcome Expectations:** It is defined as the description about the behavior that led to certain conclusions. While reinforcement expectations defines whether or not certain results meet the desired objectives; outcome expectations defines which behaviors is required to obtain that results. For example, an academician can experience tedium because of way of life that supports his/her expectation like "students can not learn this".

**3. Efficiency Expectations:** It refers to the personal competency expectations in making productive behavior. Bandura, (1977) attracts attention to the difference between efficiency expectations and outcome expectations. This is the

difference between knowledge (outcome expectations) and doing (efficiency expectation). Efficiency Expectations is the ability to successfully do the behaviors which individual is required to generate result. For example, academician can experience burnout as students do not learn the material (outcome expectations) or academician may feel that he/she is lack of qualifications to teach individual (efficiency expectation) (Çavuşoğlu, 2005).

**4. Contextual processing:** This process is the most broad categories of burnout approach. Because an explanation is made in this category about how people learn, continue and change expectations. Contextual processing refers to processes in the context of human information processing. Social groups, organizational structure, learning styles and personal beliefs may be shown in this example

According to Meier (1983), this concept is related to bind the expectations of Bandura (1977) to be sufficient to cognitive processes. According to Bandura, sufficiency knowledge that occurs in environmental incidents is filtered through cognitive processes by individuals. Thus similar success experiences that are experienced by two different persons affect sufficiency differently; because individuals think their success differently. According to Bandura (1977) cognitive processes play an important role in keeping the new behavior patterns in mind and winning them (Başören, 2005).

#### **2.2.4. Perlman and Hartman's Opinions Related to Burnout**

According to Perlman and Hartman (1982) burnout: "It is a response that is given to chronic emotional stress and consists of three components. These components are reactions in degree of behavior that contains emotional and-or physical exhaustion, poor business production and depersonalization against others" (Sılığ, 2003, s.15).

Perlman and Hartman's (1982) approach has a cognitive focus and the personal variables that interpret the individual's environment. According to this model, three dimension of burnout reflects three basic symptoms of stress (Şanlı, 2006).

These are:

1. The physiological dimensions focused on physical symptoms (physical exhaustion),



2. The emotional-cognitive dimensions focused on attitudes and feelings (emotional exhaustion),

3. The behavioral dimension focused on symptomatic behavior (depersonalization and low work efficiency).

Approach shows that individual features and theoretical / social environment are important in the effect and perception of burnout. Active and inactive ways of coping affect stress. Approach has four stages (Sılığ, 2003; Şanlı, 2006).

**1. Stage:** Degree of situation to lead to stress: It is the stage that shows which situation leads to stress. There are two basic situations in the formation of stress. The first case is that individual's skills and abilities may be inadequate to meet perceptual and organizational demands. Second case is that individual's work may not match up with his/her request, requirement and values.

**2. Stage:** Perceived stress level: It includes the individual's perceived stress level. Many cases which led to stress will result individuals with self-perception under stress.

**3. Stage:** The stress response: This stage includes three basic response categories led to stress. It determines which symptom emerges from physiological, cognitive and behavioral symptoms and the personal and organizational variables.

**4. Stage:** Result arisen in response to stress: At this stage, burnout occurs by experiencing chronic emotional stress.

#### **2.2.5. Pines's Opinion Related to Burnout**

According to Pines model, burnout is defined as fatigue in terms of physical, emotional and mental exhaustion. According to this model, there is the business environment that continuously keeps individual under emotional pressure on the basis of burnout. However, this work environments only lead to burnout in individuals whose work motivation level is high (Baysal, 1995). The symptoms of physical exhaustion are chronic fatigue, energy reduction, weakness and frazzle; the symptoms of emotional exhaustion are desperateness, hopelessness, and sense of illusion and the symptoms of mental fatigue are helplessness, sense of inefficiency, vanity, guilt and negative attitudes against himself/herself (Ok, 2002).



Individuals whose motivation is in the high level perceive business environment as supportive. Thus, these individuals get a chance to realize their self-expectations, and thus himself/herself. However, failure experienced when the stress size is high in the business environment and size of support and award is low is the most important cause of burnout. Once the burnout is experienced, motivation levels are decreasing gradually. This case has resulted in quitting or changing jobs in some individuals (Ok, 2002).

#### **2.2.6. Edelwich Burnout Model**

In the Edelwich model, to connect the profession with great hope and hope not to be met at the level of expectations is causing fatigue over time at employees. According to Edelwich model, burnout occurs in four stages that follow each other:

1. Idealistical enthusiasm: In this period, energy, hope and the expectation level is high at person.
2. Getting depressed: Person's energy level starts to fall and the ideas to slow down work emerges.
3. Prevention: Person thinks that his/her efforts to achieve goals of his/her profession are prevented as time goes by.
4. Apathy (insensitivity, disregarding): Now people reflect insensitivity and disregarding all over. Coming to work late, leaving early from work and, sometimes absenteeism are seen (Çam, 1989).

#### **2.2.7. Gaines and Jermier's Opinions Related to Burnout**

According to Gaines and Jermier, burnout is in focus of the process. Despite emotional exhaustion is similar to fatigue, as it shows continuity, it can be called as chronic fatigue. This chronic fatigue is perceived as normal by individuals. Employees feel inadequate in self-fulfilling business requirements individually (Demirbaş, 2006).

#### **2.3. Symptoms of Burnout**

People face with burnout, who spent a large part of their life as a workaholic and live under heavy work load because of a variety of reasons. Such people

sometimes experience feelings of intense "intolerable life". This feeling has been defined as "failure symptoms" by Freudenberger (Baltaş ve Baltaş, 2002, 77-78).

Burnout symptoms can be divided into 5 different categories (Schaufeli & Buunk, 1992)

1. Psychological symptoms
2. Physical symptoms
3. Behavioral symptoms
4. Social symptoms
5. Attitudes tend to be problem.

#### **a. Psychological Causes and Symptoms**

- Self-feeling depressed
- Feeling a deep sense of anger and frustration
- Skill weakness in mental and motor motions
- Concentration disorder
- Cause unknown sense of restlessness or anxiety

When individuals are experiencing these symptoms, there would be no sense of achievement. Her/him self-confidence and discretion about success reduces and accordingly other symptoms of burnout are experienced. In case of increasing number of people who is experiencing these symptoms in a company, that is organizational burnout; and it is also extraordinarily high cost to the organization. People with stress resistance of higher thresholds, person is highly resistant to stress-related diseases and development of burnout. Development of burnout at people who work is closely related to experienced disappointment, detention and frustration.

#### **b. Physical Causes and Symptoms**

- Mild physical symptoms:
- Tension
- Headaches
- Nausea
- Excessive of chronic fatigue
- Psychosomatic disorders:
- Ulcers

- Stomach and bowel disorders
- Heart-related problems
- Psychological stress reactions
- Respiratory insufficiency – asthma
- High blood pressure
- High cholesterol levels

Stress is experiencing due to the shift system applied in organizations, status and responsibilities, incapable of physical and mental skills required by the job, ergonomics, physical environment (lighting, noise, vibration, radiation, etc.) forcing human structure. When stress case is experienced, metabolism which provides balance in the body is distorted and physiological structure is distorted accordingly. For example, the stress experiencing leads to secrete adrenaline by the secretory gland. This substance leads to secrete many other substance and to drain to blood. Over-secretion of such substances that is necessary for the continuity of the organic structure of the human body distort the balance of organism. At the same time, it negatively affects physical structure of human.

### **c. Behavioral Causes and Symptoms**

As a result of feeling the pressure on employees who work at business life, and increase of it, some behavioral symptoms occur. These behavioral symptoms are:

- Hyperactivity – fidgetiness – having no clarity
- An increase in smoking
- Increase in taking caffeine – increase in drinking coffee
- Increase in taking alcohol
- Increase in taking medicine
- Decrease of production at work
- Absenteeism, increase of evasion of work
- Isolating self in work environment
- Staying out of work at workplace

Behavioral symptoms experienced by employee continue to increase gradually. Behaviors such as not finding peace in any way, not taking pleasure from anything, jumping from one activity to another but losing interest without completing and getting tired and incapable of patient follows each other in



hyperactive behavior. Individual is smoking a lot. He/she continues to drink coffee and smoke as much as threatening his/her health. Alcohol intake continues until he/she is alcoholic. Moreover sleeplessness exhausts person. By the way, dose of anesthetic drugs is increased. Efficiency of person who comes to this platform reduces. He/she often gets sick or he/she feels sick himself/herself in so much that he/she often makes habit of not coming to work or he/she is shirking when he/she is at work (smoking and going to lavatory are used as pretext).

#### **d. Social Causes and Symptoms**

This dimension is more visible in the business environment. People who suffer from burnout in the business environment, is physically and psychologically isolated self from their colleagues. Their relationship with people have been lost. Although they are among other employees, they will feel themselves to be isolated. Person has also estranged from himself/herself. He/she has difficulty in recognizing himself/herself (self-estrangement). Absence of support units required for work life causes this dimension of burnout. Because employees see this environment as an investment for their future and they rely on it.

Attitudes to be a problem:

- Negativity
- Scornfulness
- Abandonment attitude
- Being pessimist
- Being negligent

These attitudes that are displayed by employees either their personality structure or the status lead to experience burnout in another dimension. Individuals influence not only themselves but their society within time.

İwanicki (1983) classified signs related to burnout according to degrees. He says that burnout reviewed in various degrees can be observed by different behaviors in every degree. According to this, burnout is reviewed in three groups and occurred behaviors are listed as follows (Vızlı, 2005).

**One who shows burnout in mild degree:** Short irritability, sensitivity, fatigue, anxiety, and making inconclusive efforts.

**One who shows burnout in moderate degree:** Signs are seen like one who shows burnout in mild degree however at least two of these symptoms are repeated once a week or more often.

**One who shows in severe degree:** They have complaint about disturbances such as physical disorders, ulcers, chronic pain and migraine. The symptoms that emerge in the form of family problems can be expressed as not staying at home without any specific reason, ignoring spouse and children, sexual function abnormalities, feeling excluded by family members.

According to Beemsterboer and Baum (1984), following symptoms have been seen at individuals who especially works at stressful environments and experiences burnout (Ok, 2002, 21-22). These are:

- Estrangement, separation and retirement,
- Anger, resignation and madness,
- Guilt and resistance,
- Frustration and Blunted effect,
- Negativity,
- forgetfulness,
- Role conflict,
- Reflection,
- Feeling of stillness,
- Chronic fatigue-exhaustion,
- Being in mental self-dealing,
- Insufficiency in organizations,
- Intellectual activities,
- the confusion intended for role (task), and responsibility,
- Boredom,
- Concentration difficulties,
- Excessive trust to personnel of avoiding them,
- loss of interest for Institution,
- Sidestepping-delaying works,
- Sense of failure,
- Show resistance to come to work,

- Scorning, ridiculing of and acting one type to people for whom they provide service,

- Rigid thinking and show resistance to change,
- Suspicion and paranoia,
- Marriage, social and family conflicts,
- Absenteeism ,
- Coronary heart disease due to the increase in fast heartbeat,
- Frequent colds and flu,
- Frequent headaches and stomach-intestinal disorders,
- Excessive drug and alcohol use,
- Fast and quick to take a breath,
- Galvanic skin reactions,
- High cholesterol,
- Sleep disorders,
- Efficiency reduction.

According to Freudenberger and Richelson (1994), burnout starts slowly and insidiously. Although its emergence is sudden, burnout is a state that is always improving. Person exerts himself/herself to achieve a determined ideal during weeks, months and even years. One day, a sudden sign without making any warning before shows him/her that he/she is exhausted. A short time ago without becoming exhausted situation, some environmental conditions such as a pressure or disease of a family member or consecutive exams are encountered generally. Sometimes, even if very rarely, it suddenly emerges without happening any incident. As exhausted people are people who can hide their weaknesses well and are skilled and talented people, they are mostly not aware of what happens in their inside at first period of this situation.

#### **2.4. Reasons of Burnout**

When reasons of burnout is studied, it is seen that several reasons are talked about. Since it is impossible to review overall reasons of burnout, personal and organizational reasons are reviewed at this study. Reasons of burnout is divided into two groups as personal and organizational. Factors such as age, marital status, number of children, work commitment, personal expectations, motivation,



personality patterns, performance, stresses encountered in individual life, job satisfaction, and support from heads are discussed under title of individual reasons. The nature of the work, the type of profession, working hours, work place characteristics, intensity of workload, work stress, role ambiguity, educational status, unable to participate in decisions, interorganizational affairs, economic and social factors are seen review of organizational reasons of burnout (Izgar, 2001, s.11).

Çam (1995), has discussed reasons of burnout as personal and environmental reasons. Many personal features such as age, marital status, number of children, excessive work commitment, personal expectations, motivation, personality, performance, stress in personal life, professional satisfaction, informal support, support from heads come at the beginning of characteristics encountered in studies related to burnout and seen related to burnout.

Tümekaya (1996) was associated reasons of burnout with the ideal of human; and has indicated that exhausted people experience disappointment and fatigue depending on nonachievement of expectations of exhausted people. According to Kıpır, there are several reasons of burnout, indicating that it is a situation arisen from excessive expectations that people cannot overcome and when they encounter receivers of inexperienced persons, high expectations related to success directs individuals to frazzle in their professions, it can make them highly emotional and causes burnout. Most remarkable ones are as follows: excessive workload, working with people having low motivation, inconsistency of character of person and work, low social support. Also further reasons as factors related to work are the satisfaction from work and profession, job satisfaction, importance of work, role ambiguity, uncertainty in work, getting permission and lateness (Çalışkur, s. 2).

Pretorius has studied burnout level of people who trained at the university and informed that factors such as the role conflict, role ambiguity, the participation in decision-making process and number of students are associated with burnout (Mustafa Bilici, Fatma Mete, Cengiz Soylu, Mehmet Singleoğlu, Önder Kavakçı, "Bir Grup Akademisyende Depresyon ve Tükenme Düzeyleri", Türk Psikiyatri Dergisi, 1998; 9(3), s. 182-183).

According to Schwab, Jackson and Shuler, role complex in the institution, role uncertainty, non-participation to decision-making process, absence of support of administrator/manager and reward system in institution can cause burnout;

according to Brissie, Hoover-Demsey and Bassler socio-economical level of environment where institution is located in can cause burnout; according to Gold, Sarros and Sarros, Wisniewski and Gargiulo, work environment, being alienated from work, inadequate education, job stress which is experiencing long time, and being aware of failure in coping with stress can cause burnout (Akçamete, Kaner, Sucuoglu, s. 5).

Miller and Smith (1997), indicated that burnout was a case which is developing insidiously; and that factors such as high expectation levels and having goals that is impossible to reach, mental fatigue, job stress, trying self to motivate extremely, strict rules, request to make everything perfect, often facing with people, promoting to higher authorities prematurely leads to burnout (Murat, 2000, 5).

Gökçakan and Özer (1999) indicated that there are several factors related to burnout and that causes burnout and that most important one is stress.

They indicated that difficulties experiencing at works that requires face to face working and several potential situations produce job stressor and that stress negatively affects working performance of individual as well as inner personality dynamics. They expressed that there is high correlation among job relations, stress and burnout.

Murat (2000) indicated that factors such as having goals that is impossible to reach, mental fatigue, trying self to motivate extremely, strict rules, request to make everything perfect, often facing with people, promoting to higher authorities prematurely leads to burnout. It can be said based upon this information that burnout is not depending on one reason, several factors play role in the emergence of burnout.

When demographical characteristics are considered; close correlation is seen between burnout level and age. It is expressed that burnout is mostly seen at young employees than old employees.

It is understood that older employees are more experienced, mature, balanced and more resistive to burnout. Young, thus inexperienced person can be more weak against burnout. There are lot of studiers which confirm this (Izgar, 2000; Ergin, 1996; Tümkaya, 1996). It is expressed that burnout is seen in high level at individuals who are young, single and do not have children than individuals who are married and have children; at individuals who graduated from university than



individuals who did not continue to university or did not complete; and individuals who has a few year experience than individuals who work less than one year and more than five year. Kanoli and Maslach and Jackson indicated that burnout difference is not found between men and women and Izraeli indicated that burnout difference is not found between married women and married men. However in a study made by Aryee in Singapore, it has been found that burnout is higher in married women than married men. Researcher attribute these differences to presence of system of strict gender roles that bear much responsibility to women in Eastern societies than Western societies and to hesitation of men to express that they experience burnout which is a negative outcome (Torun, s. 15).

When Maslach compared white people with Asian origin Americans, the Asian origin people have demonstrated a bit more emotional exhaustion, depersonalization and personal failure. In a study made with black and white professionals, black people have demonstrated less emotional exhaustion and depersonalization. Maslach explained this situation with an assumption that black people can be more experienced in dealing with problems due to their experiences (Dela, s. 12).

Higher burnout is also seen at single people than married people, at people who do not have children than people who have children, at people whose job experience is a few years than people whose job experience is five years and more. Maslach and Jackson have specified that individual's age, gender, the period of study and experience are job-related variables (Izgar, s. 12 ).

It is considered variables such as the person's age, gender, whether or not married, education level, the working time, tenure last worked in corporate as well as business experience, whether or not work is rewarding for individuals and whether or not individual entirely assess himself/herself as an effective worker as variables that reveal the burnout and that belong to individuals (Akçamete, Kaner, Sucuoglu, s.4-5).

In the studies made in this field, higher burnout has been observed at individuals who are young, single and do not have children than individuals who are old, married and have children; at individuals who graduated from university than individuals who did not graduated from university; and individuals who has a few year experience than individuals who work less than one year and more than five



year. There is no significant difference in the studies about gender, it has been given outcomes that factors related to personality and expectations may be closely related to burnout. More burnout case is encountered at people who are external control-oriented people, and people who have expectations that is hard to meet related to the institutions work, professionals and personal competence.

Many studies and their results showed that age, gender, work experience and marital status are certain demographic factors which have an impact, especially on burnout.

According to Hamann and Gordon (2000), burnout is like a common cold. Everybody can suffer from common cold, duration and severe of common cold is important. Likewise, everybody may experience burnout in moderate or severe level. Consequently, the burnout is a case that everyone can experience, but it can be said that its cause, duration and symptoms can vary from person to person.

Various researchers are reported the causes of burnout as the business climate, age, education, working years, work dissatisfaction, being alienated from work (Gold, 1985); compulsive, destructive and disruptive students, inadequate wages (Mc Guire, 1979); belief that academics lose control in the classroom (Bardon, 1979); negative change of the student and attitude of community towards education, lack of decision-making together, the need to change jobs (Sparks, 1979) and the broad problem load (Maslach, 1976) (Tümekaya, 1996, 18).

The organizational causes of fatigue includes the nature of work, the institution type, role in job, weekly working hours, the institution's characteristics, workload, work stress, absence of progress opportunities at job, the role complex, role uncertainty, absence of role clarity and organizational support, non-rewarding work conditions, manner of work, absence of vacancy for career progress, the amount of time elapsed for works related to the management, administrative pressure, inadequate wages, excessive paper work, nonparticipation to important decisions, obviating the need to get service of organization, requirement of high performance of work, work environment atmosphere, bad transportation, dreary and monotonous visual arrangement, relationships with the people provided service, communication pattern in the work environment, insufficient staff, inadequate tools, organization environment, defects in the functioning of organization, economic and social factors.

## 2.5. Phases of Burnout

Many researcher divided burnout into different phases. Cause of this difference is presence of different tolerance level of individuals to circumstances and conditions. Edelwich and Brodsky (Sever, 1997; Girgin, 1995) reviews burnout which is specified as a process experienced gradually in four sections.

**1) Eagerness and Enthusiasm Period:** There are hope, increase in energy, and professional ideals at the beginning of this period. However it is seen an adjustment effort against prejudice in the work environment, implementation problems, being frequently criticized and not keeping time and energy for himself/herself and other aspects of life; slacking is slowly starting as a result of not dealing with these. This period is approximately beginning one year after working in the presence of these conditions.

**2) Slacking Period:** There are a reduction in the demand and hope in this phase. Firstly, the motivation is reduced. The frustration is experienced due to non-fulfillment of expectations. Interests other than work become more important. Job satisfaction are not seen as important as the personal needs.

**3) Prevention Period:** When individual is entering this period, he/she has serious concerns whether or not he/she continues profession. In this period, people ask questions about their own value and meaning to, and begins to question whether or not he/she continue to work. He/she sees limitation of his/her work as threatening to perform aims of his/her work. Emotional, behavioral and physical problems start to emerge.

**4) Regardlessness Period:** In this period, individual start experiencing high levels of hopelessness, indifference and dissatisfaction and loose beliefs about the profession. He/she spend little time for work with an idea "work is work". It is the most intense period that indifference is experiencing. There is coming late to work, senseless act, not doing a job except routines and all the time complaining about job. A deep despair is observed in this phase.

Maintaining profession for economical and social security is in question. Burnout is examined by separating to periods by reason of the fact that burnout is process and each period shows different characteristics. When burnout level of individuals are assessed, it is totally said that there is or is not burnout; assessment related to each period is made separately. These phases cannot be experienced all the



time with chronological order consecutively. Individual may go between different phases from time to time.

## 2.6. Results of Burnout

When the results of burnout are investigated, several information has been encountered. Several factors which is expressed by symptoms of burnout can also be expressed by results of burnout. When results of burnout are reviewed, negative results such as stalling work, increase of intent and tendency of quitting job, deterioration in the nature of service, not coming to work without getting permission, tendency of extending the leave at the end of leave with report etc., tendency of breakdown in relationship with people from work and except work, tendency of estrangement from spouse and family members, low job performance, job dissatisfaction, tendency of sickness without a reason, increase of injury at job and increase of occupational accident are observed (Izgar, 2000, 21).

One of the important results of burnout is lead to the harmful habit for individuals. Individuals who want to overcome problems increase the use of harmful substances such as smoking, alcohol, sedative drugs and can become addicted on time (Izgar, 2001).

In individuals exposed to burnout, physical problems such as fatigue, insomnia, loss of appetite, headaches, dyspepsia, and emotional problems such as irritability are often seen. Relationships with colleagues, served people, friends and family members reveal another field that burnout affects. When burnout level increase, tendency of depression, impatience, temper and intolerantness increase and attempts of extension of breaks for alienated from work environment. Employees who have difficulty in differentiating between professional identity and the roles in the family act like they are acting in the customers in relationships with family members. Thus relationships in the environment of both work and family is increasingly damaged. People who are experiencing burnout syndrome increase consumption of cigarette, drugs and ataractic drug for decreasing their anxiety and become addicted to these substances in time. Work absenteeism, quitting job, the decrease in the quantity and quality of performance are the harmful results of the syndrome in the organization environment. Many negative results of burnout reveals in studies. It has been observed that people who experienced burnout experience very



complicated feelings and accordingly they demonstrate many behavior disorder (Türk, 2004).

Burnout has a wide socio-economic impact. Many employed people retire early from their professions due to burnout. Loss of working days and reduction in production is significant as a result of burnout. Also it can create harmful effects at interpersonal and family relations of individual and it can lead to improve negative attitude against life (Iacovides, 2003).

Physical results of burnout are tiredness, fatigue, sleep disorders, headache, lack of energy, dyspnea, skin complaints, dyspepsia, and so on. Emotional results of burnout are emotional exhaustion, irritability, depression, jeering, negative feelings, sensitivity etc. harmful results of syndrome in organizational environment are decline in service quality, request of not going to work, request of quitting job, occupational accidents, decrease in the quantity and quality of performance (Torun, 1995; Gümüş, 2006).

## **2.7. Means of Prevention of Burnout and Coping with Burnout**

Burnout is the case that keeps individual from the vitality that has requirements in terms of professional, personal and organizational. It impacts the people who has been served by individual, the institutions he/she works, his/her family and friends, and community he/she lives in, not only individual who suffers from burnout. For this reason it is important to prevent burnout and determine means of coping with burnout and to apply them.

Firstly, the reasons underlying burnout should be revealed for removal of burnout. Two things are important in reduction of burnout. First one is being aware of stress and burnout and the other one is "stress management programs" that effective mechanisms of coping with it to be actualized change is improved. Activities to be made at and out of work environment take part at such activities. (Gold, 1985. Tümkaya, 1996).

According to Brouwers and Tornic (1997), it is required to attach importance to skill education rather than teaching stress management in order to prevent burnout. The thing which is important is not how to combat with emotional intensity. On the contrary, it should be focused on the person's diminishing sense of

competence and it should be attached importance on achievement of skills related to work.

According to Anderson (2001), if you want to overcome burnout, it is required to recognize problem which causes stress and to try to alter your condition by changing at least one thing related to duty. Also Anderson says "do not focus on subjects that make stress".

Education against stress, recreation, time management, education of being insistent, rational emotional therapy, interpersonal and social skills training, team building, management of professional requests and meditation has been recommended from techniques coping with burnout at work in order to prevent burnout (Maslach, Schaufeli ve Leiter, 2001).

First it is required to accept the existence and importance of problem in order to struggle with burnout. After this point, some techniques can be used in personal and organizational level in order to struggle with burnout. Even burnout is a disturbance progressing insidiously, it is not a disturbance that treatment is impossible. For this reason effort of both individual and organization is of big importance in struggling with burnout. In this struggle; even method to determine management, the planning and implementation responsibility seem to be more in organizations, but it is clear that more positive results will be obtained with individual and organizational techniques to be addressed together.

## **2.8. Burnout in Academicians**

Academicians are most important group who has been identified that they experienced burnout. Burnout of academicians is an educational problem that affects students and employers' organizations, not only academicians. When burnout-related resources are reviewed, measures that can be taken to cope with burnout are listed as follows (Terry, 1997; Jonstone, 1999; Iacovides, 2003; Izgar, 2001; Aras, 2006; Dilsiz 2006; Güllüce, 2006).

Academicians have to be patient. Students may not perform the requested changes in a short time (Ada, 2002, 207). Once duration extends, academician stress increases and burnout arises, that is characterized by physical, emotional and behavioral exhaustion characteristics (Baysal, 1995, 54). In brief, evaluation of



requests and demands that the academician profession revealed as a threat leads to stress and burnout in academicians (Gündüz, 2004, 26).

Burnout leads to serious damage to continue works of academicians. When academicians experience this syndrome, they start to evoke negative emotion, develop cynic attitude to their students and friends, and experience communication gap with students.

Physical and mental illnesses will increase, and sometimes alcohol and drug use begins. Burnout adversely affect a person's private life, even leads to health problems such as insomnia, alcohol, smoking or drug addiction (Dorman, 2003).

Stress and burnout experienced by academicians have a significant effect on administrators, students and parents in other words all of society and is reflected to the whole community directly or indirectly (Friedman and Farber, 1992).

Academician burnout is a syndrome caused by prolonged stress and defined with physically, emotionally and behaviorally fatigue. Academicians live less passion and satisfaction against their job in the behavioral fatigue. If their work also requires more effort and time, academicians become reluctant and become unconcerned against the work of students

An academician hardly find positive feeling at emotional exhaustion one business day. A heavy feeling of abandonment is dominant. The main feeling that is experiencing is depression. In the physical fatigue which is third item academician often feel him/her physically exhausted in school (Kyriacou, 2000).

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experiencing is depression. In the physical fatigue which is third item academicians often feel him/her physically exhausted in universities (Kyriacou, 2000).

Burnout in academicians takes place in five phases. First phase is a period called "honeymoon". It is characterized by loss of high energy, greed and job satisfaction. Many academicians experience this period at least once within academic year. Burnout in this level can be treated easily if it is noticed. When any measures is not taken, the second period called "fuel shortage" starts. This period includes failure at work, discontent, sleepless nights, and an increase in cigarette and alcohol use. In this period, burnout can be treated with emergency action. Third level burnout that is characterized by chronic exhaustion, physical illness, anger and depression is called as "chronic symptoms period". In this period, academicians begin to withdraw. They are prone to disease or to lose the job. They start to change against students, friends and family. Problem becomes very apparent in the "crisis" phase of burnout. Obsessions in the form of the intensified disease and anger are seen in academicians. Last burnout period is called "hitting the wall". This period is characterized in the form of professional failure, physical and psychological dysfunction (Bryne, 1998).

One of the problems that leads academicians to experience burnout is management of behaviors. Prerequisite of teaching purposes of academicians in children is to manage behaviors and learning. Students actualize their teaching purposes in a class that behaviors and learning are managed good and behaviors that hinders actualization of their purposes are not observed (Özyürek, 1996, 9). Learning and teaching level is low at environments not to be managed well. Even good planned courses can be unsuccessful due to insufficiency in skills of class management of academicians (Moore, 1998, 11).

As you know, there is no work or profession without stress; business environment are always convenient to stress. Lot or very little requests from individual in a job, creates stress. Obviously, all aspects of job is pregnant to stress (Balci, 2000, 5).

Cherniss also emphasizes that origin of burnout is stress; and outlined that stress emerges as a result of a matter that demands exceed sources of coping with stress (Yıldırım, 1996, 4-5).

## **2.9. Prevention of Academician Burnout**

According to Wood and MacCarty (2002), recognition and removal of academician burnout before development of syndrome is better than treatment after its occurrence. Three-step strategy is recommended to accomplish this. The first stage involves elimination of the conditions that cause burnout. Early diagnosis and treatment of symptoms focused on in the second stage.

In the final stage, it is specified that the requirements of deciding whether or not exhausted academician wants to continue the work. According to Farber (2000), the most effective way to treat the burnout is to change the nature and operation of schools. To bring universities into a warm atmosphere for students as well as academicians will be useful for preventing the creation of burnout or at least reduce the formation of the intensity and frequency

## **2.10. Studies made in Turkey and Domestic**

### **2.10.1. Studies made in Cyprus**

Dorsan (2007), it has been revealed in the study that total job satisfaction levels that belong to N.E.U academicians do not create significant difference according to faculties they work. However, significant differences was not found according to faculties of academicians among management style, development and promotion opportunities, colleagues, pay and personnel sub-dimensions and overall job satisfaction within job satisfaction sub-dimensions among perception for job satisfaction according to faculties that participant academicians work. However, significant differences revealed job satisfaction subscales such as work opportunities physical environment. The number of academics in the Faculty of Law is indicated as 7, the number of academics in the Faculty of Engineering is indicated as 22 at sampling group designated within the scope of study. When number of academicians are reviewed in sub-dimension of work opportunities on academic career basis; it is seen that 57.14% of academicians who work at Faculty of Law is Prof. Dr, 14.29% of it is Associate Prof., 14.29% of it is Assistant Professor Doctor, 14.29% of it is Lecturer. When looking at Faculty of Engineering, it is seen that 9.52% of it is Prof. Dr, 4.76% of it is Associate Prof, 19.05% of it is Assistant Professor Doctor, 9.52% of it is Dr. and 57.14% of it is Lecturer.



It has been found that there is no significant difference between academic titles and job satisfaction levels of academicians who work under NEU. However it has been concluded that there is no significant differences at the management style, working opportunities, development and promotion opportunities, colleagues, wages and staff sub-dimensions which is sub-dimension of job satisfaction and total job satisfaction among perceptions related to job satisfaction of participants academicians and there is significant difference at physical environment sub-dimension.

### **2.10.2. Studies made in Turkey**

In the literature study of Tümkaya (1994) intended for burnout in academicians and removal of it, it has been focused on factors that could lead to burnout in academicians and interest of physical and psychological disturbances seen in academicians on burnout and information about studies intended for removal of burnout has been given. It has been stated that in burnout of academicians, personal factors play a role as a internal stress creative factor; interorganizational stress, negative attitudes such as boredom and lack of enthusiasm and negative coping behavior such as smoking, alcohol use, absenteeism, etc. are effective.

In Torun (1995)'s study reviewed family structure and social support relations and burnout on academicians, sales staff, laboratory and traffic cops, it has been found that emotional exhaustion, vitality and participation of all family structures with dimensions of interest to others associated with the harmonious family ties; once emotional exhaustion and stiffness increases the positive aspects decreases. Moreover, it has been observed that dimension which has the most interest with the burnout is emotional support, and dimension which has minimum interest is the information and financial support.

Tümkaya (1997) has created total 92 lecturers sampling incl. 23 female, 69 male at study called academic burnout levels of lecturers of Çukurova University. He has used "Burnout Scale in Academicians" developed by Seidman and Zager in his study. In conclusion, he has determined that burnout in academicians differs according to administrative support, academic title and gender.

The relationship between job satisfaction and burnout can not be separated with precise limits. Discontent from a work of person is the result of exhaustion and



it is focused on job. It can be said that depending on the lack of work, job dissatisfaction reveals, depending on failure of person and lack of work, poor performance caused by inexperience and low seniority arises (Koç, 1999).

Several studies related to burnout and job satisfaction was made at abroad. These studies suggests the effects of burnout and job satisfaction.

Dursun (2000) has conducted his study called "Predictor relations between burnout in academicians and loading type, gender, education skill and service period variables" with 300 academicians. Researchers has used "Loading Type Scale", "Academician Burnout Scale" and "Personal Information Form" as a means of data collection. Study results showed that service time and general-specific installation form are predicted about coping with work-related stress of the academicians; once service time and the general loading increases, burnout is more experienced. It has been found that gender, education level, and internal-external loading forms did not tire exhaustion alone about the attitudes intended for students; burnout in female academics is more intensive, who has high education level and does external loading; once education level increases, the service time decreases the exhaustion is more experienced. It has been seen that none of the variables were tired exhaustion about the administrative support.

In the study of Seğmenli (2001) that reviewed burnout levels of guidance academicians by applying Maslach Burnout Scale on 560 academicians who work at Ankara City Center; it has been observed that 23-30 age group academicians experience burnout in the form of depersonalization, and those whose service period is 5 years experience burnout as personal achievement. It has been found that variables such as gender, marital status, working hours, institutions which they are working, whether or not choose profession by desiring, do not make separating effect on burnout levels of academicians.

It is seen that burnout is more at those who does not fulfill the professional functions. It has been determined that the most important reason of burnout in academicians is that they indicated that they do not see adequate support from managers and instructors. Also, in Turkey in general variables that belong to the individual were examined. As in other countries, giving inconsistent results, job satisfaction, social support and these variables can be said to give more consistent results. In the examined literature, as very different from the studies made at abroad

any burnout reason that is peculiar to conditions of Turkey has not been found. It can be said that the overall result is very similar to exhaustion.

Çavuş et al. has discussed the main purpose of the study as identification of burnout level of academic staff in the Vocational School. In this context, it can be said that Emotional Exhaustion and Depersonalization points of the academic staff of the Vocational School is low, points of Personal Achievement is high. It is seen that similar results have been obtained (Ergin, 1995; Tümkaya, 1999; Özdemir, 2001) in the previous studies. In other words, it can be said that the academic staff has a low level of burnout.

To develop effective ways to avoid burnout which is one of the serious problems of academic life, it's recognition and knowledge is required. In addition to study of Tümkaya that addresses burnout of teaching staff in our country, also there is study of Tümkaya in teaching staff, implying that investigates tendency of developing public concerns, job satisfaction and negative stress reactions (Barut, 2002).

Levels of burnout and job satisfaction have been measured on 216 doctors who work at Faculty of Medicine, Harran University. According to study results significant difference has not been observed among job satisfaction, emotional exhaustion, depersonalization, and lack of personal achievement according to age groups, genders, marital status, whether or not their spouse is working, and elapsed time in profession. Burnout levels of doctors has been found low at the end of study but it is seen that doctors feel insufficiency in high level about personal achievement. reason of it has been described as regional difference. job satisfaction which is indicator of productivity is in low level generally (Kuçer, 2005, s.11).

It is emphasized in the light of these findings that stress maker organization, relationships and tasks leading to high levels of mental breakdown and professional burnout.

Ergin has concluded to these results at the studies made on doctors and nurses: a- women feel more emotional exhaustion than men. It has been found that sense of achievement of men has been more than women in terms of achievement dimension. b- when working hours increase, burnout decrease. c-depersonalization of single nurses is higher than married nurses. d- depersonalization and emotional exhaustion of single doctor is more than married doctors.



Whether or not life satisfaction, job satisfaction and burnout level of academicians differs according to some variables have been intended to be measured at study made among total 173 academicians who Work in Konya Center and these findings have been obtained at the end of study:

- According to gender of academicians, no significant correlation have been found between life satisfaction, job satisfaction and burnout sub-dimension.

- According to age variable, while life satisfaction, job satisfaction and personal achievement status of academicians have not been differed in significant level, emotional exhaustion and depersonalization points have been differed in significant level.

- Significant negative correlation have been found between life satisfaction of academicians and emotional exhaustion and lack of personal achievement; Significant positive correlation have been found between life satisfaction and job satisfaction. On the other hand significant correlation have not been found between life satisfaction and depersonalization.

- Significant negative correlation have been found between job satisfaction of academicians and emotional exhaustion sub-dimension. Any significant correlation have not been found between job satisfaction and depersonalization and personal achievement.

When results of studies made at home and abroad related to burnout are reviewed, according to personal and demographical features (age, gender, seniority) quite different results have been obtained. It can be said that it is concluded that levels of affecting burnout of personal features vary depending on features of studied group. When results of study made related to class management are reviewed, making the noise, talking without permission, the indifference against course and the conducted activities during the course, disturbing friends are the most common unwanted behavior in Turkey and England.

Both burnout and job satisfaction have been measured at studies made generally and reasons of them have been studied. The most remarkable point in studies is that actions at job satisfaction are generally the best messenger of burnout. Moreover, job satisfaction, marital status, academic status, management support and many factors are the factors affecting the burnout. Most of the studies have generally been made by those who works in the field of health. According to Filiz Bilge's



study made on 194 academicians from state universities in Ankara, burnout level varies in parallel with increase and decrease of job satisfaction (Bilge, 2006).

Significant correlation between satisfaction obtained from work (Psychological satisfaction, Economical satisfaction, Social status, None) and Depersonalization from subdimension of burnout has not been found. On the other hand significant correlation between Emotional exhaustion and Personal Achievement sub-dimensions and satisfaction has been found. Emotional exhaustion level of those who obtain a satisfaction depending on social status are higher than those who obtain Psychological satisfaction. However personal achievement levels of those who do not obtain any satisfaction from their work are higher than those who obtain psychological satisfaction and satisfaction depending on social status.

Significant correlation between marital status, number of children, position at workplace (Lecturer, Academic, Instructor) and emotional exhaustion, personal achievement and depersonalization sub-dimension of burnout has not been found.

When these results are evaluated, the following recommendations can be made:

- Determining the factors leading to burnout at teaching staff, taking measures for prevention,
- Enabling academic personnel whose burnout is high to get over this situation with several activities and trainings,
- Making and evaluating studies related to level of burnout of teaching staff periodically,
- making studies for reduction of workload that especially leads to burnout at teaching staff (Çavuş ve ark., 2007).

### **2.10.3. Studies made at Abroad**

"Burnout: in the books titled New Academic Disease", Melendez and Guzman (1983); set forth that academicians is a profession group faced with burnout case depending on preventions and intense pressure on the subject of either being successful and disseminating or intensive communication with students (Ergin, 1995, s.38). Various problems such as reduction of professional interest thought that academical staff experiences, the idea that Professional prestige is lost, increased workload, staff congestion, inadequate wage, a working environment that requires continuous queries of personal competence, requirement of ongoing development

efforts, paucity of support given to academic studies, negativity of physical working conditions, and absence of the active work groups increases this expectation (Türkaya, 1999, s.50; Gillespie vd., 2001, s.55). Burnout, at the same time, are evaluated as one of the barriers of career for academic staff (Budak ve Sürgevil, 2005, s.95).

Correlation of various job satisfactions to various variables has been discussed in studies made for job satisfaction of academician(s) who has been assigned in education period. It has been emphasized that inconsistent results are observed in studies that correlation of gender taken part among these variables to job satisfaction. While, in some studies, it is emphasize that job satisfaction of women is higher (Hodson, 1989; Kelly, 1989); in the others, it has been found that job satisfaction of men is higher (Friesen, Holdaway ve Rice, 1983; Mccaslin ve Whang, 1994; Varca, Shaffer ve McCauley, 1983).

In the study of Geller and Hobfoll (1994) which examined gender-related variables, 61 men, 55 women of the 116 individuals, men and women were similar in the job stress. The importance of social support in reduction of the stress of work highlighted. In addition, it has been detected that rate of tedium at women is more than men.

According to study of Lee and Ashforth, there is negative relation between burnout and job satisfaction. Also it is seen that various factors that affects burnout also affects job satisfaction. These are lack of control, life satisfaction, health condition, and attitude of employer etc. according to study of Della Rocca and Kuznetzski which made among 106 academicians who works at secondary schools in Melbourne, statues of academician affects burnout level, however it cannot affect their job satisfaction. Also it is seen that job satisfaction changes according to gender. It is seen that female academicians mostly satisfies their present statues than others (Rocca, 2001, s.7).

## CHAPTER 3

### METHOD

This chapter includes study model, population and sampling, data collection means, data collection and data analysis.

#### 3.1. Study model

This study is descriptive study made for revealing whether or not emotional exhaustion, depersonalization, personal failure levels of academicians change according to ages, sexes, marital status, titles, number of children they have, their positions, their seniorities, their administrative duties, total course load and satisfaction obtained from their job. Descriptive studies try to explain that what events, objects, assets, groups and the various fields are (Kaptan, 1989). Dependent variables of study is emotional exhaustion, depersonalization and personal failure of academicians; independent variables are age, sex and marital status of academicians.

#### 3.2. Population and Sampling

Study population consists of students and academicians worked for TRNC Near East University. Study population consists of 53 academicians whose inquiry is valid from 55 academicians and 279 students by using easy accessible sampling method from TRNC Near East University Faculty of Education academician and students.

#### 3.3. Data Collection Means

Study data has been collected by applying Personal Information Form and Maslach Burnout Scale respectively.

##### 3.3.1. Personal Information Form

Personal Information Form that has been developed by researcher has been used with intent to collect information about independent variables. Inquiries such as sex, marital status, educational status, age and Professional seniority for academicians and students are contained in this form.



### 3.3.2. Maslach Burnout Inventory

Maslach Burnout Inventory (MBI) that has been developed by Maslach and Jackson (1981) has been used in order to determine burnout perceived by academicians in study. Burnout inventory which consists of total 22 articles is evaluated in three sub-dimensions as Emotional Exhaustion, Depersonalization and reduction of Personal Accomplishment.

Emotional exhaustion sub-scale is expressed that a person has been consumed by his/her profession, and were overloaded. There are 8 articles about fatigue, tiredness and emotional energy reduction in this sub-scale. These are 1., 2., 3., 6., 8., 13., 16., and 20. articles.

Depersonalization sub-scale is expressed that individual acts those whom he provide care and service with lack of emotion without taking into account that they are specific human being. There are 5 , 10, 11, 15, 21, and 22. articles in depersonalization sub-scale that consists of 6 articles.

Reduction of Personal Accomplishment sub-scale is defined as sufficiency and accomplishment at person who works with people. This scale consists of 8 articles and these are 4., 7., 9., 12., 14., 17., 18. and 19. articles (Çam, 1992).

Emotional burnout and depersonalization dimensions consist of negative expressions and reduction of personal accomplishment consists of positive expressions. Therefore point of every sub-dimension have been evaluated separately. Being higher of points taken from emotional exhaustion and depersonalization sub-scale and being low of reduction of personal achievement sub-scale show burnout (Çam, 1992).

### 3.3.3 Reliability and Validation of Maslach Burnout Inventory

Studies of adapting inventory to our country has been made by Ergin (1992).

Cronbach Alpha internal consistency coefficient were found .83, .65 and .72 for "Emotional Exhaustion", "Depersonalization" and "Personal Achievement" respectively in a study made on doctors and nurses. the test-re-test reliability coefficients calculated in study were found as .83, .72 and .67 respectively.

Reliability and validation study of scale in teacher sampling has firstly been made by Girgin (1995), Sucuoğlu and Kuloğlu (1996).

To determine the reliability of Girgin MBI, test-re-test method and the internal consistency coefficient calculation methods used.

Reliability coefficients obtained from EE, D and PA subscales with test-re-test method were found .86, .68 and .83 respectively.

One another process made for reliability of scale is to review Cronbach-Alpha coefficients and result were found .87 for EE, .63 for D and .74 for PA.

Cronbach-Alpha coefficients were calculated for reliability study of MBI in studies of Sucuoğlu and Kuloğlu and test half technique was used.

According to this, Cronbach-Alpha coefficients of MTE subscales were found .82, .73 and .60 for EE, D and PA respectively and reliability coefficients obtained from test half technique were found .77, .75 and .42 respectively.

In conclusion, it can be said that validation and reliability of MBI is in sufficient level and it can be used in order to determine burnout levels of academic personnel in the light of obtained results.

### **3.3.4 Scoring of Maslach Burnout Inventory**

Quintet rating has been used instead of septet rating set forth by Ergin (1992) that it is not suitable for Turkish culture in this study. An expression that states emotion and opinions related to burnout is presented in each article of MTE that consists of 22 article and 3 subscale and it is requested from people to mark how often they live this situation in these expressions on quintet rating scale. Response choices are expressed as: "Never (0)", "Sometimes (1)", "Generally (2)", "Usually (3)" and "Always(4)". High point shows that burnout in subscales is high.

### **3.4. Data Analysis**

Data which is gathered by job satisfaction and burnout level inquiry has been saved to computer and has been analyzed by using "SPSS 15.0" program. Cross tables (bivariate analysis), t-test and one-way analysis of variance have been made in evaluation of data.

## CHAPTER 4. RESULTS



In this section, the results, which were obtained as a result of the statistical analyses of the data collected for the solution of goals and sub-goals considered in this study, and the comments on these results have been presented. While suggesting the results and comments, firstly the academicians', then the students' personal and academic features have been considered. Following the academicians' and students' features, the results and comments on sub-goals have been dealt

The academicians participated in the study consist of 55 individuals. The questionnaires of 53 participants out of those 55 individuals were accepted as valid. That means, the response proportion of the scales is 96%.

The students participating in the study consist of 279 participants. 279 out of 279 questionnaires have been accepted as valid. That means, the response proportion of the scales is 100%.

### 4.1. Personal Information

Under this subtitle, the personal information about academicians and students, who were participated in the research, has been presented

#### 4.1.1. Personal Information: Students

The information of students about age, gender, which class they study and the secondary education institutions, from which they were graduated, has been presented in Table 1.

**Table 1. Personal Information About Students Participated in Study**

Variables		N	%
Age	17-18	10	3,6
	19-20	11	39,8
	21-22	109	39,1
	23-24	33	11,8
	25-26	7	2,5
	26 and more	9	3,2
Gender	Male	103	36,9
	Female	176	63,1
Secondary education institution from which they graduated	High School	195	69,9
	Vocational School	41	14,7
	Science High School	8	2,9
	Private School	15	5,4
	Other	20	7,2
Class	First Class	100	35,8
	Second Class	61	21,9
	Third Class	89	31,9
	Fourth Class	29	10,4
	Total	279	100,0



As seen in Table 1, 10 students (3,6%) participated in the study out of 279 are within 17-18 age group, 11 are (3,9%) within 19-20 age group, 109 are (39,1%) within 21-22 age group, 33 are (11,8) within 23-24, 7 are (2,5%) within 25-26, and 9 are (3,2) within 26 and older age group. According to this, the oldest group in the sampling group is 19-20 age group and the youngest group is 19-20 age group considering the age variable.

From the 279 participants of the study, 103 (36, 9%) students are male and 176 (63,1%) participant are female students. According to this, the majority of the sampling group consists of female students.

From the 279 student participants of the study, 195 (69, 9 %) are high license graduates, 41 (14, 7 %) are graduates from vocational high school, 8 (2, 9 %) are science high school, 15 (5, 4 %) are graduates from private high school and 20 students (7, 2 %) are graduates from the other secondary education institutions.

From the 279 student participants of the study, 100 (%36,9) students are freshmen, 61 (%21,9) are sophomores, 89 (%31,9) are juniors and 29 (%10,4) are seniors. According to this, in our sampling group, the largest group consists from freshmen and the smallest group consists from senior group when considering the university grade variable.

#### 4.1.2. Personal Information: Academicians

The personal information of the academicians on their age, gender, marital status, child number, degree, position within university, seniority, their administrative functions, total course load and on the satisfaction gained from their profession have been presented in Table 2.

**Table 2. Personal Information of Academicians Participated in Study**

Variables		N	%
Gender	Male	22	41,5
	Female	31	58,5
Age	20-24	9	17,0
	25-29	16	30,2
	30-34	13	24,5
	35-39	5	9,4
	40-44	4	7,5
	45-50	3	5,7
	50 and more	3	5,7
Marital Status	Married	29	54,7
	Single	22	41,5
	Divorced	2	3,8
Number of children you have	1	14	26,4
	2	8	15,1

	3	-	-
	4 and more	2	3,8
	None	29	54,7
Title	Prof.Dr.	3	5,7
	Associate Dr.	1	1,9
	Asst.Prof. Dr.	6	11,3
	Dr.	9	17,0
	Non-title	34	64,2
Position	Lecturer	18	34,0
	Teaching Assistant	33	62,3
	Researcher .	2	3,8
Seniority	0-5 yrs	30	56,6
	6-10 yrs	11	20,8
	11-15 yrs	4	7,5
	16-20 yrs	3	5,7
	21 yrs and more	5	9,4
administrative functions	Yes	10	18,9
	No	43	81,1
Total course load	0-12 h	10	18,9
	13-24 h	40	75,5
	25 h and more	3	5,7
satisfaction gained from profession	Psychological satisfaction	10	18,9
	Economic satisfaction	40	75,5
	Social status satisfaction	3	5,7
	None	-	-
	Total	53	100,0

As seen in Table 2, out of 53 academicians whose questionnaires were accepted as valid, 22 (41,5 %) are male and 31 (58,5 %) are female academicians. According to this, the majority of the sampling group consists of women.

Of the 53 academicians whose questionnaires were accepted as valid, 9 (17,0 %) are within 20-24 age group, 16 (30,2 %) are within 25-29 age group, 13 (24,5%) are within 30-34 age group, 5 (9,4 %) are within 35-39 age group, 4 (7,5%) are within 40-44 age group, 3 (5,7 %) are within 45-50 age group and 3 (5,7 %) are within 50 and older age group. According to this, the largest group in the sampling group is 25-29 age group, and the smallest group is 45-50 and 50 and older age group, considering the age variable.

29 (54,7 %) of the 53 academicians whose questionnaires are considered as valid are married, 2 (3,8 %) are divorced and 22 (41,5 %) single individuals. According to this information, the majority of the sample group consists of married participants.

It has been seen that, 14 (26,4 %) participants out of the 53 academicians whose questionnaires are considered as valid have 1 child, 8 (15,1 %) have 2 children, 2 (3,8 %) have 4 and more children and 29 (54,7 %) participants have no

children. According to this, the largest group consists from the academicians who do not have any children, and the smallest group consists from the group with 4 children and more, considering the group under number of children title.

In the study; 3 (5,7 %) academicians have the degree of Professor Doctor out of the 53 academicians whose questionnaires are considered as valid, 1 (1,9 %) has the degree of Associate Professor, 6 (11,3 %) have the degree of Assistant Professor, 9 (17,0 %) have got the degree of Doctor, and 34 (64,2 %) participants do not have any degrees, yet. According to this, the largest group consists from the academicians who do not have any degrees, and the smallest group consists from the participants that are in Assistant Professor group, considering the group under 'your degree' title.

In the study, 18 (34,0 %) participants of the 53 academicians whose questionnaires are considered as valid are faculty members, 33 (62,3 %) are university lecturers, 2 (3,8 %) are research assistants. According to this, the largest group consists from the group of faculty members, and the smallest group consists from the group of research assistants, considering the group name under 'your position in the university' title.

In the study, 30 (56,6 %) participants out of the 53 academicians whose questionnaires are considered as valid have 0-5 years of seniority, 11 (20,8 %) have 6-10 years of seniority, 4 (5,7 %) have 11-15 years of seniority, 3 (5,7 %) have 16-20 years of seniority, 5 (9,4 %) have 21 years or more of seniority. According to the "your seniority" variety, the largest group consists from 0-5 years of seniority group, and the smallest group consists from 16-20 years of seniority group.

In the study, 10 (18,9 %) participants out of the 53 academicians whose questionnaires are considered as valid gave "YES" answer to the question that asks "Do you have an administrative function?", and 43 (81,1%) participants gave "NO" answer to the same question. According to this, the majority of the sample group does not have any administrative functions.

In the study, 10 (18,9%) participants out of the 53 academicians whose questionnaires are considered as valid have 0-12 hours of course load, 40 ( 75,5% ) have 13-24 hours of course load, 3 (5,7 %) 25 and more hours of course load. According to this, in the sample group, the largest group consists from 13-24 hours



of course load, and the smallest group consists from 25 and more hours of course load, considering the variety of “your total course load”.

In the study, 10 (18,9 %) participants out of the 53 academicians whose questionnaires are considered as valid perceive as psychological satisfaction, 40 (75,5 %) perceive as economical satisfaction and 3 (5,7%) perceive as social status satisfaction. According to this, in the sample group, the largest group consists from the ones from economical satisfaction group, and the smallest group consists from the group of social status satisfaction, considering the variety of “the satisfaction gained from the occupation”.

## 4.2. Burnout Status of Academicians

### 4.2.1. Burnout Status of Academicians According to Students

**Table 3. Academician's Burnout Status According to Students**

Variables	Never agree		Hardly agree		Moderately agree		Quite agree		Completely agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. I feel that our faculty lecturers from whom I take the lesson alienated from their occupation.	80	28,7	56	20,1	91	32,6	39	14,0	13	4,7	279	100
2. I don't think that our lecturers are able to stand to this job even for one more day	114	40,9	61	21,9	59	21,1	34	12,2	11	3,9	279	100
3. I realize that our lecturers behave us as if we are not human beings	121	43,4	43	15,4	64	22,9	27	9,7	24	8,6	279	100
4. It is really backbreaking for our lecturers to deal with the people for all the day	38	13,6	46	16,5	89	31,9	42	15,1	64	22,9	279	100
5. Our lecturers find the most appropriate solution for the problems of people	37	13,3	51	18,3	85	30,5	61	21,9	45	16,1	279	100
6. I feel like our teachers exhausted	73	26,2	69	24,7	82	29,4	42	15,1	13	4,7	279	100
7. I believe that our lecturers contribute a lot to people's lives thanks to their job	31	11,1	39	14,0	79	28,3	64	22,9	66	23,7	279	100
8. Our lecturers have the power to do lots of things	32	11,5	35	12,5	87	31,2	72	25,8	53	19,0	279	100
9. I feel that our lecturers overwork in their job	37	13,3	50	17,9	93	33,3	60	21,5	39	14,0	279	100
10. I feel that our lecturers are put under restraint in their job	59	21,1	56	20,1	82	29,4	46	16,5	36	12,9	279	100
11. Our lecturers create a relaxing atmosphere to the people they meet because of their job	22	7,9	56	20,1	102	36,6	64	22,9	35	12,5	279	100
12. Our lecturers have gained many appreciable successes in this job	26	9,3	39	14,0	80	28,7	83	29,7	51	18,3	279	100
13. Our lecturers approach sensitive issues with imperturbability in their jobs.	33	11,8	35	12,5	95	34,1	52	18,6	64	23,0	279	100

Out of the 279 students that participated in the study, 80 (28,7 %) students gave the answer of disagreement, 56 (20,1 %) gave the answer of hardly agree, 91

(32,6 %) gave the answer of moderately agree, 39 (14,0 %) gave the answer of quite agree, and 13 (4,7 %) participants gave the answer of completely agree, to the question asking “ I feel that our faculty lecturers from whom I take the lesson disincline from their occupation.” According to this information, in the sample group, the largest group consists of moderately sufficient group, and the smallest group consists from the fully sufficient group, when considering the variety of “I feel that our faculty lecturers from whom I take the lesson disincline from their occupation.”

Out of the 279 students that participated in the study, 114 (40,9%) students gave the answer of disagreement, 61 (21,9 %) gave the answer of hardly agree, 59 (21,1 %) gave the answer of moderately agree, 34 (12,2 %) gave the answer of quite agree, and 11 (3,9 %) participants gave the answer of full agreement, to the question asking “ I don't think that our lecturers are able to stand to this job even for one more day”. According to this, in the sample group, the largest group consists of disagreement group, and the smallest group consists from the full agreement group, when considering the variety of “I don't think that our lecturers are able to stand to this job even for one more day”

Out of the 279 students that participated in the study, 121 (43,4 %) students gave the answer of disagreement, 43 (15,4 %) gave the answer of hardly agree, 64 (22,9 %) gave the answer of moderately agree, 27 (9,7 %) gave the answer of quite agree, and 24 (8,6 %) participants gave the answer of full agreement, to the question asking “ I realize that our lecturers behave us as if we are not human beings”. According to this, in the sample group, the largest group consists of disagreement group, and the smallest group consists from the full agreement group, when considering the variety of “I realize that our lecturers behave us as if we are not human beings”.

Out of the 279 students that participated in the study, 38 (13,6 %) students gave the answer of disagreement, 46 (16, 5 %) gave the answer of hardly agree, 89 (31,9 %) gave the answer of moderately agree, 42 (15,1 %) gave the answer of quite agree, and 64 (22,9 %) participants gave the answer of full agreement, to the question asking “ It is really backbreaking for our lecturers to deal with the people for all the day”. According to this, in the sample group, the largest group consists of moderately agreement group, and the smallest group consists from the disagreement



group, when considering the variety of "It is really backbreaking for our lecturers to deal with the people for all the day".

Out of the 279 students that participated in the study, 37 (13,3 %) students gave the answer of disagreement, 51 (18,3 %) gave the answer of hardly agree, 85 (30,5 %) gave the answer of moderately agree, 61 (21,9 %) gave the answer of quite agree, and 45 (16,1 %) participants gave the answer of full agreement, to the question asking "Our lecturers find the most appropriate solution for the problems of people". According to this, in the sampling group, the largest group consists of moderately agreement group, and the smallest group consists from the disagreement group, when considering the variety of "Our lecturers find the most appropriate solution for the problems of people".

Out of the 279 students that participated in the study, 73 (26,2 %) students gave the answer of disagreement, 69 (24,7 %) gave the answer of hardly agree, 82 (29,4 %) gave the answer of moderately agree, 42 (15,1 %) gave the answer of quite agree, and 13 (4,7 %) participants gave the answer of full agreement, to the question asking "I feel that our lecturers are physically and emotionally spent because of their job". According to this, in the sampling group, the largest group consists of moderately agreement group, and the smallest group consists from the full agreement group, when considering the variety of "I feel that our lecturers are physically and emotionally spent because of their job".

Out of the 279 students that participated in the study, 31 (11,1 %) students gave the answer of disagreement, 39 (14,0%) gave the answer of hardly agree, 79 (28,3%) gave the answer of moderately agree, 64 (22,9 %) gave the answer of quite agree, and 66 (23,7 %) participants gave the answer of full agreement, to the question asking for: "I believe that our lecturers contribute a lot to people's lives thanks to their job". According to this, in the sampling group, the largest group consists of moderately agreement group, and the smallest group consists from the disagreement group, when considering the variety of "I believe that our lecturers contribute a lot to people's lives thanks to their job".

Out of the 279 students that participated in the study, 32 (11,5 %) students gave the answer of disagreement, 35 (12,5 %) gave the answer of hardly agree, 87 (31,2 %) gave the answer of moderately agree, 72 (25,8 %) gave the answer of quite agree, and 53 (19,0 %) participants gave the answer of full agreement, to the



question asking for: "Our lecturers have the power to do lots of things". According to this, in the sampling group, the largest group consists of moderately agreement group, and the smallest group consists from the disagreement group, when considering the variety of "Our lecturers have the power to do lots of things".

Out of the 279 students that participated in the study, 37 (13,3 %) students gave the answer of disagreement, 50 (17,9 %) gave the answer of hardly agree, 93 (33,3 %) gave the answer of moderately agree, 60 (21,5 %) gave the answer of quite agree, and 39 (14,0 %) participants gave the answer of full agreement, to the question asking for: "I feel that our lecturers overwork in their job". According to this, in the sampling group, the largest group consists of moderately agreement group, and the smallest group consists from the disagreement group, when considering the variety of "I feel that our lecturers overwork in their job".

Out of the 279 students that participated in the study, 59 (21,1 %) students gave the answer of disagreement, 56 (20,1 %) gave the answer of hardly agree, 82 (29,4 %) gave the answer of moderately agree, 46 (16,5 %) gave the answer of quite agree, and 36 (12,9 %) participants gave the answer of full agreement, to the question asking for: "I feel that our lecturers are put under restraint in their job". According to this, in the sampling group, the largest group consists of moderately agreement group, and the smallest group consists from the full agreement group, when considering the variety of "I feel that our lecturers are put under restraint in their job".

Out of the 279 students that participated in the study, 22 (7,9 %) students gave the answer of disagreement, 56 (20,1 %) gave the answer of hardly agree, 102 (36,6 %) gave the answer of moderately agree, 64 (22,9 %) gave the answer of quite agree, and 35 (12,5 %) participants gave the answer of full agreement, to the question asking for: "Our lecturers create a relaxing atmosphere to the people they meet because of their job". According to this, in the sampling group, the largest group consists of moderately agreement group, and the smallest group consists from the disagreement group, when considering the variety of "Our lecturers create a relaxing atmosphere to the people they meet because of their job".

Out of the 279 students that participated in the study, 26 (9,3 %) students gave the answer of disagreement, 39 (14,0 %) gave the answer of hardly agree, 80 (28,7 %) gave the answer of moderately agree, 83 (29,7 %) gave the answer of quite

agree, and 51 (18,3 %) participants gave the answer of full agreement, to the question asking for: "Our lecturers have gained many appreciable successes in this job". According to this, in the sampling group, the largest group consists of quite agree group, and the smallest group consists from the disagreement group, when considering the variety of "Our lecturers have gained many appreciable successes in this job".

Out of the 279 students that participated in the study, 33 (11,8 %) students gave the answer of disagreement, 35 (12,5 %) gave the answer of hardly agree, 95 (34,1 %) gave the answer of moderately agree, 52 (18,6 %) gave the answer of quite agree, and 64 (23,0 %) participants gave the answer of full agreement, to the question asking for: "Our lecturers approach sensitive issues with imperturbability in their jobs ". According to this, in the sampling group, the largest group consists of moderately agree group, and the smallest group consists from the disagreement group, when considering the variety of "Our lecturers approach sensitive issues with imperturbability in their jobs".

#### 4.2.2. Burnout Status of Academicians According to Academicians

**Table 4. Academician's Burnout Status According to Academicians**

Variables	Never		Rare		Sometimes		Usually		Always		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. I am feeling that I am alienated from my job	25	47,2	10	18,9	16	30,2	2	3,8	-	-	53	100
2. I am feeling that I am exhausted mentally after work	11	20,8	18	34,0	19	35,8	3	5,7	2	3,8	53	100
3. I think that I cannot sustain this job one more day when I woke up	28	52,8	17	32,1	6	11,3	1	1,9	1	1,9	53	100
4. I understand what people are thinking as a part of my job	4	7,5	5	9,4	15	28,3	24	45,3	5	9,4	53	100
5. I realized that I treat some people like they are not human as a part of my job	38	71,7	11	20,8	3	5,7	-	-	1	1,9	53	100
6. It is really backbreaking for me to deal with people whole day	12	22,6	21	39,6	15	28,3	4	7,5	1	1,9	53	100
7. I find most appropriate solution to problems of people as a part of my job	4	7,5	2	3,8	4	7,5	32	60,4	11	20,8	53	100
8. I am feeling that I am exhausting from this work	26	49,1	12	22,6	11	20,8	1	1,9	3	5,7	53	100
9. I believe that I make contribution to people's life by means of my job	2	3,8	1	1,9	5	9,4	14	26,4	31	58,5	53	100
10. I have been firm with people since I started to work at this job	18	34,0	18	34,0	13	24,5	3	5,7	1	1,9	53	100
11. I am afraid from that this work increasingly makes me firm.	23	43,4	22	41,5	5	9,4	2	3,8	1	1,9	53	100
12. I have a power to do lots of things	2	3,8	1	1,9	7	13,2	20	37,7	23	43,4	53	100



13. I am feeling that my job restricts me	18	34,0	14	26,4	12	22,6	8	15,1	1	1,9	53	100
14. I feel that I am working too much	8	15,1	4	7,5	12	22,6	18	34,0	11	20,8	53	100
15. I am not concerned about what happened to people I met as a part of my job	34	64,2	12	22,6	5	9,4	1	1,9	1	1,9	53	100
16. Direct working with people makes me stressful	20	37,7	25	47,2	5	9,4	1	1,9	2	3,8	53	100
17. I create a cordial environment with people I met as a part of my job	2	3,8	1	1,9	5	9,4	28	52,8	17	32,1	53	100
18. I feel motivated after one-to-one communication with people	3	5,7	5	9,4	11	20,8	23	43,4	11	20,8	53	100
19. I gained remarkable success at this job	3	5,7	4	7,5	13	24,5	18	34,0	15	28,3	53	100
20. I am feeling that I come to an end	35	66,0	15	28,3	1	1,9	1	1,9	1	1,9	53	100
21. I approach to emotional problems with dispassionateness at my job	5	9,4	1	1,9	16	30,2	18	34,0	13	24,5	53	100
22. I feel like I created some problems of people I met as a part of my job.	22	41,5	16	30,2	12	22,6	2	3,8	1	1,9	53	100

Out of the 53 academicians whose questionnaires are considered as valid, 25 (47, 2%) academicians gave the answer of Never, 10 academicians (18,9 %) gave the answer of Rarely, 16 academicians (30,2 %) gave the answer of Sometimes, 2 (3,8 %) academicians gave the answer of Usually to the question asking for “. I am feeling that I am alienated from my job”, and the choice of Always was left unanswered. According to this, in the sampling group, the largest group consists from Never group, and the smallest group consists from Always group, considering the variety of “. I am feeling that I am alienated from my job”,

Out of the 53 academicians whose questionnaires are considered as valid, 11 (20,8 %) academicians gave the answer of Never, 18 academicians (34,0%) gave the answer of Rarely, 19 academicians (35,8 %) gave the answer of Sometimes, 3 (5,7 %) academicians gave the answer of Usually and 2 academicians (3,8 %) gave the answer of Always to the question asking for “I am feeling that I am exhausted mentally after work”. According to this, in the sampling group, the largest group consists from Sometimes group, and the smallest group consists from Always group, considering the variety of “I am feeling that I am exhausted mentally after work”.

Out of the 53 academicians whose questionnaires are considered as valid, 28 (52,8 %) academicians gave the answer of Never, 17 academicians (32,1%) gave the answer of Rarely, 6 academicians (11,3 %) gave the answer of Sometimes, 1 (1,9 %) academicians gave the answer of Usually and 1 academicians (1,9 %) gave the answer of Always to the question asking for “I think that I cannot sustain this job one more



day when I woke up". According to this, in the sampling group, the largest group consists from Never group, and the smallest group consists from Usually and Always groups, considering the variety of "I think that I cannot sustain this job one more day when I woke up".

Out of the 53 academicians whose questionnaires are considered as valid, 4 (7,5 %) academicians gave the answer of Never, 5 academicians (9,4 %) gave the answer of Rarely, 15 academicians (28,3 %) gave the answer of Sometimes, 24 (45,3 %) academicians gave the answer of Usually and 5 academicians (9,4 %) gave the answer of Always to the question asking for "I understand what people are thinking as a part of my job". According to this, in the sampling group, the largest group consists from Sometimes group, and the smallest group consists from Never group, considering the variety of "I understand what people are thinking as a part of my job".

Out of the 53 academicians whose questionnaires are considered as valid, 38 (71,7 %) academicians gave the answer of Never, 11 academicians (20,8 %) gave the answer of Rarely, 3 academicians (5,7 %) gave the answer of Sometimes, 1 academician (1,9 %) gave the answer of Always to the question asking for "I realize that I treat some people as if they are not human beings, as a part of my job". According to this, in the sampling group, the largest group consists from Never group, and the smallest group consists from Always group, considering the variety of "I realize that I treat some people as if they are not human beings, as a part of my job".

Out of the 53 academicians whose questionnaires are considered as valid, 12 (22,6 %) academicians gave the answer of Never, 21 academicians (39,6 %) gave the answer of Rarely, 15 academicians (28,3 %) gave the answer of Sometimes, 4 academicians (7,5 %) gave the answer of Usually and 1 academician (1,9 %) gave the answer of Always to the question asking for "It is really backbreaking for me to deal with people whole day". According to this, in the sampling group, the largest group consists from Rarely group, and the smallest group consists from Always group, considering the variety of "It is really backbreaking for me to deal with people whole day".

Out of the 53 academicians whose questionnaires are considered as valid, 4

(7,5 %) academicians gave the answer of Never, 2 academicians (3,8 %) gave the answer of Rarely, 4 academicians (7,5 %) gave the answer of Sometimes, 32 academicians (60,4 %) gave the answer of Usually and 11 academicians (20,8 %) gave the answer of Always to the question asking for "I find the most convenient solutions for the problems of people, as a part of my job". According to this, in the sampling group, the largest group consists from Usually group, and the smallest group consists from Rarely group, considering the variety of "I find the most convenient solutions for the problems of people, as a part of my job".

Out of the 53 academicians whose questionnaires are considered as valid, 26 (49,1 %) academicians gave the answer of Never, 12 academicians (22,6 %) gave the answer of Rarely, 11 academicians (20,8 %) gave the answer of Sometimes, 1 academician (1,9 %) gave the answer of Usually and 3 academicians (5,7 %) gave the answer of Always to the question asking for "I am feeling that I am exhausting from this work". According to this, in the sampling group, the largest group consists from Never group, and the smallest group consists from Usually group, considering the variety of "I am feeling that I am exhausting from this work".

Out of the 53 academicians whose questionnaires are considered as valid, 2 (3,8 %) academicians gave the answer of Never, 1 academician (1,9 %) gave the answer of Rarely, 5 academicians (9,4 %) gave the answer of Sometimes, 14 academicians (26,4 %) gave the answer of Usually and 31 academicians (58,5 %) gave the answer of Always to the question asking for "I believe that I contribute a lot to people's lives as a part of my job". According to this, in the sampling group, the largest group consists from Always group, and the smallest group consists from Rarely group, considering the variety of "I believe that I contribute a lot to people's lives as a part of my job".

Out of the 53 academicians whose questionnaires are considered as valid, 18 (34,0 %) academicians gave the answer of Never, 18 academicians (34,0 %) gave the answer of Rarely, 13 academicians (24,5 %) gave the answer of Sometimes, 3 academicians (5,7 %) gave the answer of Usually and 1 academician (1,9 %) gave the answer of Always to the question asking for "I have become rigid towards the people since I started to this job". According to this, in the sampling group, the largest group consists from Never and Rarely groups, and the smallest group



consists from Always group, considering the variety of "I have become rigid towards the people since I started to this job".

Out of the 53 academicians whose questionnaires are considered as valid, 23 (43,4 %) academicians gave the answer of Never, 22 academicians (41,5%) gave the answer of Rarely, 5 academicians (9,4 %) gave the answer of Sometimes, 2 academicians (3,8 %) gave the answer of Usually and 1 academician (1,9 %) gave the answer of Always to the question asking for "I am anxious that this job will gradually make me become rigid". According to this, in the sampling group, the largest group consists from Never group, and the smallest group consists from Always group, considering the variety of "I am anxious that this job will gradually make me become rigid".

Out of the 53 academicians whose questionnaires are considered as valid, 2 (3,8%) academicians gave the answer of Never, 1 academician (1,9 %) gave the answer of Rarely, 7 academicians (13,2 %) gave the answer of Sometimes, 20 academicians (37,7%) gave the answer of Usually and 23 academicians (43,4 %) gave the answer of Always to the question asking for "I have the power to do lots of things". According to this, in the sampling group, the largest group consists from Always group, and the smallest group consists from Rarely group, considering the variety of "I have the power to do lots of things".

Out of the 53 academicians whose questionnaires are considered as valid, 18 (34,0 %) academicians gave the answer of Never, 14 academicians (26,4 %) gave the answer of Rarely, 12 academicians (22,6 %) gave the answer of Sometimes, 8 academicians (15,1 %) gave the answer of Usually and 1 academician (1,9 %) gave the answer of Always to the question asking for "I am feeling that my job restricts me". According to this, in the sampling group, the largest group consists from Never group, and the smallest group consists from Always group, considering the variety of "I am feeling that my job restricts me".

Out of the 53 academicians whose questionnaires are considered as valid, 8 (15,1%) academicians gave the answer of Never, 4 academicians (7,5 %) gave the answer of Rarely, 12 academicians (22,6 %) gave the answer of Sometimes, 18 academicians (34,0 %) gave the answer of Usually and 11 academician (20,8 %) gave the answer of Always to the question asking for "I feel that I really overwork in my job". According to this, in the sampling group, the largest group consists from



Usually group, and the smallest group consists from Rarely group, considering the variety of "I feel that I really overwork in my job".

Out of the 53 academicians whose questionnaires are considered as valid, 34 (64,2 %) academicians gave the answer of Never, 12 academicians (22,6 %) gave the answer of Rarely, 5 academicians (9,4 %) gave the answer of Sometimes, 1 academician (1,9 %) gave the answer of Usually and 1 academician (1,9 %) gave the answer of Always to the question asking for "I don't care what happens to the people I met because of my job". According to this, in the sampling group, the largest group consists from Never group, and the smallest group consists from Usually and Always groups, considering the variety of "I don't care what happens to the people I met because of my job".

Out of the 53 academicians whose questionnaires are considered as valid, 20 (37,7 %) academicians gave the answer of Never, 25 academicians (47,2 %) gave the answer of Rarely, 5 academicians (9,4 %) gave the answer of Sometimes, 1 academician (1,9 %) gave the answer of Usually and 2 academicians (3,8 %) gave the answer of Always to the question asking for "Direct working with people makes me stressful". According to this, in the sampling group, the largest group consists from Rarely group, and the smallest group consists from Usually group, considering the variety of "Direct working with people makes me stressful".

Out of the 53 academicians whose questionnaires are considered as valid, 2 (3,8%) academicians gave the answer of Never, 1 academician (1,9 %) gave the answer of Rarely, 5 academicians (9,4 %) gave the answer of Sometimes, 28 academicians (52,8%) gave the answer of Usually and 17 academicians (32,1%) gave the answer of Always to the question asking for "I create a cordial environment with people I met as a part of my job". According to this, in the sampling group, the largest group consists from Usually group, and the smallest group consists from Rarely group considering the variety of "I create a cordial environment with people I met as a part of my job".

Out of the 53 academicians whose questionnaires are considered as valid, 3 (5,7 %) academicians gave the answer of Never, 5 academicians (9,4%) gave the answer of Rarely, 11 academicians (20,8 %) gave the answer of Sometimes, 23 academicians (43,4 %) gave the answer of Usually and 11 academicians (20,8 %) gave the answer of Always to the question asking for "I feel motivated after one-to-

one communication with people". According to this, in the sampling group, the largest group consists from Usually group, and the smallest group consists from Never group considering the variety of "I feel motivated after one-to-one communication with people".

Out of the 53 academicians whose questionnaires are considered as valid, 3 (5,7 %) academicians gave the answer of Never, 4 academicians (7,5 %) gave the answer of Rarely, 13 academicians (24,5 %) gave the answer of Sometimes, 18 academicians (34,0%) gave the answer of Usually and 15 academicians (28,3 %) gave the answer of Always to the question asking for "I gained remarkable success at this job". According to this, in the sampling group, the largest group consists from Usually group, and the smallest group consists from Never group considering the variety of "I gained remarkable success at this job".

Out of the 53 academicians whose questionnaires are considered as valid, 35 (66,0 %) academicians gave the answer of Never, 15 academicians (28,3 %) gave the answer of Rarely, 1 academician (1,9 %) gave the answer of Sometimes, 1 academician (1,9 %) gave the answer of Usually and 1 academician (1,9 %) gave the answer of Always to the question asking for "I am feeling that I come to an end.". According to this, in the sampling group, the largest group consists from Never group, and the smallest group consists from Sometimes, Usually and Always groups, considering the variety of "I am feeling that I come to an end".

Out of the 53 academicians whose questionnaires are considered as valid, 5 (9,4%) academicians gave the answer of Never, 1 academician (1,9 %) gave the answer of Rarely, 16 academicians (30,2%) gave the answer of Sometimes, 18 academicians (34,0%) gave the answer of Usually and 13 academicians (24,5 %) gave the answer of Always to the question asking for "I approach sensitive issues with imperturbability in my job". According to this, in the sampling group, the largest group consists from Usually group, and the smallest group consists from Rarely group considering the variety of "I approach sensitive issues with imperturbability in my job".

Out of the 53 academicians whose questionnaires are considered as valid, 22 (41,5 %) academicians gave the answer of Never, 16 academicians (30,2%) gave the answer of Rarely, 12 academicians (22,6%) gave the answer of Sometimes, 2 academicians (3,8%) gave the answer of Usually and 1 academician (1,9 %) gave



the answer of Always to the question asking for I feel like I created some problems of people I met as a part of my job". According to this, in the sampling group, the largest group consists from Never group, and the smallest group consists from Always group, considering the variety of I feel like I created some problems of people I met as a part of my job".

#### 4.2.3. The Distribution of the Maslach Burnout Inventory According to Age, Sex and Marital Statues

##### 4.2.3.1. Maslach Burnout Inventory Emotional Burnout

Emotional burnout subscale describes individual's being burnout and overloaded by his/her occupation. In this subscale, there are 8 items related with tiredness, boredom and the decrease of emotional energy. They are the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup>, 8<sup>th</sup>, 13<sup>th</sup>, 16<sup>th</sup> and 20<sup>th</sup> items in Maslach Burnout Inventory scale

**Table 5. Distribution of Variable "I am feeling that I am alienated from my job" According to Age, Sex and Marital Status**

my job - According to Age, Sex and Marital Status										
Marital status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Woman	Never		4 %80	3 %50	1 %100	1 %100		1 %100	10 %66,7
		Rare			2 %33,3					2 %13,3
		Sometimes		1 %20,0	1 %16,7			1 %100		3 %20,0
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Man	Never		1 %100		3 %75	2 %66,7	1 %100		7 %50,0
		Rare				1 %25,0	1 %33,3			2 %14,3
		Sometimes			4 %100				1 %100	5 %35,7
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Woman	Never	1 %16,7	3 %50,0	1 %50,0					5 %35,7
		Rare	2 %33,3	1 %16,7						3 %21,4
		Sometimes	3 %50,0	2 %33,3						5 %35,7
		Usually			1 %50,0					1 %7,1
Total			6 %100	6 %100	2 %100					14 %100
Single	Man	Never	3 %100							3 %37,5
		Rare		2 %50,0	1 %100					3 %37,5
		Sometimes		2 %50,0						2 %25,0
Total			3 %100	4 %100	1 %100					8 %100
Divorced	Woman	Sometimes						1 %100		1 %50
		Usually							1 %100	1 %50
Total								1 %100	1 %100	2 %100



When we have a look at the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in the Never category. According to the age distribution, for the option of "I am feeling that I am alienated from my job", 25-29 age group forms the largest group, and the ones in 35-39 age group, 40-44 age group and 50+ age group form the smallest group.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in the Sometimes category. According to the age distribution, for the option of "I am feeling that I am alienated from my job", 30-34 age group forms the largest group, and the ones in 50+ age group form the smallest group.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in the Never category. According to the age distribution, for the option of "I am feeling that I am alienated from my job", 25-29 age group forms the largest group, and the ones in 20-24 age group and 30-34 age group form the smallest group.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in the Never category. According to the age distribution, for the option of "I am feeling that I am alienated from my job", 20-24 age group forms.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in the Sometimes and Usually categories. According to the age distribution, for the option of "I am feeling that I am alienated from my job", 45-50 age groups and 50+ age group form.

When we examine the data in the table, the most distinctive difference is seen in Never category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Never category for the variety of "I am feeling that I am alienated from my job", and they mentioned that they have not disincline from their jobs.

**Table 6. The Distribution of the Variety of "I Feel Myself Emotionally Burnout after work" According To Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never		1 %20	1 %16,7	1 %100	1 %100		1 %100	5 %33,3
		Rare		1 %16,7			1 %100		2 %13,3	
		Sometimes		4 %80,0	4 %66,7				8 %20,0	
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never				2 %50,0		1 %100		3 %21,4
		Rare		1 %100	2 %50,0	1 %25,0	3 %100		1 %100	8 %57,1
		Sometimes		2	1 %100					3 %21,4
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never			1 %50,0					1 %7,1
		Rare	1 %16,7	4 %66,7						5 %35,7
		Sometimes	2 %33,3	2 %33,3						4 %35,7
		Usually	2 %33,3		1 %50,0					3 %21,4
		Always	1 %16,7							1 %7,1
Total			6 %100	6 %100	2 %100					14 %100

Single	Male	Never	2 %66,7						2 %25,0
		Rare	1 %33,3	1 %25,0	1 %100				3 %37,5
		Sometimes		3 %75,0					3 %37,5
Total			3 %100	4 %100	1 %100				8 %100
Divorced	Female	Sometimes						1 %100	1 %50
		Always						1 %100	1 %50
Total								1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Sometimes category. According to the age distribution, for the option of "I feel myself emotionally burnout after work", 25-29 age group and 30-34 age group form the most relevant difference.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Rarely category. According to the age distribution, for the option of "I feel myself emotionally burnout after work", 40-44 age group forms the largest group and 30-34 age group forms the smallest group.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Rarely category. According to the age distribution, for the option of “I feel myself emotionally burnout after work”, 25-29 age group forms the largest group and 20-24 age group forms the smallest group.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Sometimes category. According to the age distribution, for the option of “I feel myself emotionally burnout after work”, 25-29 age group forms the most relevant difference.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Sometimes and Always categories. According to the age distribution, for the option of “I feel myself emotionally burnout after work”, 45-50 age group and 50+ age group form the most relevant difference.

When we examine the data in the table, Sometimes category that was chosen by married female academicians, who form the 25-29 age group and 30-34 age group, presents the most distinctive difference for the variety of “I feel myself emotionally burnout after work”. Also, in the same table, Rarely category that was chosen by the married male academicians, who compose the 25-29, 30-34, 35-39, 40-44 and 50+ age groups, forms the most relevant difference

**Table 7-Distribution of Variable “ I think that I cannot sustain this job one more day when I woke up” according to Age, Sex and Marital Status**

one more day when I woke up according to Age, Sex and Marital Status										
Marital Status	Gender		Age						Total	
			20-24	25-29	30-34	35-39	40-44	45-50		50+
Married	Female	Never		4 %80,0	2 %33,3	1 %100	1 %100			8 %53,3
		Rare		1 %20,0	3 %50,0				1 %100	5 %33,3
		Sometimes			1 %16,7			1 %100		2 %13,3
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never			2 %50,0	2 %75,0	3 %100	1 %100		9 %64,3
		Rare		1 %100	2 %50,0	1 %25,0			1 %100	5 %35,7
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never		5 %83,3						5 %35,7
		Rare	2 %33,3	1 %16,7	1 %50,0					4 %28,6
		Sometimes	4 %66,7							4 %28,6



		Usually	2 %33,3		1 %50,0				3 %21,4
Total			6 %100	6 %100	2 %100				14 %100
Single	Male	Never	3 %100	1 %25,0	1 %100				5 %25,0
		Rare		3 %75,0				3 %37,5	
Total			3 %100	4 %100	1 %100				8 %100
Divorced	Female	Never					1 %100		1 %50
		Always						1 %100	1 %50
Total							1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, for the option of "I think that I cannot sustain this job one more day when I woke up" 25-29 age group forms the largest group and 30-34 age group forms the smallest group.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, for the option of "I think that I cannot sustain this job one more day when I woke up", 40-44 age group forms the largest group and 45-50 age group forms the smallest group.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, for the option of "I think that I cannot sustain this job one more day when I woke up", 25-29 age group forms the most relevant difference.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, for the option of "I think that I cannot sustain this job one more day when I woke up", 20-24 age group forms the largest group and 25-29, 30-34 age groups form the smallest group.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, for the option "I think that I cannot sustain this job one more day when I woke up" 45-50 age group and 50+ age group form the most relevant difference.

When we examine the data in the table, Never category that was chosen by married female academicians, who form the 25-29 age group, presents the most distinctive difference for the variety of "I think that I cannot sustain this job one more day when I woke up". In the table, Never category that was chosen by the married male academicians, who compose the 30-34, 35-39, 40-44 and 45-50 age groups, forms the most relevant difference, for the variety of "I think that I cannot sustain this job one more day when I woke up".

**Table 8-Distribution of Variable "It is really backbreaking for me to deal with people whole day" according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never			1 %16,7	1 %100	1 %100		1 %100	4 %26,7
		Rare		4 %80,0	4 %66,7			1 %100		9 %60,0
		Sometimes		1 %20,0	1 %16,7					2 %13,3
		<b>Total</b>		5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never			1 %25,0	2 %75,0	1 %33,3	1 %100		5 %35,7
		Rare			1 %25,0	1 %25,0	1 %33,3		1 %100	3 %21,4
		Sometimes		1 %100	1 %25,0	2 %50	1 %33,3			5 %35,7
		Usually			1 %25,0					1 %7,1
		<b>Total</b>		1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100

Single	Female	Never		1 %16,7						1 %7,1
		Rare		4 %66,7	1 %50,0					5 %35,7
		Sometimes	5 %83,3	1 %16,7						6 %42,9
		Usually	1 %16,7		1 %50,0					2 %14,3
		<b>Total</b>	6 %100	6 %100	2 %100					14 %100
Single	Male	Never	1 %33,3							1 %12,5
		Rare		3 %75,0	1 %100					4 %50,0
		Sometimes	1 %33,3	1 %25,0						2 %25,0
		Usually	1 %33,3							1 %12,5
		<b>Total</b>	3 %100	4 %100	1 %100					8 %100
Divorced	Female	Never						1 %100		1 %50
		Always							1 %100	1 %50
		<b>Total</b>						1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Rarely category. According to the age distribution, for the option of "It is really backbreaking for me to deal with people whole day" 25-29 age groups and 30-34 age group form the most relevant difference.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Never and Rarely categories. According to the age distribution, for the option of "It is really backbreaking for me to deal with people whole day", 35-39 age groups form the most relevant difference.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Sometimes category. According to the age distribution, for the option of "It is really backbreaking for me to deal with people whole day", 20-24 age group forms the largest group and 25-29 age group forms the smallest group.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Rarely category. According to the age distribution, for the option of "It is really backbreaking for me to deal with people whole day", 25-29 age group forms the largest group and 30-34 age group forms the smallest group.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, for the option "It is really backbreaking for me to deal with people whole day", 45-50 age group and 50+ age group form the most relevant difference.

When we examine the data in the table, the most distinctive difference is seen in Rarely category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Rarely category for the variety of "It is really backbreaking for me to deal with people whole day", and they mentioned that.



**Table 9- Distribution of Variable “I am feeling that I am exhausting from this work” according to Age, Sex and Marital Status**

from this work according to Age, Sex and Marital Status

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never		4 %80,0	3 %50,0	1 %100	1 %100		1 %100	10 %66,7
		Rare		1 %20,0	2 %33,3					3 %20,0
		Sometimes			1 %16,7			1 %100		2 %13,3
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never		1 %100		2 %50,0	2 %66,7	1 %100		6 %42,9
		Rare			1 %25,0	1 %25,0	1 %33,3		1 %100	4 %28,6
		Sometimes			2 %50,0	1 %25,0				3 %21,4
		Always			1 %25,0					1 %7,1
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never		5 %83,3						5 %83,3
		Rare	1 %16,7		1 %50,0					2 %14,3
		Sometimes	5 %83,3							5 %83,3
		Usually		1 %16,7						1 %1,7
		Always			1 %50,0					1 %1,7
Total			6 %100	6 %100	2 %100					14 %100
Single	Male	Never	3 %100	1 %25,0						4 %50,0
		Rare		2 %50,0	1 %100					3 %37,5
		Sometimes		1 %25,0						1 %12,5
Total			3 %100	4 %100	1 %100					8 %100

Divorced	Female	Never						1 %100		1 %50
		Always							1 %100	1 %50
Total								1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, for the option of “I am feeling that I am exhausting from this work” 25-29 age group forms the largest group and 35-39, 40-44, 50+ age groups form the smallest group.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, for the option of “I am feeling that

I am exhausting from this work”, 35-39, 40-44 age groups form the largest group and 25-29 45-50 age groups form the smallest group.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Never and Sometimes categories. According to the age distribution, for the option of “I am feeling that I am exhausting from this work”, 25-29 age group and 20-24 age group form the most relevant difference.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, for the option “I am feeling that I am exhausting from this work”, 20-24 age group forms the largest group and 25-29 age group forms the smallest group.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, for the option “I am feeling that I am exhausting from this work”, 45-50 age group and 50+ age group form the most relevant difference.

When we examine the data in the table, the most distinctive difference is seen in Never category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Never category for the variety of “I am feeling that I am exhausting from this work” and they stated that they do not feel any effeteness in their jobs.

**Table 10. Distribution of Variable “I am feeling that my job restricts me” according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never		3 %60,0		1 %100	1 %100		1 %100	6 %40,0
		Rare		2 %40,0	4 %66,7					6 %40,0
		Sometimes			1 %16,7			1 %100		2 %13,3
		Usually			1 %16,7					1 %6,7
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never		1 %100	1 %25,0	2 %50,0	2 %66,7			6 %42,9
		Rare			1 %25,0	1 %25,0	1 %33,3		1 %100	4 %28,6

		Sometimes			2 %50,0	1 %25,0		1 %100		4 %28,6
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never		2 %33,3	1 %50,0					3 %21,4
		Rare	1 %16,7							1 %7,1
		Sometimes	1 %16,7	3 %50,0						4 %28,6
		Usually	4 %66,7	1 %16,7	1 %50,0					6 %42,9
Total			6 %100	6 %100	2 %100					14 %100
Single	Male	Never	2 %66,7							2 %25,0
		Rare		3 %75,0						3 %37,5
		Sometimes	1 %33,3		1 %100					2 %25,0
		Usually		1 %25,0						1 %12,5
Total			3 %100	4 %100	1 %100					8 %100
Divorced	Female	Never						1 %100		1 %50
		Always							1 %100	1 %50
Total								1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Never and Rarely categories. According to the age distribution, the option of "I am feeling that my job restricts me" 25-29 age group forms the largest group and 35-39, 40-44, 50+ age groups form the smallest group in Never category. When considering the Rarely category, 30-34 age group forms the largest group and 25-29 age group forms the smallest group for the option of "I am feeling that my job restricts me".

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, for the option of "I am feeling that my job restricts me", 35-39, 40-44 age groups form the largest group and 25-29 and 30-34 age groups form the smallest group.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, for the option of "I am feeling that my job restricts me", 20-24 age group forms the largest group and 25-29 and 30-34 age groups form the smallest group.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Rarely category.



According to the age distribution, for the option “I am feeling that my job restricts me”, 25-29 age group forms the most relevant difference.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, for the option “I am feeling that my job restricts me”, 45-50 age groups and 50+ age group form the most relevant difference.

When we examine the data in the table, the most distinctive difference is seen in Never category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Never category for the variety of “I am feeling that my job restricts me”, and mentioned that they are not put under restraint by their job.

**Table 11. Distribution of Variable “Direct working with people makes me stressful” according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never		3 %60,0	1 %16,7	1 %100	1 %100		1 %100	7 %46,7
		Rare		2 %40,0	4 %66,7			1 %100		7 %46,7
		Sometimes			1 %16,7			1 %100		1 %6,7
		<b>Total</b>		5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never		1 %100		3 %75,0		1 %100	1 %100	6 %42,9
		Rare			2 %50,0	1 %25,0	3 %100			6 %42,9
		Sometimes			2 %50,0					2 %14,3
		<b>Total</b>		1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never		2 %33,3	1 %50,0					3 %21,4
		Rare	3 %50,0	3 %50,0	1 %50,0					7 %50,0
		Sometimes	1 %16,7	1 %16,7						2 %14,3
		Usually	1 %16,7							1 %7,1
		Always	1 %16,7							1 %7,1
		<b>Total</b>	6 %100	6 %100	2 %100					14 %100
Single	Male	Never	2 %66,7	1 %25,0						3 %37,5
		Rare	1 %33,3	3 %75,0	1 %100					5 %62,5
		<b>Total</b>	3 %100	4 %100	1 %100					8 %100

Divorced	Female	Never						1 %100		1 %50
		Always							1 %100	1 %50
Total								1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Never and Rarely categories. According to the age distribution, the variety of "Direct working with people makes me stressful" is chosen by 25-29, 30-34, 35-44, 45-50, 50+ age groups, in Never category. According to the age distribution, the variety of "Direct working with people makes me stressful" is chosen by 25-29 age group, 30-34 age group and 45-50 age group in Rarely category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Never and Rarely categories. According to the age distribution, the variety of "Direct working with people makes me stressful", is chosen by 25-29, 35-44, 45-50 and 50+ age groups, in Never category. According to the age distribution, the variety of "Direct working with people makes me stressful" is chosen by 30-34 age group, 35-39 age group and 40-44 age group in Rarely category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Rarely category. According to the age distribution, the option of "Direct working with people makes me stressful", is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Rarely category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Rarely category. According to the age distribution, the option of "Direct working with people makes me stressful", is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Rarely category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, the variety of "Direct working with people makes me stressful", is chosen by 45-50 age group in Never category, and by 50+ age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Never category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Rarely category for the variety of "Direct working with people makes me stressful", and mentioned that working directly with people causes them to feel under stress even it is rare.

**Table 12. Distribution of Variable "I am feeling that I come to an end" according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never		4 %80,0	6 %100	1 %100	1 %100		1 %100	13 %86,7
		Rare		1 %20,0				1 %100		2 %13,3
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never		1 %100	3 %75,0	3 %75,0	1 %33,3	1 %100	1 %100	10 %71,4
		Rare			1 %25,0	1 %25,0	2 %66,7			4 %28,6
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never	2 %33,3	4 %66,7	1 %50,0					7 %50,0
		Rare	3 %50,0	2 %33,3						5 %35,7
		Sometimes	1 %16,7							1 %7,1
		Usually			1 %50,0					1 %7,1
Total			6 %100	6 %100	2 %100					14 %100

Single	Male	Never	3 %100	1 %25,0					4 %50,0
		Rare		3 %75,0	1 %100				4 %50,0
Total			3 %100	4 %100	1 %100				8 %100
Divorced	Female	Never					1 %100		1 %50
		Always						1 %100	1 %50
Total							1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the variety of "I am feeling that I come to an end" is chosen by 25-29, 30-34, 35-39, 40-44 and 50+ age groups, in Never category.



When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the variety of "I am feeling that I come to an end" is chosen by 25-29, 30-35, 35-40, 40-44, 45-50 and 50+ age groups, in Never category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the option of "I am feeling that I come to an end" is chosen by 20-24, 25-29 and 30-34 age groups in Never category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the option of "I am feeling that I come to an end" is chosen by 20-24 age group and 25-29 age group in Never category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, the variety of "I am feeling that I come to an end" is chosen by 45-50 age group in Never category, and by 50+ age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Never category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Never category for the variety of "I am feeling that I come to an end", and they have composed a table indicating that they have not reached to the end of the road, yet.

#### **4.2.3.2. Maslach Burnout Inventory Lack of Personal Accomplishment Subscale**

The subscale of decrease in personal achievement sense describes the feelings of adequateness and overcoming with accomplishment. The personal failure that consists of eight items is placed in 4<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, 12<sup>th</sup>, 14<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> items in Maslach Burnout Inventory scale.

**Table 13. Distribution of Variable "I understand what people are thinking as a part of my job" according to Age, Sex and Marital Status**

Marital Status	Gender		Age						Total	
			20-24	25-29	30-34	35-39	40-44	45-50		50+
Married	Female	Never					1 %100			1 %6,7
		Rare			2 %33,3				1 %100	3 %20,0
		Sometimes		1 %20						1 %6,7
		Usually		4 %80	4 %66,7	1 %100		1 %100		10 %66,7
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Sometimes		1 %100	1 %25,0		1 %33,3	1 %100	1 %100	5 %35,7
		Usually			2 %50,0	3 %75,0	1 %33,3			6 %42,9
		Always			1 %25,0	1 %25,0	1 %33,3			3 %21,4
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never		1 %16,7						1 %7,1
		Rare			1 %50,0					1 %7,1
		Sometimes	1 %16,7	3 %50,0	1 %50,0					5 %35,7
		Usually	4 %66,7	2 %33,3						6 %42,9
		Always	1 %16,7							1 %7,1
Total			6 %100	6 %100	2 %100					14 %100
Single	Male	Never	1 %33,3							1 %12,5
		Rare		1 %25,0						1 %12,5
		Sometimes	1 %33,3	2 %50,0	1 %100					4 %50,0
		Usually	1 %33,3	1 %25,0						2 %25,0
Total			3 %100	4 %100	1 %100					8 %100
Divorced	Female	Never							1 %100	1 %50
		Always						1 %100		1 %50
Total								1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the variety of "I understand what people are thinking as a part of my job" is chosen by 25-29, 30-34, 35-39 and 50+ age groups, in Usually category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the variety of "I understand what

people are thinking as a part of my job” is chosen by 30-34, 35-39 and 40-44 age groups, in Usually category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the option of “I understand what people are thinking as a part of my job” is chosen by 20-24 age group and 25-29 age group in Usually category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Sometimes category. According to the age distribution, the option of “I understand what people are thinking as a part of my job”, is chosen by 20-24 age group and 25-29 age group and 30-34 age group in Sometimes category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Usually categories. According to the age distribution, the variety of “I understand what people are thinking as a part of my job” is chosen by 50+ age group in Never category, and by 45-50 age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Usually category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Usually category for the variety of “I understand what people are thinking as a part of my job”. With this result, they have composed a table indicating that they can understand how the people they met feel as a part of their jobs.

**Table 14. Distribution of Variable “I find most appropriate solution to problems of people as a part of my job” according to Age, Sex and Marital Status**

Status										
Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never			1 %16,7					1 %6,7
		Usually		2 %40,0	5 %83,3	1 %100	1 %100	1 %100	1 %100	11 %73,3
		Always		3 %60,0						3 %20,0
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never						1 %100		1 %7,1



		Rare		1 %100	1 %25,0					2 %14,3
		Sometimes			1 %25,0					1 %7,1
		Usually			2 %50,0	4 %100	1 %33,3			7 %50,0
		Always					2 %66,7		1 %100	3 %21,4
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never		1 %16,7						1 %7,1
		Sometimes	1 %16,7	1 %16,7	1 %50,0					3 %21,4
		Usually	3 %50,0	3 %50,0	1 %50,0					7 %50,0
		Always	2 %33,3	1 %16,7						3 %21,4
Total			6 %100	6 %100	2 %100					14 %100
		Usually	2 %66,7	4 %100	1 %100					8 %87,5
		Always	1 %33,3							1 %12,5
Total			3 %100	4 %100	1 %100					8 %100
Divorced	Female	Never							1 %100	1 %50
		Always						1 %100		1 %50
Total								1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the variety of "I find most appropriate solution to problems of people as a part of my job" is chosen by 30-34, 35-39 and 40-44 age groups, in Usually category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the variety of "I find most appropriate solution to problems of people as a part of my job" is chosen by 30-34 age group and 35-39 age group, in Usually category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the option of "I find most appropriate solution to problems of people as a part of my job", is chosen by 20-24 age group, 25-29 age and 30-34 age group in Usually category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the option of "I find most appropriate solution to

problems of people as a part of my job” is chosen by 20-24 age group, 25-29 age and 30-34 age group in Usually category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, the variety of “I find most appropriate solution to problems of people as a part of my job” is chosen by 50+ age group in Never category, and by 45-50 age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Usually category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Usually category for the variety of “I find most appropriate solution to problems of people as a part of my job”. With this result, they have composed a table indicating that they can find the most suitable solutions for the problems of people as a part of their jobs.

**Table 15. Distribution of Variable “I believe that I make contribution to people’s life by means of my job” according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Usually		1 %20,0	4 %66,7			1 %100		6 %40,0
		Always		4 %80,0	2 %33,3	1 %100	1 %100		1 %100	9 %60,0
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Sometimes			1 %25,0	1 %25,0				2 %14,3
		Usually		1 %100	2 %50,0				1 %100	4 %28,6
		Always			1 %25,0	3 %75,0	3 %100	1 %100		8 %57,1
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100

Single	Female	Never		1 %16,7					1 %7,1
		Rare			1 %50,0				1 %7,1
		Sometimes	1 %16,7	1 %16,7					2 %14,3
		Usually	1 %16,7	1 %16,7					2 %14,3
		Always	4 %66,7	3 %50,0	1 %50,0				8 %57,1
Total			6 %100	6 %100	2 %100				14 %100
Single	Male	Sometimes		1 %25,0					1 %12,5
		Usually	1 %33,3	1 %25,0					2 %25,0
		Always	2 %66,7	2 %50,0	1 %100				5 %62,5

Total			3 %100	4 %100	1 %100				8 %100
Divorced	Female	Never						1 %100	1 %50
		Always					1 %100		1 %50
Total							1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Always category. According to the age distribution, the variety of "I believe that I make contribution to people's life by means of my job" is chosen by 25-29, 30-34, 35-39, 40-44 and 50+ age groups, in Always category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Always category. According to the age distribution, the variety of "I believe that I make contribution to people's life by means of my job" is chosen by 30-34, 35-39, 40-44 and 45-50 age groups, in Always category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Always category. According to the age distribution, the option of "I believe that I make contribution to people's life by means of my job" is chosen by 20-24 age group, 25-29 age and 30-34 age group in Always category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Always category. According to the age distribution, the option of "I believe that I make contribution to people's life by means of my job" is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Always category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, the variety of "I believe that I make contribution to people's life by means of my job" is chosen by 50+ age group in Never category, and by 45-50 age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Always category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group,



40-44 age group, 45-50 age group and 50+ age group have chosen Always category for the variety of "I believe that I make contribution to people's life by means of my job", and they think that they have contributed to people's lives thanks to their jobs

**Table 16. Distribution of Variable "I have a power to do lots of things" according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Usually		2 %40,0	4 %66,7	1 %100	1 %100	1 %100		9 %60,0
		Always		3 %60,0	2 %33,3				1 %100	6 %40,0
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Sometimes			3 %75,0					3 %21,4
		Usually		1 %100	1 %25,0	1 %25,0	2 %66,7			5 %35,7
		Always				3 %75,0	1 %33,3	1 %100	1 %100	6 %57,1
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never		2 %33,3						2 %14,3
		Rare			1 %50,0					1 %7,1
		Sometimes	1 %16,7	1 %16,7	1 %50,0					3 %21,4
		Usually	2 %33,3	3 %50,0						5 %35,7
		Always	3 %50,0							3 %21,4
Total			6 %100	6 %100	2 %100					14 %100
Single	Male	Sometimes		1 %25,0						1 %12,5
		Usually		1 %25,0						1 %12,5
		Always	3 %100	2 %50,0	1 %100					6 %75,0
Total			3 %100	4 %100	1 %100					8 %100
Divorced	Female	Always						1 %100	1 %100	2 %100
Total								1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the variety of "I have the power to do lots of things" is chosen by 25-29 age group, 30-34 age group, 35-39 age group and 40-44 age group, in Usually category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Always category. According to the age distribution, the variety of "I have the power

to do lots of things” is chosen by 35-39 age group, 40-44 age group 45-50 age group and 50+ age group, in Always category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the option of “I have the power to do lots of things”, is chosen by 20-24 age group and 25-29 age group in Usually category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Always category. According to the age distribution, the option of “I have the power to do lots of things ” is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Always category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Always category. According to the age distribution, the variety of “I have the power to do lots of things” is chosen by 45-50 age group and 50+ age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Always category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Always and Usually categories for the variety of “I have the power to do lots of things”, and they think that they have the power to do many things.

**Table 17. Distribution of Variable “ I feel that I am working too much” according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never				1 %100	1 %100		1 %100	3 %20,0
		Rare		1 %20,0						1 %6,7
		Sometimes		1 %20,0	3 %50,0					4 %26,7
		Usually		3 %60,0	3 %50,0			1 %100		7 %46,7
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never			2 %50,0	1 %25,0				3 %21,4
		Rare				1 %25,0				1 %7,1

		Sometimes			2 %50,0		1 %33,3	1 %100		4 %28,6
		Usually		1 %100		1 %25,0				2 %14,3
		Always				1 %25,0	2 %66,7		1 %100	4 %28,6
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never		1 %16,7						1 %7,1
		Sometimes	2 %33,3	1 %16,7						3 %21,4
		Usually	2 %33,3	4 %66,7	1 %50,0					7 %50,0
		Always	2 %33,3		1 %50,0					3 %21,4
Total			6 %100	6 %100	2 %100					14 %100
Single	Male	Never	1 %33,3							1 %12,5
		Rare		2 %50,0						2 %25,0
		Sometimes		1 %25,0						1 %12,5
		Usually	1 %33,3							1 %12,5
		Always	1 %33,3	1 %25,0	1 %100					3 %37,5
Total			3 %100	4 %100	1 %100					8 %100
Divorced	Female	Usually						1 %100		1 %50,0
		Always							1 %100	1 %50,0
Total								1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the variety of "I feel that I am working too much" is chosen by 25-29 age group, 30-34 age group and 45-50 age group, in Usually category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Sometimes and Always categories. According to the age distribution, the variety of "I feel that I am working too much" is chosen by 30-34 age group, 40-44 age group and 45-50 age group in Sometimes category, and by 35-39 age group, 40-44 age group and 50+ age group in Always category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the option of "I feel that I am working too much", is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Usually category.



When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Always category. According to the age distribution, the option of “I feel that I am working too much”, is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Always category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Usually and Always categories. According to the age distribution, the variety of “I feel that I am working too much” is chosen by 45-50 age group in Usually category, and 50+ age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Usually category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Usually category for the variety of “I feel that I am working too much”, and they think that they work a lot in their jobs.

**Table 18. Distribution of Variable “ I create a cordial environment with people I met as a part of my job” according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Sometimes		1 %20,0	1 %16,7					2 %13,3
		Usually		1 %20,0	4 %66,7	1 %100		1 %100	1 %100	8 %53,3
		Always		3 %60	1 %16,7		1 %100			5 %33,3
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Sometimes				1 %25,0				1 %7,1
		Usually		1 %100	3 %75,0	2 %50,0	1 %33,3			7 %50,0
		Always			1 %25,0	1 %25,0	2 %66,7	1 %100	1 %100	6 %42,9
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100

Single	Female	Never		1 %16,7					1 %7,1
		Rare		1 %16,7					1 %7,1
		Sometimes	1 %16,7		1 %50,0				2 %14,3
		Usually	3 %50,0	4 %66,7					7 %50,0
		Always	2 %33,3		1 %50,0				3 %21,4
Total			6 %100	6 %100	2 %100				14 %100

Single	Male	Usually	2 %66,7	3 %75,0	1 %100				6 %75,0
		Always	1 %33,3	1 %25,0				2 %25,0	
Total			3 %100	4 %100	1 %100			8 %100	
Divorced	Female	Never						1 %100	1 %50,0
		Always					1 %100	1 %50,0	
Total							1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the variety of "I create a cordial environment with people I met as a part of my job" is chosen by 25-29 age group, 30-34 age group, 35-39 age group, 45-50 age group and 50+ age group, in Usually category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the variety of "I create a cordial environment with people I met as a part of my job" is chosen by 25-29 age group, 30-34 age group, 35-39 age group and 40-44 age group in Usually category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the option of "I create a cordial environment with people I met as a part of my job" is chosen by 20-24 age group and 25-29 age group in Usually category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the option of "I create a cordial environment with people I met as a part of my job" is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Usually category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, the variety of "I create a cordial environment with people I met as a part of my job" is chosen by 50+ age group in Never category, and 45-50 age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Usually category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Usually category for the variety of "I create a cordial environment with people I met as a part of my job", and they think they create a relaxing atmosphere to the people they met as a part of their job.

**Table 19. Distribution of Variable " I feel motivated after one-to-one communication with people" according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Sometimes		1 %20,0	1 %16,7					2 %13,3
		Usually		1 %20,0	4 %66,7	1 %100		1 %100	1 %100	8 %53,3
		Always		3 %60	1 %16,7		1 %100			5 %33,3
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Sometimes				1 %25,0				1 %7,1
		Usually		1 %100	3 %75,0	2 %50,0	1 %33,3			7 %50,0
		Always			1 %25,0	1 %25,0	2 %66,7	1 %100	1 %100	6 %42,9
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never		1 %16,7						1 %7,1
		Rare		1 %16,7						1 %7,1
		Sometimes	1 %16,7		1 %50,0					2 %14,3
		Usually	3 %50,0	4 %66,7						7 %50,0
		Always	2 %33,3		1 %50,0					3 %21,4
Total			6 %100	6 %100	2 %100					14 %100
Single	Male	Usually	2 %66,7	3 %75,0	1 %100					6 %75,0
		Always	1 %33,3	1 %25,0						2 %25,0
Total			3 %100	4 %100	1 %100					8 %100
Divorced	Female	Never							1 %100	1 %50,0
		Always						1 %100		1 %50,0
Total								1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the variety of "I feel motivated



after one-to-one communication with people" is chosen by 25-29 age group, 30-34 age group and 45-50 age group, in Usually category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the variety of "I feel motivated after one-to-one communication with people" is chosen by 30-34 age group, 35-39 age group, 40-44 age group and 45-50 age group in Usually category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the option of "I feel motivated after one-to-one communication with people" is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Usually category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the option of "I feel motivated after one-to-one communication with people" is chosen by 20-24 age group and 25-29 age group in Usually category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, the variety of "I feel motivated after one-to-one communication with people" is chosen by 50+ age group in Never category, and 45-50 age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Usually category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Usually category for the variety of "I feel motivated after one-to-one communication with people", and they think they feel themselves freshened after a close practice of work with people.

**Table 20. Distribution of Variable “ I gained remarkable success at this job” according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Sometimes			1 %16,7		1 %100	1 %100	1 %100	4 %26,7
		Usually		2 %40,0	3 %50,0	1 %100			6 %40,0	
		Always		3 %60,0	2 %33,3		1 %100		5 %33,3	
Total				5 %100	6 %100	1 %100	1 %100	1 %100	15 %100,0	
Married	Male	Rare			1 %25,0					1 %7,1
		Sometimes		1 %100	2 %50,0				3 %21,4	
		Usually			1 %25,0	3 %75,0	2 %66,7		6 %42,9	
		Always				1 %25,0	1 %33,3	1 %100	1 %100	4 %28,6
Total				1 %100	4 %100	4 %100	3 %100	1 %100	14 %100	
Single	Female	Never		1 %16,7						1 %7,1
		Rare	1 %16,7	1 %16,7						1 %7,1
		Sometimes	1 %16,7	2 %33,3	1 %50,0					4 %28,6
		Usually	3 %50,0	1 %16,7	1 %50,0					5 %35,7
		Always	1 %16,7	1 %16,7						2 %14,3
Total			6 %100	6 %100	2 %100				14 %100	
Single	Male	Never	1 %33,3							1 %12,5
		Rare	1 %33,3							1 %12,5
		Sometimes		2 %50,0						2 %25,0
		Usually		1 %25,0						1 %12,5
		Always	1 %33,3	1 %25,0	1 %100					3 %37,5
Total			3 %100	4 %100	1 %100				8 %100	
Divorced	Female	Never							1 %100	1 %50,0
		Always						1 %100		1 %50,0
Total								1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the variety of “I gained remarkable success at this job” is chosen by 25-29 age group, 30-34 age group and 35-39 age group, in Usually category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the variety of “I gained

remarkable success at this job" is chosen by 30-34 age group, 35-39 age group and 40-44 age group in Usually category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the option of "I gained remarkable success at this job" is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Usually category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Always category. According to the age distribution, the option of "I gained remarkable success at this job" is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Always category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, the variety of "I gained remarkable success at this job" is chosen by 50+ age group in Never category, and 45-50 age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Usually category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group have chosen Usually category for the variety of "I gained remarkable success at this job", and they mentioned that they have gained many appreciable successes in the job they deal with.

#### **4.2.3.3. Maslach Burnout Inventory Depersonalization Subscale**

Depersonalization subscale identifies an individual's attitude in a way lack of feelings against people to whom he/she serves for care and service, without considering that other each individual is a specific being. Depersonalization scale consists of six items and they are proposed in 5<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 15<sup>th</sup>, 21<sup>st</sup> and 22<sup>nd</sup> items of Maslach Burnout Inventory



**Table 21. Distribution of Variable “I realized that I treat some people like they are not human as a part of my job” according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never		4 %80,0	4 %66,7	1 %100	1 %100	1 %100	1 %100	12 %80,0
		Rare		1 %20,0	2 %33,3					3 %20,0
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never		1 %100	1 %25,0	4 %100	2 %66,7	1 %100		9 %64,3
		Rare			2 %50,0		1 %33,3		1 %100	4 %28,6
		Sometimes			1 %25,0					1 %7,1
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never	2 %33,3	6 %100	1 %50,0					9 %64,3
		Rare	3 %50,0							3 %21,4
		Sometimes	1 %16,7		1 %50,0					2 %14,3
Total			6 %100	6 %100	2 %100					14 %100
Single	Male	Never	3 %100	3 %75,0	1 %100					7 %87,5
		Rare		1 %25,0						1 %12,5
Total			3 %100	4 %100	1 %100					8 %100
Divorced	Female	Never						1 %100		1 %50,0
		Always							1 %100	1 %50,0
Total								1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the variety of “I realize that I treat some people as if they are not human beings, as a part of my job” is chosen by 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group in Never category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the variety of “I realize that I treat some people as if they are not human beings, as a part of my job” is chosen by 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group and 45-50 age group in Never category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in

Never category. According to the age distribution, the option of "I realize that I treat some people as if they are not human beings, as a part of my job" is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Never category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the option of "I realize that I treat some people as if they are not human beings, as a part of my job" is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Never category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, the variety of "I realize that I treat some people as if they are not human beings, as a part of my job" is chosen by 45-50 age group in Never category, and 50+ age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Never category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group and 45-50 age group have chosen Never category for the variety of "I realize that I treat some people as if they are not human beings, as a part of my job", and they mentioned that they do not behave some people as if they are not human beings because of their jobs.

**Table 22. Distribution of Variable "I have been firm with people since I started to work at this job" according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never		3 %60,0	2 %33,3	1 %100	1 %100		1 %100	8 %53,3
		Rare		2 %40,0	3 %33,3					5 %33,3
		Sometimes			1 %16,7			1 %100		2 %13,3
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never				2 %50,0	1 %33,3			3 %21,4
		Rare		1 %100	2 %50,0	1 %25,0	2 %66,7		1 %100	7 %50,0
		Sometimes			1 %25,0	1 %25,0		1 %100		3 %21,4
		Usually			1 %25,0					1 %7,1
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100

Single	Female	Never	2 %33,3	6 %100	1 %50,0				9 %64,3
		Rare	3 %50,0						3 %21,4
		Sometimes	1 %16,7		1 %50,0				2 %14,3
Total			6 %100	6 %100	2 %100				14 %100
Single	Male	Never	3 %100	3 %75,0	1 %100				7 %87,5
		Rare		1 %25,0					1 %12,5
Total			3 %100	4 %100	1 %100				8 %100
Divorced	Female	Never					1 %100		1 %50,0
		Always						1 %100	1 %50,0
Total							1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the variety of "I have become rigid towards the people since I started to this job" is chosen by 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group and 50+ age group in Never category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Rarely category. According to the age distribution, the variety of "I have become rigid towards the people since I started to this job" is chosen by 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group and 50+ age group in Rarely category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Rarely and Sometimes categories. According to the age distribution, the option of "I have become rigid towards the people since I started to this job" is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Rarely category, and by 20-24 age group, 25-29 age group and 30-34 age group in Sometimes category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the option of "I have become rigid towards the people since I started to this job" is chosen by 20-24 age group and 25-29 age group in Never category.



When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, the variety of "I have become rigid towards the people since I started to this job" is chosen by 45-50 age group in Never category, and 50+ age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Never category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group and 45-50 age group have chosen Never category for the variety of "I have become rigid towards the people since I started to this job", and they mentioned that they do not behave roughly towards people.

**Table 23. Distribution of Variable " I am afraid from that this work increasingly makes me firm" according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never		3 %60,0	2 %33,3	1 %100	1 %100		1 %100	8 %53,3
		Rare		2 %40,0	3 %33,3					5 %33,3
		Sometimes			1 %16,7			1 %100		2 %13,3
		<b>Total</b>		5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never				2 %50,0	1 %33,3			3 %21,4
		Rare		1 %100	2 %50,0	1 %25,0	2 %66,7		1 %100	7 %50,0
		Sometimes			1 %25,0	1 %25,0		1 %100		3 %21,4
		Usually			1 %25,0					1 %7,1
		<b>Total</b>		1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never	2 %33,3	6 %100	1 %50,0					9 %64,3
		Rare	3 %50,0							3 %21,4
		Sometimes	1 %16,7		1 %50,0					2 %14,3
		<b>Total</b>	6 %100	6 %100	2 %100					14 %100
Single	Male	Never	3 %100	3 %75,0	1 %100					7 %87,5
		Rare		1 %25,0						1 %12,5
		<b>Total</b>	3 %100	4 %100	1 %100					8 %100
Divorced	Female	Never						1 %100		1 %50,0
		Always							1 %100	1 %50,0
		<b>Total</b>						1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the variety of "I am anxious that this job will gradually make me become rigid" is chosen by 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group in Never category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Rarely category. According to the age distribution, the variety of "I am anxious that this job will gradually make me become rigid" is chosen by 25-29 age group, 30-34 age group, 40-44 age group, 45-50 age group and 50+ age group in Rarely category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Rarely category. According to the age distribution, the option of "I am anxious that this job will gradually make me become rigid" is chosen by 20-24 age group and 25-29 age group in Rarely category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Rarely category. According to the age distribution, the option of "I am anxious that this job will gradually make me become rigid" is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Rarely category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, the variety of "I am anxious that this job will gradually make me become rigid" is chosen by 45-50 age group in Never category, and 50+ age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Rarely category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group and 45-50 age group have chosen Rarely category for the variety of "I am anxious that this job will gradually make me become rigid", and they mentioned that they do not have any kind of dominant idea for making themselves rigid because of their work.

**Table 24. Distribution of Variable “ I am not concerned about what happened to people I met as a part of my job” according to Age, Sex and Marital Status**

Marital Status			Age							Total
Marital Status	Gender		20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never		5 %100	4 %66,7	1 %100	1 %100		1 %100	12 %80,0
		Rare			2 %33,3			1 %100		5 %33,3
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never			1 %25,0	4 %100	2 %66,7			9 %64,3
		Rare			3 %75,0		1 %33,3			4 %28,6
		Usually		1 %100				1 %100	1 %100	1 %7,1
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never	3 %50,0	5 %83,3	1 %50,0					9 %64,3
		Rare	2 %33,3							2 %14,3
		Sometimes	1 %16,7	1 %16,7	1 %50,0					3 %21,4
Total			6 %100	6 %100	2 %100					14 %100
Single	Male	Never	2 %66,7	1 %25,0						3 %37,5
		Rare		2 %50,0	1 %100					3 %37,5
		Sometimes	1 %33,3	1 %25,0						2 %25,0
Total			3 %100	4 %100	1 %100					8 %100
Divorced	Female	Never						1 %100		1 %50,0
		Always							1 %100	1 %50,0
Total								1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the variety of “I don’t care what happens to the people I met because of my job” is chosen by 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group, and 50+ age group in Never category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the variety of “I don’t care what happens to the people I met because of my job” is chosen by 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group in Never category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the option of “I don’t care what



happens to the people I met because of my job” is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Never category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Never and Rarely categories. According to the age distribution, the option of “I don’t care what happens to the people I met because of my job” is chosen by 20-24 age group and 25-29 age group in Never category, and 25-29 age group and 30-34 age group in Rarely category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Always categories. According to the age distribution, the variety of “I don’t care what happens to the people I met because of my job” is chosen by 45-50 age group in Never category, and 50+ age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Never category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group and 45-50 age group have chosen Never category for the variety of “I don’t care what happens to the people I met because of my job”, and they mentioned that their attitudes towards people they met because of their job are not rigid.

**Table 25. Distribution of Variable “ I approach to emotional problems with dispassionateness at my job” according to Age, Sex and Marital Status**

with dispassionateness at my job" according to Age, Sex and Marital Status										
Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never		5 %100	4 %66,7	1 %100	1 %100		1 %100	12 %80,0
		Rare			2 %33,3			1 %100		5 %33,3
Total				5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never			1 %25,0	4 %100	2 %66,7			9 %64,3
		Rare			3 %75,0		1 %33,3			4 %28,6
		Usually		1 %100				1 %100	1 %100	1 %7,1
Total				1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never	3 %50,0	5 %83,3	1 %50,0					9 %64,3
		Rare	2 %33,3							2 %14,3
		Sometimes	1 %16,7	1 %16,7	1 %50,0					3 %21,4
Total			6 %100	6 %100	2 %100					14 %100

Single	Male	Never	2 %66,7	1 %25,0					3 %37,5
		Rare		2 %50,0	1 %100				3 %37,5
		Sometimes	1 %33,3	1 %25,0					2 %25,0
Total			3 %100	4 %100	1 %100				8 %100
Divorced	Female	Never					1 %100		1 %50,0
		Always						1 %100	1 %50,0
Total							1 %100	1 %100	2 %100

When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Sometimes, Usually and Always categories. According to the age distribution, the variety of "I approach sensitive issues with imperturbability in my job" is chosen by 25-29 age group, 30-34 age group, 40-44 age group, 45-50 age group and 50+ age group in Sometimes category, by 25-29 age group, 30-34 age group and 35-39 age group in Usually category, and by 25-29 age group and 30-34 age group in Always category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Always category. According to the age distribution, the variety of "I I approach sensitive issues with imperturbability in my job" is chosen by 30-34 age group, 35-39 age group, 40-44 age group, 45-50 age group and 50+ age group in Always category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Usually category. According to the age distribution, the option of "I approach sensitive issues with imperturbability in my job" is chosen by 20-24 age group, 25-29 age group and 30-34 age group in Usually category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Sometimes category. According to the age distribution, the option of "I approach sensitive issues with imperturbability in my job" is chosen by 20-24 age group and 25-29 age group and 30-34 age group in Sometimes category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Never and Usually categories. According to the age distribution, the variety of “I approach sensitive issues with imperturbability in my job” is chosen by 50+ age group in Never category and by 45-50 age group in Usually category.

When we examine the data in the table, the most distinctive difference is seen in Usually and Never categories, which were chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group and 45-50 age group have chosen Usually and Always categories for the variety of “I approach sensitive issues with imperturbability in my job”, and they mentioned that they approach sensitive issues with imperturbability in their jobs.

**Table 26. Distribution of Variable “I feel like I created some problems of people I met as a part of my job” according to Age, Sex and Marital Status**

Marital Status	Gender		Age							Total
			20-24	25-29	30-34	35-39	40-44	45-50	50+	
Married	Female	Never		5 %100	4 %66,7	1 %100	1 %100		1 %100	12 %80,0
		Rare			2 %33,3			1 %100		5 %33,3
		<b>Total</b>		5 %100	6 %100	1 %100	1 %100	1 %100	1 %100	15 %100,0
Married	Male	Never			1 %25,0	4 %100	2 %66,7			9 %64,3
		Rare			3 %75,0		1 %33,3			4 %28,6
		Usually		1 %100				1 %100	1 %100	1 %7,1
		<b>Total</b>		1 %100	4 %100	4 %100	3 %100	1 %100	1 %100	14 %100
Single	Female	Never	3 %50,0	5 %83,3	1 %50,0					9 %64,3
		Rare	2 %33,3							2 %14,3
		Sometimes	1 %16,7	1 %16,7	1 %50,0					3 %21,4
		<b>Total</b>	6 %100	6 %100	2 %100					14 %100
Single	Male	Never	2 %66,7	1 %25,0						3 %37,5
		Rare		2 %50,0	1 %100					3 %37,5
		Sometimes	1 %33,3	1 %25,0						2 %25,0
		<b>Total</b>	3 %100	4 %100	1 %100					8 %100
Divorced	Female	Never						1 %100		1 %50,0
		Always							1 %100	1 %50,0
		<b>Total</b>						1 %100	1 %100	2 %100



When we analyze the data in the table, among the married female academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the variety of I feel like I created some problems of people I met as a part of my job" is chosen by 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group and 50+ age group in Never category.

When we analyze the data in the table, among the married male academicians, it has been observed that the most distinctive difference is seen in Rarely category. According to the age distribution, the variety of I feel like I created some problems of people I met as a part of my job" is chosen by 30-34 age group, 40-44 age group and 50+ age group in Rarely category.

When we analyze the data in the table, among the single female academicians, it has been observed that the most distinctive difference is seen in Never category. According to the age distribution, the option of I feel like I created some problems of people I met as a part of my job" is chosen by 20-24 age group and 25-29 age group Never category.

When we analyze the data in the table, among the single male academicians, it has been observed that the most distinctive difference is seen in Sometimes category. According to the age distribution, the option of I feel like I created some problems of people I met as a part of my job" is chosen by 25-29 age group and 30-34 age group in Never category.

When we analyze the data in the table, among the divorced female academicians, it has been observed that the most distinctive difference is seen in Sometimes and Always categories. According to the age distribution, the variety of I feel like I created some problems of people I met as a part of my job" is chosen by 45-50 age group in Sometimes category and by 50+ age group in Always category.

When we examine the data in the table, the most distinctive difference is seen in Never category, which was chosen by married female academicians, married male academicians, single female academicians and single male academicians. 20-24 age group, 25-29 age group, 30-34 age group, 35-39 age group, 40-44 age group and 45-50 age group have Never category for the variety of I feel like I created some problems of people I met as a part of my job", and they mentioned that the thought

that they are the cause of the problems of the people they met as a part of their jobs is not dominated.

#### 4.2.4. Burnout Status of Academicians According to Academicians and Students

**Table 27. One way analysis of variance of variables asked to students and academicians**

Variables	Group	N	Mean	standard deviation	standard error	p
1. I think my teachers are alienated from their job 1. I think I am alienated from their job	Student	279	2,4588	1,17724	,07048	,001
	Academician	53	1,9057	,96604	,13270	
	<b>Total</b>	<b>332</b>	<b>2,3705</b>	<b>1,16265</b>	<b>,06381</b>	
2. I believe in our teachers cannot overcome this job one more day 2. I believe in I cannot overcome this job one more day	Student	279	2,1649	1,20014	,07185	,005
	Academician	53	1,6792	,89386	,12278	
	<b>Total</b>	<b>332</b>	<b>2,0873</b>	<b>1,16917</b>	<b>,06417</b>	
3. I realized that our teachers treat some people like they are not human as a part of my job 3. I realized that I treat some people like they are not human as a part of my job	Student	279	2,2473	1,33025	,07964	,000
	Academician	53	1,3962	,76811	,10551	
	<b>Total</b>	<b>332</b>	<b>2,1114</b>	<b>1,29474</b>	<b>,07106</b>	
4. It is very stressful that our teachers deal with people all day. 4. Direct working with people makes me stressful.	Student	279	3,1720	1,32456	,07930	,000
	Academician	53	2,2642	,96379	,13239	
	<b>Total</b>	<b>332</b>	<b>3,0271</b>	<b>1,31544</b>	<b>,07219</b>	
5. Our teachers find most appropriate solution to problems of people. 5. I find most appropriate solution to problems of people as a part of my job.	Student	279	3,0932	1,25460	,07511	,000
	Academician	53	3,8302	1,05130	,14441	
	<b>Total</b>	<b>332</b>	<b>3,2108</b>	<b>1,25248</b>	<b>,06874</b>	
6. I feel that our teachers are exhausted mentally from work 6. I am feeling that I am exhausted mentally after work..	Student	279	2,4731	1,16537	,06977	,002
	Academician	53	1,9245	1,14100	,15673	
	<b>Total</b>	<b>332</b>	<b>2,3855</b>	<b>1,17714</b>	<b>,06460</b>	
7. I believe that our teachers make contribution to people's life 7. I believe that I make contribution to people's life by means of my job	Student	279	3,3405	1,28446	,07690	,000
	Academician	53	4,3396	,99891	,13721	
	<b>Total</b>	<b>332</b>	<b>3,5000</b>	<b>1,29489</b>	<b>,07107</b>	
8. Our teachers have a power to do lots of things 8. I have a power to do lots of things.	Student	279	3,2832	1,23590	,07399	,000
	Academician	53	4,1509	,98832	,13576	
	<b>Total</b>	<b>332</b>	<b>3,4217</b>	<b>1,24002</b>	<b>,06806</b>	
9. I feel that our teachers are working too much 9. I feel that I am working too much	Student	279	3,0502	1,21930	,07300	,078
	Academician	53	3,3774	1,31889	,18116	
	<b>Total</b>	<b>332</b>	<b>3,1024</b>	<b>1,23948</b>	<b>,06803</b>	
10. I think that our teachers are restricted in their job 10. I am feeling that my job restricts me	Student	279	2,7993	1,30130	,07791	,004
	Academician	53	2,2453	1,14196	,15686	
	<b>Total</b>	<b>332</b>	<b>2,7108</b>	<b>1,29167</b>	<b>,07089</b>	
11. Our teachers create a cordial environment with people as a part of their job 11. I create a cordial environment with people I met as a part of my job.	Student	279	3,1219	1,11216	,06658	,000
	Academician	53	4,0000	1,03775	,14255	
	<b>Total</b>	<b>332</b>	<b>3,2620</b>	<b>1,14533</b>	<b>,06286</b>	
12. our teachers gained remarkable success at this job 12. I gained remarkable success at this job.	Student	279	3,3369	1,19701	,07166	,033
	Academician	53	3,7170	1,13302	,15563	
	<b>Total</b>	<b>332</b>	<b>3,3976</b>	<b>1,19354</b>	<b>,06550</b>	
13. our teachers approach to emotional problems with dispassionateness at my job 13. I approach to emotional problems with dispassionateness at my job	Student	279	3,3477	1,73545	,10390	,269
	Academician	53	3,6226	1,16399	,15989	
	<b>Total</b>	<b>332</b>	<b>3,3916</b>	<b>1,65908</b>	<b>,09105</b>	

When the averages of the responses for the 1<sup>st</sup> variable by 279 students and 53 academicians out of 332 participants, to whom questionnaire was applied, are



evaluated, it has been identified that both two groups approach negatively to the mentioned variable; however, that the academicians (1.90) have answered the variable more negatively regarding the students (2.45).

When the averages of the answers for the 2<sup>nd</sup> variable by 279 students and 53 academicians are evaluated, it has been identified that both two groups approach negatively to the mentioned variable; however, that the academicians (1.67) have answered the variable more negatively regarding the students (2.16).

When the averages of the answers for the 3<sup>rd</sup> variable by students and academicians are considered, it has been identified that the answers of both two groups are close to negative; however, that the academicians have answered more closer to negative than the students.

When the averages of the answers for the 4<sup>th</sup> variable by 279 students and 53 academicians are evaluated, it has been identified that the students' answers are closer to the positive with the mean of 3.17; however, that the academicians' answers are closer to negative with the mean of 2.2.

When the averages of the answers for the 5<sup>th</sup> variable are evaluated, it has been identified that the academicians (3.83) gave more positive answers regarding the students (3.09).

When the averages of the answers for the 6<sup>th</sup> variable are evaluated, it has been observed that the academicians gave more negative responses with a mean of 1.92, than the students.

When the answers of 7<sup>th</sup> variable are evaluated, it is seen that both two groups gave answers close to positive; however, the academicians gave answers more closer to positive with a mean of 4.33.

When the answers of 8<sup>th</sup> variable are evaluated, it has been seen that both two groups gave answers close to positive; however, the academicians (4.15) gave responses more closer to positive when compared to students (3.28).

When the answers of 9<sup>th</sup> variable are evaluated, it has been seen that both two groups think close to positive; however, the academicians think more positive with a mean of 3.37.

When the answers of 10<sup>th</sup> variable are evaluated, it has been seen that the academicians gave answers more closer to positive with a mean of 2.24.



When the answers of 11<sup>th</sup> variable are evaluated, it has been seen that both two groups gave answers close to positive; however, the academicians gave answers more closer to positive with a mean of 4.00.

When the answers of 12<sup>th</sup> variable are evaluated, it has been seen that the academicians with a mean of 3.71 and the students with a mean of 3.33 gave answers close to positive.

When the answers of 13<sup>th</sup> variable are evaluated, it has been seen that both two groups gave answers close to positive; however, the academicians gave answers more closer to positive with a mean of 3.62.

When the values in Sig. (Meaningfulness) column in ANOVA table, it is seen that it is 0.78, 0.33, 0.26, respectively. Because the mentioned values are higher than 0.01, the correlation between evaluated group and answers given to 9<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup> variables has not been considered statistically significant at  $p>0.05$  level.

When the answers given for the other variables are analyzed, their relationship with evaluated group has been considered statistically valuable at  $p>0.05$  level.

## CHAPTER FIVE

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

In the research held, the relationship between burnout inventory and the viewpoints of the students for the academicians has been examined by determining the perceptions of the academicians, who serve in Education Faculty, University of Near East, TRNC, related with emotional burnout, insensitivity and personal failure issues according to the Maslach Burnout Inventory.

As mentioned in the Method Chapter, the sampling of the study consists from 279 students and 53 academicians whose questionnaires are accepted as valid. In order to prove the hypotheses, the statistical analyses of the data collected from the subjects have been done. In the results section, the analysis of the research hypotheses and statistical analysis results of the data collected from the sampling were evaluated.

In this chapter, the concluded results related with the results and suggestions related with research have been presented.

In order to find an answer to the research question, the arithmetical mean of emotional burnout in job, insensitivity in job and personal failure points of the academicians was calculated as 38.37, as a result of the analysis of the data collected from the answers given by the academicians for the research scale "Maslach Burnout Inventory". The arithmetic mean concluded from the answers of the students that replied the same questions was calculated as 37.83. When those averages are regarded, it is concluded that the academicians in Education Faculty in University of Near East, TRNC, do not have burnout situations in their jobs; in other words, it is concluded that emotional burnout, insensitivity in their jobs and personal failure are not dominant among the academicians in Education Faculty in University of Near East, TRNC, according to the Maslach Burnout Inventory.

The defined questions of the research has been evaluated during the process of finding answers to the questions listed in the objections of the study, and as a result of this;

1. "Is there any difference in terms of 'emotional burnout' according to the age, sex and marital status of the academicians?" no differences were concluded.

Some groups that can be underestimated are observed as to be dominated by partially burnout feeling. When the average values are discussed, no emotional burnout has been analyzed among academicians according to their age, sex and marital status.

2. "Is there any difference in terms of 'insensitivity' according to the age, sex and marital status of the academicians?" no differences were concluded. Some groups that can be underestimated are observed as to be dominated by partially burnout feeling. When the average values are discussed, no insensitivity has been analyzed among academicians according to their age, sex and marital status.

3. "Is there any difference in terms of 'personal achievement' according to the age, sex and marital status of the academicians?" no differences were concluded. Some groups that can be underestimated are observed as to be dominated by partially burnout feeling. When the average values are discussed, no personal failure feeling has been analyzed among academicians according to their age, sex and marital status.

4. "Is there any difference between the thoughts of the academicians on their own burnout situations and thoughts of the students on academicians' burnout situations?" the viewpoints of the academicians are negative. As well as the viewpoints of the students to the same question is in the same direction with the academicians' viewpoints, there has been defined some points that the students partially differed. However, when the mean values in the analysis results are considered, the viewpoints of the students also correspond with the thoughts of the academicians on burnout situations.

Under the light of the answers gained from four questions asked in accordance with the objection of the study, it has been concluded that the academicians working in Education Faculty in Near East University, TRNC, have no burnout situations in their jobs, and this result has been corroborated in the light of the answers by the students.

In the research, the burnout situations of the academicians working in Education Faculty in Near East University, TRNC, was explicated. According to the study held, the emotional burnout, insensitivity and personal failure situations of the academicians were discussed under the light of the Maslach Burnout Inventory. Besides, by employing the students studying in Education Faculty in University of Near East, TRNC, as the subjects, their answers were compared with the responses



of the academicians, and it was obtained that the responses by the academicians showed consistency.

## 5.2 Suggestions

In the research, the burnout situations of the academicians working in Education Faculty in Near East University, TRNC, was explicated. According to the study held, the emotional burnout, insensitivity and personal failure situations of the academicians were discussed under the light of the Maslach Burnout Inventory. Besides, by employing the students studying in Education Faculty in University of Near East, TRNC, as the subjects, their answers were compared with the responses of the academicians, and it was obtained that the responses by the academicians showed consistency. Considering the results of the study, recommended suggestions are listed below:

1. The administrative regime that is oriented onto the academicians teaching in Education Faculty in Near East University, TRNC, should be in a manner to intend to increase their working order. Therefore, the problems and the troubles that the academicians face while performing their duties should be treated with special attention.
2. Opinions of the academicians should be taken in arranging daily schedule of the academicians, in applying the innovations and modifications and in the decisions related with the academicians.
3. The chance to unite more for the academicians and students should be supported.
4. The working conditions offered to the academicians should be improved.
5. The academicians should be given the required opportunities in order to provide them to use and develop their skills and knowledge effectively. They should be motivated that they can advance in their career in the university by the university administration, and special care should be given to eliminate the concerns of the academicians on the mentioned matter.
6. The organizations oriented to improve the relationships of the academicians among each other and with their students should be arranged within the body of the university (For example, by organizing social activities, close dialogues between academicians and the students may develop).

7. As a result of the questionnaire applied as oriented to the academicians, the burnout situation is observed as negative in general; however, in students answers close to negative have been given for this situation. Because of this, the academicians should be informed on the subject and required guidance should be provided on their imperfectness.

Consequently, the indications that academicians do not have burnout level and the age averages of the academicians teaching in Education Faculty in Near East University, TRNC, show that they are at the beginning of their jobs. Because of that reason, burnout is not observed. The continuity of this positive picture in the academicians teaching in Education Faculty in Near East University, TRNC, is in the courtesy of the academicians and the administration department of the Education Faculty in Near East University, TRNC.

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## APPENDIXES

### Attachment 1. Personal Information Form for Academicians

#### PERSONAL INFORMATION FORM

Dear Academician,

This study is being carried out in order to evaluate the situations that academicians face in the education and training environment. In the research, two different lists have been presented in order you to fill in to collect data. True – False answers are not in question in the items suggested in the lists. You are expected to choose the most appealing option for you by reading each item carefully. Writing your name is not required.

Your responses will be used for the purpose of research and all rights will be reserved. I thank you for your precious help and for responding sincerely.

Psychological Consultant  
AYŞEGÜL YETKİN

The department you educate? :.....

1. Your Sex?                      ☐ F    ☐ M
2. Your Age?                      ☐ a. 20-24    ☐ b. 25-29    ☐ c. 30-34  
    ☐ d. 35-39    ☐ e. 40-44    ☐ f. 45-50    ☐ g. 50 and older
3. Your Marital Status? ☐ a. Married    ☐ b. Single                      ☐ c.  
Divorced
4. Number of Children You Have?  
☐ a. 1                      ☐ b. 2    ☐ c. 3    ☐ d. 4 and more                      ☐ e. None
5. Your Title?  
☐ a. Prof. Dr.    ☐ b. Associate Professor                      ☐ c. Assistant Professor(    )  
d. Dr.  
☐ e. Without Title
6. Your Position?  
☐ a. Lecturer    ☐ b. Academicians                      ☐ c. Researcher

7. Your Seniority?

- ☐ a. 0 – 5 years      ☐ b. 6- 10 years      ☐ c. 11- 15 years  
☐ d. 16-20 years      ☐ e. 21 years and above

8. Do you have any administrative function?  
b. No

☐ a. Yes      ☐

9. Your Total Course Load?

- ☐ a. 0-12 hours      ☐ b. 13-24 hours      ☐ c. 25  
hours and more

10. Your satisfaction gained from the occupation?

- ☐ a. Psychological Satisfaction      ☐ b. Economical Satisfaction  
☐ c. Social Status Satisfaction      ☐ d. None



## Attachment 2. The Burnout Scale That Was Asked to the Students

Each of the sentences suggested in this section describes one competence. There is a five-optioned scale from "not sufficient" to "highly sufficient" in order for you to determine to what extent your lecturers are proficient in applying those competencies.

Please, do not leave any questions unanswered.

Psychological Consultant  
AYŞEGÜL YETKİN

### SAMPLE

SUFFICIENCY FIELDS		YOUR VIEW ABOUT ACADEMICIANS				
1	I am feeling that our teachers alienated from their job..	1	2	3	4	5

- Options;
- 1: Disagree
  - 2: Hardly Agreement
  - 3: Moderately Agree
  - 4: Highly Agree
  - 5: Full Agreement

SUFFICIENCY FIELDS		YOUR VIEW ABOUT SUFFICIENCY LEVEL OF ACADEMICIANS				
1	I am feeling that I am alienated from my job.	1	2	3	4	5
2	I am feeling that I am exhausted mentally after work.	1	2	3	4	5
3	I think that I cannot sustain this job one more day when I woke up.	1	2	3	4	5
4	I understand what people are thinking as a part of my job.	1	2	3	4	5
5	I realized that I treat some people like they are not human as a part of my job.	1	2	3	4	5
6	It is really backbreaking for me to deal with people whole day.	1	2	3	4	5
7	I find most appropriate solution to problems of people as a part of my job.	1	2	3	4	5
8	I find most appropriate solution to problems of people as a part of my job.	1	2	3	4	5
8	I am feeling that I am exhausting from this work.	1	2	3	4	5
10	I believe that I make contribution to people's life by means of my job	1	2	3	4	5
11	I have been firm with people since I started to work at this job.	1	2	3	4	5
12	I am afraid from that this work increasingly makes me firm.	1	2	3	4	5
13	I have a power to do lots of things.	1	2	3	4	5

### Appendix 3. Maslach Burnout Inventory Asked to Academicians

#### MASLACH BURNOUT INVENTORY

This study is prepared for reviewing burnout status level of academicians. The inquiry which is prepared for this purpose includes statements that reflects attitudes related to academicians. I want you to write most suitable number for every sentence by looking at following table for number of frequency that is most appropriate for you how often you experience. Your identity is kept confidential at this inquiry. Your answers are important for us. We thank you for helping us in this study.

Psychological Consultant  
AYŞEGÜL YETKİN

Frequency and Number of Feeling Emotions				
0	1	2	3	4
Never	Rare	Sometimes	Usually	Always

	How often	
1		I am feeling that I am alienated from my job.
2		I am feeling that I am exhausted mentally after work.
3		I think that I cannot sustain this job one more day when I woke up.
4		I understand what people are thinking as a part of my job.
5		I realized that I treat some people like they are not human as a part of my job.
6		It is really backbreaking for me to deal with people whole day.
7		I find most appropriate solution to problems of people as a part of my job.
8		I am feeling that I am exhausting from this work.
9		I believe that I make contribution to people's life by means of my job
10		I have been firm with people since I started to work at this job.
11		I am afraid from that this work increasingly makes me firm.
12		I have a power to do lots of things.
13		I am feeling that my job restricts me.
14		I feel that I am working too much.
15		I am not concerned about what happened to people I met as a part of my job.
16		Direct working with people makes me stressful.
17		I create a cordial environment with people I met as a part of my job.
18		I feel motivated after one-to-one communication with people
19		I gained remarkable success at this job.
20		I am feeling that I come to an end.
21		I approach to emotional problems with dispassionateness at my job.
22		I feel like I created some problems of people I met as a part of my job.

## RESUME

### PERSONAL INFORMATION

**Name Surname** : AYŞEGÜL YETKİN  
**Place of Birth and Year** : 28.07.1984/ADİYAMAN  
**Email** : yetkin.aysegul@hotmail.com  
**Foreign Language** : ENGLISH

### EDUCATIONAL BACKGROUND

**Postgraduate** : 2009-2008 NEAR EAST UNIVERSITY  
**Undergraduate** : 2007-2003 EASTERN MEDITERNEAN UNIVERSITY  
**High School** : 2002-1998 ADİYAMAN ANATOLIAN HIGH SCHOOL



## SIGNATURE PAGE OF JURORS

To the Directorate of Institute of Education Sciences

This study was accepted as POST GRADUATE THESIS in Department of Guidance and Psychological Counseling by our jury.

President : Dr. Ülkü Pişkin Abidoğlu

Member : Associate Professor Cem Birol

Member : Asst. Prof. Dr. Engin Baysen

Approval

I approve that foregoing signatures belong to said academic members.

...../...../2009

Associate Prof. Cem Birol  
Head of Institute