



Reverse Tullip Education

# **Examining the Relationship Between Job Satisfaction Levels and Professional Burnout Levels of School Administrators in Kastamonu Province According to Different Variables**

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## **Abstract**

In this study, it was aimed to determine the job satisfaction and burnout levels of directors, deputy directors and assistant principals affiliated with the National Education Organization in Kastamonu center. The universe of this study, in which quantitative research methods were used, consisted of a total of 160 administrators working in schools affiliated to the to the Provincial Directorate of National Education in the city center of Kastamonu, including the principal, assistant principal and vice-principal. Maslach Burnout Scale, Minnesota Satisfaction Questionnaire and personal information form were used to collect quantitative data. As a general result of the study, it is observed that the duration of working in the institution is effective in the burnout levels of the managers; it has been determined that as the working time increases, burnout decreases. It has been determined that the perception of the wage they receive, the time spent in administration and the perception of wages are effective in terms of job satisfaction. It was found that as the wage perception and the time spent in management increased, job satisfaction increased, and job satisfaction decreased with age.

**Keywords:** Job Satisfaction, Professional Burnout, Manager

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## Introduction

The fact that education provides positive developments in society causes the society to interact with all systems. Changes in the social, political and economic fields also affect education. Sub-systems that makeup education need to adapt and develop rapidly to these changes (Kale, 1995).

It is necessary for the individual to like his / her job and to be satisfied with it. However, the excessive intensity in the work of the individual creates heavy stress on the individual, even if he likes his job. People living under heavy workload for various reasons are faced with "exhaustion" ( Baltaş, A. & Baltaş, 1998).

Individuals' dissatisfaction with their jobs affects not only themselves but also organizations. It is seen that individuals who are disappointed in their workplaces develop various negative reactions against their jobs. Quitting and absenteeism are the most common of these reactions. An individual who is dissatisfied with his job searches for other job opportunities about the unemployment rate in his country, labor market conditions, compares them with his own job and makes an evaluation. As a result, he decides to quit his job or to continue working in the same workplace. If the individual does not decide to quit his job, absenteeism behavior occurs ( Hulin, Roznowski & Hachiya, 1985).

School administrators have great responsibilities and duties to ensure that students receive a healthy and safe education. The fact that administrators love their job and work with devotion will increase the quality of the institution, thus increasing the motivation of students and teachers. In this case, the quality of the education students will receive will increase. Therefore, in this study, it was aimed to determine the job satisfaction and burnout level of educational administrators.

In this study, it was aimed to determine the job satisfaction levels and burnout levels of school principals, deputy principals, and vice-principals in Kastamonu city center. Within the framework of this general purpose, the following questions were sought.

- Does job satisfaction vary according to gender, age, marital status, tenure, education, school type, and salary satisfaction?
- Does professional burnout vary according to gender, age, marital status, tenure, education level, school type and salary satisfaction?
- Is there a relationship between job satisfaction and burnout?

## Method

### Research Model

A questionnaire, one of the quantitative research methods, was used in this study, which aims to determine the job satisfaction levels and burnout levels of school principals, deputy principals, and vice-principals in schools affiliated to the Milli Eğitim Bakanlığı in the city center of Kastamonu. In this approach, quantitative data are collected, then analyzed and findings are interpreted. (Yıldırım & Şimşek 2008).

### Universe and Sample

The population of the study is 160 principals, vice-principals and vice-principals working in the Milli eğitim Bakanlığı in Kastamonu city center. 131 volunteer participants from 160 people were included in the study. An easily accessible sample was preferred in the study.

### Data Collection Tools

Personal Information Form, Maslach Burnout Inventory and Minnesota Job Satisfaction Scale were used to collect data.

Personal Information Form was developed by the researcher. The form consists of questions about managers' education level, income, age, economic status, graduation, and position (Appendix 1).

## Maslach Burnout Scale

The Maslach Burnout Scale is a Likert-type scale that is rated between 0 and 6 (0 never - 6 every day), consisting of 22 items that determine the level of emotional exhaustion (DE), depersonalization (DP), and personal accomplishment (PA). 9 questions about emotional exhaustion (1, 2, 3, 6, 8, 13, 14, 16, 20), 5 questions about depersonalization (5, 10, 11, 15, 22), and 8 questions about personal success. There are questions (4, 7, 9, 12, 17, 18, 19, 21 questions). min.0 - max.36 points regarding emotional exhaustion; min.0 - max.20 points for depersonalization; regarding personal success min. 0 - max. 32 points can be obtained. The Turkish validity and reliability study of the MBI was conducted by Ergin (Ergin 1993, Karadağ et al. 2001). The high average score for emotional exhaustion and depersonalization and low personal achievement score indicates that individuals experience burnout. The data obtained in the survey, the SPSS 10.0 program, the number and percentage calculations, Mann Whitney, the Kruskal -Wallis, and Pearson correlation was evaluated using the tests.

## Minnesota Satisfaction Survey

Minnesota Satisfaction Questionnaire ( Short Form Minnesota Satisfaction Questionnaire, MSQ): Dawis and scale developed by friends, Baycan (1985) by adapting our country, including the health institutions in four areas tested. Scale Aşti (1993), Dinç Sever (1997), Pınar and Arıkan (1998), Karadağ et al. (2002) to measure job satisfaction of nurses. MSQ has the characteristic of determining the internal (12 items) and extrinsic (8 items) satisfaction factors, each item is arranged with a Likert-type scoring and ranging from 1 to 5; It consists of 20 items with the expressions "not satisfied at all", "not satisfied", "undecided", "satisfied", "very satisfied".

## Collection of Data

At the beginning of the study, official permissions were obtained from the Kastamonu Governorship in order to be carried out in another Kastamonu province and in the category of ethical compliance. The sample of the study was visited during the time the administrators were at the school, and it was conducted with administrators who voluntarily agreed to participate after the purpose of the study was explained to them. Measurement tools and personal information forms used in quantitative data were applied to the managers by the researcher himself.

## Analysis of Data

Quantitative data were analyzed using the SPSS 20 package program. In the quantitative data, Shapiro-Wilk was used because of the unit numbers while investigating the status of variables coming from the normal distribution. When interpreting the results, 0.05 was used as the significance level, and if  $p < 0.05$ , it was stated that the variables did not come from the normal distribution, and if  $p > 0.05$ , the variables came from the normal distribution. In analyzing the data, when examining the differences between groups, Independent t-test, One-Way ANOVA test, and Tukey test were used when the values were distributed normally.

In case of significant differences between variables, the Post-Hoc Multiple Comparison Test was used to determine the groups with differences between them. Spearman's Correlation Coefficient was used when examining the relationships between variables that do not come from the normal distribution. Cronbach's Alpha values were used to investigate the reliability of the scales.

## Results

Statistical analysis of the tests and reviewing research on three or more groups among the variables with a variable one-way variance analysis (ANOVA) and independent samples t-test were used in the paired comparison.

**Table 1.** T-Test Table of Participants of Job Satisfaction Score by Gender Variable

Gender		N	X	SS	Sd	t	P
Job Satisfaction	Woman	22	3,5250	,47778	129	-1,012	,313
	Man	109	3,6560	,56723			

According to Table 1, t-Test results regarding the effect of gender on job satisfaction scores are shown. When the table is examined, it can be said that there is no statistically significant difference in terms of job satisfaction between male and female participants [ $p > 0.05$ ].

**Table 2.** T-Test Table of Job Satisfaction Score According to the Marital Status Variable of the Participants

Marital status		N	X	SS	Sd	t	P
Job Satisfaction	Married	126	3,6385	,56083	128	,004	,997
	Single	4	3,6375	,25617			

According to Table 2, t-Test results regarding the effect of marital status on Job satisfaction score are shown. When the table is examined, it can be said that there is no statistically significant difference in terms of job satisfaction between married and single participants. [ $p > 0.05$ ].

**Table 3.** t-Test Table of Job Satisfaction Score According to the Educational Status Variable of the Participants

Education Status		N	X	SS	Sd	t	P
Job Satisfaction	License	105	3,6348	,57009	129	,033	,974
	Graduate	26	3,6308	,49215			

According to Table 3, t-Test results regarding the effect of graduation on Job satisfaction scores are shown. When the table is examined, it can be said that there is no statistically significant difference in terms of job satisfaction between license and graduate. [ $p > 0.05$ ].

**Table 4.** Descriptive Data on Age Status and Job Satisfaction

Group		Age Status	N	X	SS
Job Satisfaction	1	Between 25-30	3	2,8833	,07638
	2	Between 31-35	26	3,6462	,44809
	3	Between 36-40	19	3,9368	,56343
	4	Between 41-45	29	3,4500	,52150
	5	45 and above	54	3,6620	,56693
Total			131	3,6340	,55370

**Table 5.** One-Way Analysis of Variance Regarding the Effect of Age Status on Job Satisfaction

Source of Variance		Sum of Squares	S d	Average of Squares	f	p	Significant Difference Tukey HSD
Job Satisfaction	Between groups	4,461	4	1,115	3,970	,005*	G3-G4
	Within groups	35,395	126	,281			
Total		39,856	130				

In Table 5, a one-way analysis of variance, which is a parametric test, was used among the statistical test techniques to test the effect of the age variable on job satisfaction.

According to the analysis results, there is a statistically significant difference between the age status of the participants and the average job satisfaction score [ $F(4-126) = 3.970$ ,  $p < 0.05$ ]. Tukey HSD test, one of the multiple comparison tests, was used to determine which groups the difference was in. Age status of those 36-40 years (G3), average job satisfaction score (= 3.936), while the status of the age 41-45 years (G4) average job satisfaction score (= 3,450) d. Accordingly, those with 36-40 years of age have higher job satisfaction than those with 41-45 years of age.

**Table 6.** One-Way Analysis of Variance Regarding the Effect of Management Time on Job Satisfaction

	Source of Variance	Sum of Squares	sd	Average of Squares	f	p	Significant Difference Tukey HSD
Job Satisfaction	Between groups	2,215	3	, 738	2,491	, 063	G3-G4
	Within groups	37,642	127	, 296			
Total		39,856	130				

In Table 6, a one-way analysis of variance, which is a parametric test, was used among the statistical test techniques in order to test the effect of the administration time variable on job satisfaction.

According to the results of the analysis, there is a statistically significant difference between the administration time of the participants and the average job satisfaction score [F (3-127) = 2.491, p <0.05]. Tukey HSD test, one of the multiple comparison tests, was used to determine which groups the difference was. Of the administration period of 7-9 years (G3), job satisfaction scores average (= 3.365), whereas the administration period is 10 years and those over the year (G4) job satisfaction scores average (= 3.757) d. Accordingly, the job satisfaction of those with an administration period of 10 years or more is higher than those with 7-9 years.

**Table 7.** Descriptive Data on School Type and Job Satisfaction

	Group	School type	N	X	SS
Job Satisfaction	1	Primary School-Secondary School	49	3,7041	,62574
	2	High school	59	3,5144	,45826
	3	Boarding schools	9	3,7000	,60156
	4	Special education school	14	3,8500	,56907
		Total	131	3,6340	,55370

**Table 8.** One-Way Analysis of Variance Regarding the Effect of School Type and Working Time on Job Satisfaction

	Source of Variance	Sum of Squares	sd	Average of Squares	f	p	Significant Difference Tukey HSD
Job Satisfaction	Between groups	1,777	3	,592	1,975	,121	-
	Within groups	38,079	127	,300			
Total		39,856	130				

According to Table 7, one-way analysis of variance results are shown regarding the effect of current school type on Job satisfaction score. When the table is examined, it can be said that there is no statistically significant difference between the groups in terms of job satisfaction. [p> 0.05].

**Table 9.** Descriptive Data on Wage Received and Job Satisfaction

	Group	Wage Perceptions	N	X	SS
Job Satisfaction	1	Low	29	3,2672	,45890
	2	Middle	94	3,7271	,54352
	3	High	8	3,8688	,43584
		Total	131	3,6340	,55370

**Table 10.** One-Way Analysis of Variance Regarding the Effect of Wage on Job Satisfaction

	Source of Variance	Sum of Squares	sd	Average of Squares	f	p	Significant Difference Tukey HSD
Job Satisfaction	Between groups	5,157	2	2,578	9,512	,000*	G1-G2
	Within groups	34,699	128	,271			
	Total	39,856	130				G1-G3

One-way analysis of variance, which is a parametric test from statistical test techniques, was used to test the effect of the variable of the degree of satisfaction of the wage received in Table 9 on job satisfaction.

According to the analysis results, there is a statistically significant difference between the level of satisfaction with the wage received and the average job satisfaction score [F (2-128) = 9,512, p <0,05]. Tukey HSD test, one of the multiple comparison tests, was used to determine which groups the difference was. The arithmetic average of those who found their wages low (G1) (= 3,267). The arithmetic average of those (G2) who found their wages as average (= 3,727). The arithmetic average of those (G3) who found their wages high (= 3,727). Accordingly, it can be said that job satisfaction is low compared to those who are less satisfied with their wages, and their job satisfaction is low compared to those who think their wages are medium and high.

**Table 11.** T-Test Table for Participants of Professional Burnout Score by Gender Variable

Gender	N	X	SS	Sd	t	P
Professional Woman	22	2,6343	,52062	129	,541	,589
Burnout Man	109	2,5776	,43283			

According to Table 11, t-Test results regarding the effect of gender on occupational burnout score are shown. When the table is examined, it can be said that there is no statistically significant difference in terms of burnout between male and female participants [p> 0.05].

**Table 12.** T-Test Table by Marital Status Variable of Participants of Professional Burnout Score

Gender	N	X	SS	Sd	t	P
Professional Married	126	2,5855	,45253	128	-,471	,638
Burnout Single	4	2,6932	,31134			

According to Table 12, t-Test results regarding the effect of Marital Status on professional burnout score are shown. When the table is examined, it can be said that there is no statistically significant difference in terms of burnout between married and single participants. [p> 0.05].

**Table 13.** T-Test Table According to the Educational Status Variable Participants of Professional Burnout Score

Gender	N	X	SS	Sd	t	P
Professional License	105	2,5996	,46454	129	,772	,523
Burnout Graduate	26	2,5367	,37195			

According to Table 13, t-test results regarding the effect of burnout scores according to educational conditions are shown. When the table is examined, it can be said that there is no statistically significant difference in terms of burnout between managers with undergraduate and graduate degrees. [p> 0.05].



**Table 14.** Descriptive Data on Age Status and Professional Burnout

	Group	Age Status	N	X	SS
Professional Burnout	1	Between 25-30	3	2,5152	,50684
	2	Between 31-35	26	2,5140	,36945
	3	Between 36-40	19	2,4330	,36122
	4	Between 41-45	29	2,6520	,46008
	5	45 and above	54	2,6456	,49277
		Total	131	2,5871	,44707

**Table 15.** One-Way Analysis of Variance Regarding the Effect of Age on Professional Burnout

	Source of Variance	Sum of Squares	sd	Average of Squares	f	p	Significant Difference Tukey HSD
Professional Burnout	Between groups	,913	4	,228	1,147	,338	-
	Within groups	25,071	126	,199			
	Total	25,984	130				

According to Table 15, t-Test results regarding the effect of age participants on occupational burnout score are shown. When the table is examined, it can be said that the age range of the administrators has no effect on their burnout levels. [p> 0.05].

**Table 16.** Descriptive Data on Management Period and Professional Burnout

	Group	Age Status	N	X	SS
Professional Burnout	1	1-3 years	46	2,6136	,58586
	2	4-6 years	15	2,5667	,33704
	3	7-9 years	20	2,6250	,32507
	4	10 and above	50	2,5536	,37299
		Total	131	2,5871	,44707

**Table 17.** One-Way Analysis of Variance Related to the Effect of Administration Time on Professional Burnout

	Source of Variance	Sum of Squares	sd	Average of Squares	f	p	Significant Difference Tukey HSD
Professional Burnout	Between groups	,123	3	,041	,202	,895	-
	Within groups	25,860	127	,204			
	Total	25,984	130				

Table 17. 'y according to the elapsed time by the administration of burnout t-test results regarding the effect of the points is shown. When the table is examined, it can be said that there is no statistically significant difference in terms of burnout in the time spent in administration.

**Table 18.** Descriptive Data on School Type and Professional Burnout

	Group	Age Status	N	X	SS
Professional Burnout	1	Primary School-Secondary School	49	2,5121	,37993
	2	High school	59	2,6841	,53173
	3	Boarding schools	9	2,6212	,32778
	4	Special education school	14	2,4188	,20729
		Total	131	2,5871	,44707

**Table 19.** One-Way Analysis of Variance Related to School Type and Its Effect on Professional Burnout

	Source of Variance	Sum of Squares	sd	Average of Squares	f	p	Significant Difference Tukey HSD
Professional Burnout	Between groups	1,238	3	,413	2,118	,101	-
	Within groups	24,745	127	,195			
	Total	25,984	130				

When Table 19 is examined, the t-Test results regarding the effect of the type of school the participants work in on their professional burnout score are shown. When the table is examined, it can be said that there is no statistically significant difference between the type of school the participants work and in terms of burnout [ $p > 0.05$ ].

**Table 20.** Descriptive Data on Wage and Professional Burnout

	Group	Age Status	N	X	SS
Professional Burnout	1	Low	29	2,7382	,47621
	2	Middle	94	2,5430	,43319
	3	High	8	2,5568	,43582
		Total	131	2,5871	,44707

**Table 21.** One-Way Analysis of Variance Regarding the Effect of Wage on Professional Burnout

	Source of Variance	Sum of Squares	sd	Average of Squares	f	p	Significant Difference Tukey HSD
Professional Burnout	Between groups	,852	2	,426	2,171	,118	-
	Within groups	25,131	128	,196			
	Total	25,984	130				

When Table 21 is examined, the results of the t-Test regarding the effect of the participants' perceptions of wage perceptions on their professional burnout score are shown. When the table is examined, it can be said that there is no statistically significant difference between the wage perceptions of the participants and their burnout [ $p > 0.05$ ].

**Table 22.** Relationship Analysis Between Professional Burnout Level and Job Satisfaction

		Professional Burnout
Job satisfaction	r	-,242**
	p	,005
	n	131

Table 22 shows the correlation results between the Occupational Burnout level and Job Satisfaction of the participants. According to the table, a significant and negative relationship was found between the level of Professional Burnout and Job Satisfaction ( $r = -, 242$ ;  $p < 0.05$ ). As the job satisfaction of the participants increases, the level of professional burnout decreases.



## Conclusion and Discussion

### Conclusion and Discussion on Job Satisfaction

In this study, gender was not found to affect job satisfaction. When the literature is examined, some studies overlap and differ from our research results. Gürsel (2016) found that gender and job satisfaction levels did not change in his study with administrators and teachers. Karakuzu (2013), According to his research named "Examination of job satisfaction of classroom teachers working in primary schools in Denizli city center and branch teachers working in secondary schools", there was no significant difference in job satisfaction by gender variable. Şahin (1999), Sarpkaya (2000), and Karaca (2007) found in their study that the gender variable creates a significant difference in job satisfaction. This shows a contradiction with the study.

In this study, it was concluded that marital status does not affect job satisfaction. When the literature is examined, there are studies similar to our research results. In a study conducted by Dalkıran (2015) to determine the job satisfaction level of public health personnel, it was found that being married or single does not affect job satisfaction.

In this study, it was concluded that the age of managers affects job satisfaction. Gürsel (2007) found that those between the ages of 36-40 have the highest rate of job satisfaction. When the literature is examined, there are studies similar to our research results. According to the findings, the age variable does not make a significant difference in job satisfaction. When the literature was scanned, Yürümezoğlu (2007), Aksakal et al (1999) reached similar results. They stated that there was no significant difference between age groups and job satisfaction, however, they found that job satisfaction increased as age increased. Ataman (2001), on the other hand, found in his study that age and job satisfaction constitutes a correct proportion, and the highest job satisfaction was at the age of 46 and over.

In this study, no significant relationship was found between the type of school and the level of professional exhaustion. When the literature is examined, there are limited studies on this subject.

In this study, participants with high and average wage perceptions have higher job satisfaction than participants with low wage perceptions. Accordingly, it can be said that the wage is an important factor affecting job satisfaction.

### Conclusion and Discussion about Burnout

In this study, it was concluded that gender does not affect the level of Professional Burnout. Different results have been obtained in studies investigating the relationship between burnout and gender. Çolak (2007) found in his study with teachers and administrators that male participants had a significantly higher level of burnout in the depersonalization sub-dimension than female participants. In a study conducted by Maslach (1982), it was found that females experience burnout in the emotional and depersonalization sub-dimension. Schwab, Jackson and Schuller (1986) and Friedman (1991) found in their studies that men experience more burnout than women. On the other hand, Calabrese and Anderson (1986), Güçray (1994) and Özer (1999) found in their studies that women experience higher levels of burnout compared to men. (as cited in Tümkaya & Uştu, 2013). Regarding the subject. Girgin's (1995) study on teachers stated that when the depersonalization subscale scores by gender were examined, the burnout of male teachers was higher than that of female teachers.

In this study, it was reached to the end that marital status does not affect occupational burnout. In this case, the man and being female managers say whether the effects of burnout. Çolak (2007) found that the "emotional exhaustion" levels of married participants were significantly higher than those of single. Different results were obtained from studies examining the marital status and burnout variables. Maslach and Jackson (1985), Constable and Russel (1986), Ergin (1992), Özer (1998), Başören (2005) found that singles experience higher levels of burnout compared to married ones (as cited in Akten, S. 2007).

In our study, no significant relationship was found between the ages of the participants in the study and their burnout levels. In this case, it can be said that the age of the managers has no effect on their burnout levels. Çolak (2007) reached similar results in his study, which are consistent with our study. According to the findings related to the age variable in the study, there was a significant difference between the groups in terms of scores obtained from the scale with the "decrease in personal accomplishment" sub-dimension between 20-25 years old, 26-30 years old, 31-35 years old and 35 and over. appears to be ( $p < 0.05$ ).

Regarding the subject, Cemaloğlu and Şahin (2007) found in their study that age is a factor affecting burnout. They explained this by the fact that teachers got more tired over time, they had difficulty in performing, they were emotionally worn out due to these reasons and they started to become insensitive because they have been working for a long time. This finding is in parallel with the research findings. Kayabaşı (2008), according to the research results of the teacher is not a significant relationship between age and burnout levels were detected, it was stated that the age of the teachers is not a predictor of burnout. This result is contrary to the findings of this research.

In this study, it was concluded that the type of school studied had no effect on the burnout level. Likewise, it was concluded that being a vice-principal, chief vice-principal or school principal did not affect the wage perceptions of the participants in the study on the level of professional burnout.

### The Relationship Between Professional Burnout and Job Satisfaction

A significant and negative relationship was found between the relationship between the level of professional burnout and job satisfaction ( $r = -, 242$ ;  $p < 0.05$ ). In this study, it was found that as the job satisfaction of the participants increased, the level of professional burnout decreased.

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