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Research Article

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Examination of Teachers' Burnout Levels in Terms of Various Variables

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Abstract

In this study, it was aimed to examine the burnout levels of teachers working in schools affiliated to the Ministry of National Education. Correlational survey model was used in the study. The sample of the research consists of 421 teachers working in primary, secondary, high school and science and art center (SAC). Maslach's (1981) Burnout Scale was used as the data collection tool. For the analysis, one way analysis of variance and independent samples t-tests were used. The result indicated that there was a significant difference between female and male teachers in the subdimension of depersonalization, which illustrates that male teachers' burnout level in the subdimension of depersonalization is higher than female teachers. It was also indicated that single teachers' burnout level was higher than married teachers except for the personal accomplishment subdimension. Additionally, there was a statistically meaningful difference in the subdimensions of emotional burnout and depersonalization depending on the age variable, according to which teachers who are between the ages of 51 and 60 perceive a higher level of burnout than other age groups.

Key Words

Burnout • Science and Art Center (SAC) • Teachers

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The school is considered to be the most important institution that shapes the society we live in by transferring the value judgments of the society to the next generations in a healthy environment (Dewey, 1903). The effectiveness and efficiency of schools is undoubtedly related to the fact that the educational leaders and teachers working in these schools have positive perceptions and attitudes towards the school and are happy with the environment they are in. The most effective perception for teachers to do their job with pleasure is in the thought of how they are managed. The management activity, which is at the stage of organizing, coordinating, and putting people together to realize the determined goals of the organization, is a scientific and universal phenomenon (Basaran, 2008). The manager who successfully performs the management activity brings the employees together in a harmonious way within the framework of a certain school culture.

Employees are expected to develop positive attitudes and perceptions in the workplaces they like, and negative attitudes and perceptions in the situations they do not like. One of the negative perceptions developed in the workplace is burnout syndrome. The concept of burnout, which is accepted as an important phenomenon in our age, has been used in the United States since the 1970s to describe the difficulties faced by a working individual in his relationship with his profession. The emergence of the burnout syndrome is associated with Green's novel "A Case of Burnout" in 1961, which tells of an architect who experienced spiritual disappointments leaving his job and going to the forests (Göktepe, 2016). The concept of burnout means that employees' desire to do business decreases due to the problems they encounter in their business and private lives. This concept is important for both individual and social structures.

The concept of burnout has been defined by Freudenberger (1973, as cited in Göktepe, 2016). as the exhaustion of the individual's internal resources, depending on the burden caused by the weariness, failure, decrease in energy and desire, and unfulfilled demands during the working life Maslach and Jackson (1981, as cited in Göktepe, 2016) express the concept of burnout as the negativity that arises as a result of the problems encountered in business life. Burnout syndrome is a type of stress characterized by emotional exhaustion, depersonalization and feelings of failure. In other words, it is insufficient to cope with the stress encountered in business and private life. Each individual who encounters burnout defines it differently. However, the basic themes encountered regarding this concept are similar to each other. Burnout is the erosion of the work-related contract. After the burnout syndrome appears, the things that are seen as important, meaningful and impressive about the work begin to become unpleasant, boring, unsatisfied and meaningless. Burnout is the erosion of emotions. As burnout begins, emotions such as enthusiasm, dedication, security, and pleasure gradually fade, replacing them with anger, anxiety, and depression. Burnout is a problem between the individual and the job. Individuals perceive burnout as a personal crisis, but this actually means that they are in trouble with the workplace (Maslach & Leither, 1997). Burnout refers to the emotional erosion that an individual has experienced in relation to working at the workplace.

In terms of burnout, the factor of fatigue is more decisive than other factors as a stress-related health problem. These physiological correlates reflect other long-term indicators of stress. Parallel findings were found between burnout and substance addiction (Lheureux et al., 2016). The link between mental health and burnout is more complex. Burnout has been linked to the personality dimension of neuroticism and work-related psychiatric nerve weakness. Such data support the view that burnout is a type of mental illness (Maslach et al, 2001). The

fact that the concept has been the focus of psychologists since the first examination of the concept is an important factor in regarding this syndrome as a psychological disorder.

The experiences in the spiritual worlds of teachers affecting their burnout levels differ according to school administrators' cooperative and authoritarian management styles, teachers' belief in justice and their level of contribution to the decision-making process. The decision-making action is considered by the teachers as the heart of the management process (Bursalıođlu, 2012: 80). It is expected that teachers who participate in the decision-making process and expressing their own opinions on matters that concern them is highly committed to the job, whereas teachers who cannot participate in the decision-making process have higher burnout perception levels.

The aim of this research is to examine the burnout levels of teachers and administrators working in different institutions. In the light of the concrete data reached, it was revealed that the burnout levels of the teachers working in various institutions were different, and the necessity of making detailed studies in the field was revealed (Cemalođlu & Şahin, 2007). The conclusion that the educators making positive developments at institutional level interact with the type of institution in addition to their demographic characteristics is a road map for possible improvements for the education staff. It is thought that studies on related variables and field surveys will contribute to the education system, as it provides concrete data about the level of burnout status of administrators and teachers, and in the formation of the philosophy of the education system in Turkey to determine the effect on teachers' burnout perceptions.

Method

Research Model

Survey model, one of the quantitative research methods, was used in the study. General survey models aim to make predictions and generalizations about the universe through sampling. These models are especially useful in determining the trends in the universe, and data is collected from as large a sample as possible (Şimşek, 2018).

Study Group

The sample of the study consists of 421 teachers, 84 of whom are in primary school, 113 in secondary school, 83 in high school and 141 in SAC. In Table 1, the demographic distribution of the teachers participating in the research is given.

Table 1

Demographic Distribution of Teachers

| Variables | Groups | f | % |
|-------------------------|------------------------------|----------|----------|
| Gender | Male | 202 | 48 |
| | Female | 219 | 52 |
| Marital Status | Single | 130 | 31 |
| | Married | 291 | 69 |
| Age | 20-30 | 71 | 17 |
| | 31-40 | 206 | 49 |
| | 41-50 | 116 | 27 |
| | 51+ | 28 | 7 |
| Institution Type | Primary School | 84 | 20 |
| | Secondary School | 113 | 27 |
| | High School | 83 | 20 |
| | Science and Art Center (SAC) | 141 | 33 |

Measurement Tools

Maslach's (1981) "Burnout Scale (Appendix-2)" was used to measure the burnout levels of teachers in the study. The scale consists of 22 items and is a five-point Likert type (1 = strongly disagree; 5 = completely agree). The sub-dimensions of the scale are divided into three as emotional exhaustion, depersonalization, and personal achievement. The validity and reliability study of the scale, which was developed by Maslach and Jackson in 1981 and translated into Turkish by Ergin, was conducted by Çapri in Turkey, and the Cronbach alpha internal consistency coefficient calculated to determine the reliability of the scale was found to be $\alpha=0.93$ (Çapri, 2006).

Findings

Table 2 shows the mean and standard deviation values of the responses about the burnout status of teachers participating in the research towards their jobs. In addition, the mean and standard deviation values of the three sub-dimensions of the burnout scale are also included. It is seen that the average value of the answers to the burnout scale is 2.74. From this point of view, it is not possible to talk about the burnout of teachers towards their profession. When the sub-dimensions such as emotional exhaustion, depersonalization and personal achievement are examined, it is understood that there are some differences. The mean value of the responses in the emotional exhaustion sub-dimension is 2.52. The mean value of the depersonalization sub-dimension was found to be 1.83. When depersonalization is compared with emotional exhaustion, it is understood that participants are slightly more burnt-out in depersonalization than in emotional exhaustion.

Table 2

Burnout Status of Teachers

| Burnout and Sub-dimensions | f | \bar{x} | Sd. |
|-----------------------------------|----------|-----------------------------|------------|
| Emotional Exhaustion | 421 | 2.52 | 0.83 |
| Depersonalization | | 1.83 | 0.07 |
| Personal Accomplishment | | 3.88 | 0.58 |
| Burnout Scale General | | 2.74 | 0.42 |

The third sub-dimension, personal achievement, is the dimension that the participants perceive the most positively. It is understood that the participants generally think that they produce solutions to the problems of their students in their profession, and that they have a significant share in the success of their students in the work done.

Table 3

Evaluation of Teachers' Burnout Scores in terms of Gender

| Scale | Gender | f | \bar{x} | Sd. | t | df | p |
|--------------------------------|--------|-----|-----------|------|-------|-----|-------|
| Emotional Exhaustion | Female | 219 | 2.56 | 0.85 | -1.00 | 419 | 0.32 |
| | Male | 202 | 2.48 | 0.81 | | | |
| Depersonalization | Female | 219 | 1.72 | 0.67 | 3.58 | 419 | 0.00* |
| | Male | 202 | 1.96 | 0.72 | | | |
| Personal Accomplishment | Female | 219 | 3.86 | 0.61 | -0.39 | 419 | 0.69 |
| | Male | 202 | 3.83 | 0.57 | | | |
| Burnout Scale General | Female | 219 | 2.73 | 0.42 | 0.41 | 419 | 0.68 |
| | Male | 202 | 2.75 | 0.43 | | | |

As shown in Table 3, According to the results of the general burnout scale, it was concluded that female teachers were less burnt-out in their profession with a minimal difference compared to male teachers. An independent sample t-test was performed to see if the difference was significant. As a result of the test, the differences were only significant differences between male and female teachers for the depersonalization sub-dimension ($p < 0.05$) regards to the general burnout of levels among the others. Therefore, it is possible to state that depersonalization burn-out levels of male teachers are higher than female teachers.

Table 4

Evaluation of Teachers' Burnout Scores in terms of Marital Status

| Scale | Marital Status | f | \bar{x} | Sd | t | df | p |
|--------------------------------|----------------|-----|-----------|------|-------|-----|-------|
| Emotional Exhaustion | Single | 130 | 2.71 | 0.82 | 3.17 | 419 | 0.00* |
| | Married | 291 | 2.44 | 0.82 | | | |
| Depersonalization | Single | 130 | 1.94 | 0.73 | 2.14 | 419 | 0.03* |
| | Married | 291 | 1.79 | 0.68 | | | |
| Personal Accomplishment | Single | 130 | 3.76 | 0.60 | -1.89 | 419 | 0.06 |
| | Married | 291 | 3.88 | 0.58 | | | |
| Burnout Scale General | Single | 130 | 2.83 | 0.43 | -2.06 | 419 | 0.03* |
| | Married | 291 | 2.70 | 0.42 | | | |

According to the results of the burnout scale shown in Table 4, it was observed that single teachers showed more emotional burnout and insensitivity than married teachers. However, in the case of personal accomplishment, it has been determined that married teachers consider themselves more successful. According

to the results of the burnout scale, it was concluded that single teachers were more burnt out in their professions, albeit with a small difference, compared to married teachers. Table 4 indicated that there is a significant difference between the scores of single and married teachers for the emotional exhaustion and depersonalization sub-dimensions.

Table 5

Evaluation of Teachers' Burnout Scores in terms of Age

| Scale | Groups | N | \bar{x} | sd | Source of Var. | Sum sq | Df | Mean Sq | F | p |
|--------------------------------|--------|-----|-----------|------|-------------------|---------|-----|---------|------|-------|
| Emotional Exhaustion | 20-30 | 71 | 2.69 | 0.96 | Btw Gr. | 7.201 | 4 | 1.800 | | |
| | 31-40 | 206 | 2.56 | 0.83 | Within Gr. | 283.078 | 416 | 0.680 | 2.65 | 0.03* |
| | 41-50 | 116 | 2.36 | 0.74 | Total | 290.279 | | | | |
| | 51+ | 28 | 2.58 | 0.75 | | | | | | |
| Depersonalization | 20-30 | 71 | 1.94 | 0.85 | Btw Gr. | 2.999 | 4 | 0.750 | | |
| | 31-40 | 206 | 1.83 | 0.69 | Within Gr. | 203.629 | 416 | 0.489 | 1.53 | 0.19 |
| | 41-50 | 116 | 1.74 | 0.61 | Total | 206.627 | | | | |
| | 51+ | 28 | 2.02 | 0.73 | | | | | | |
| Personal Accomplishment | 20-30 | 71 | 3.77 | 0.58 | Btw Gr. | 3.722 | 4 | 0.930 | | |
| | 31-40 | 206 | 3.82 | 0.58 | Within Gr. | 141.751 | 416 | 0.341 | 2.73 | 0.03* |
| | 41-50 | 116 | 3.97 | 0.53 | Total | 145.472 | | | | |
| | 51+ | 28 | 3.63 | 0.79 | | | | | | |
| Burnout Scale General | 20-30 | 71 | 2.82 | 0.48 | Btw Gr. | 1.190 | 4 | 0.298 | | |
| | 31-40 | 206 | 2.75 | 0.42 | Within Gr. | 76.012 | 416 | 0.183 | 1.63 | 0.17 |
| | 41-50 | 116 | 2.68 | 0.39 | Total | 77.202 | | | | |
| | 51+ | 28 | 2.75 | 0.41 | | | | | | |

According to the results of the one way analysis of variance (ANOVA) test of burnout scale shown in Table 5, teachers between the ages of 20-30 are more emotionally exhausted than teachers in other age groups; teachers over the age of 51 are more insensitive than teachers in other age groups; teachers between the ages of 41-50 are more likely to find themselves more successful in other age groups. According to the results of Table 5 of the general burnout scale, it was seen that teachers between the ages of 20-30 were the most burnout group towards

their profession compared to other age groups. The least burnout group towards their professions are teachers between the ages of 41-50. One-way analysis of variance (ANOVA) was performed to understand whether the difference between age groups was statistically significant. As a result, it was seen that the differences were significant for the emotional exhaustion sub-dimension, insignificant for the depersonalization sub-dimension, significant for the personal achievement sub-dimension, and insignificant for the general burnout scores. Post Hoc test was applied to comprehend which age groups' emotional exhaustion and personal achievement sub-dimension scores differ (see Table 5).

Table 6

Comparison of Burnout Scores of Teachers in terms of Age Groups

| Scale | Age (i) | Age (j) | Mean Difference | Sh | p |
|--------------------------------|---------|---------|-----------------|-----|------|
| Emotional Exhaustion | 20-30 | 31-40 | .13 | .11 | .25 |
| | | 41-50 | .32* | .12 | .01* |
| | | 51 + | .11 | .19 | .56 |
| | 31-40 | 20-30 | -.13 | .11 | .25 |
| | | 41-50 | .19* | .10 | .04* |
| | | 51 + | -.02 | .17 | .91 |
| | 41-50 | 20-30 | -.32* | .12 | .01 |
| | | 31-40 | -.19* | .10 | .04 |
| | | 51 + | -.22 | .18 | .22 |
| | 51 + | 20-30 | -.11 | .19 | .56 |
| | | 31-40 | .02 | .17 | .91 |
| | | 41-50 | .22 | .18 | .22 |
| Personal Accomplishment | 20-30 | 31-40 | -.05 | .08 | .53 |
| | | 41-50 | -.19* | .09 | .03 |
| | | 51 + | .14 | .13 | .30 |
| | 31-40 | 20-30 | .05 | .08 | .53 |
| | | 41-50 | -.14* | .07 | .03* |
| | | 51 + | .19 | .12 | .12 |
| | 41-50 | 20-30 | .19* | .09 | .03* |
| | | 31-40 | .14* | .07 | .03* |
| | | 51 + | .33* | .13 | .01* |
| | 51 + | 20-30 | -.14 | .13 | .30 |
| | | 31-40 | -.19 | .12 | .12 |

As a result of the Post Hoc multiple comparison test, it was determined that the average scores of the teachers in the 20-30 age range in the emotional exhaustion sub-dimension were statistically higher and significant than those in the 41-50 age range, and those in the 31-40 age range compared to the 41-50 age range. When the scores in the personal achievement sub-dimension were examined, it was seen that the 41-50 age group was statistically higher and more significant than the 20-30 and 31-40 age groups (see Table 6).

Table 7

Evaluation of Teachers' Burnout Scores in terms of Institution Type

| | Groups | f | \bar{x} | Sd | F | p |
|--------------------------------|---------------|----------|-----------------------------|-----------|----------|----------|
| Emotional Exhaustion | Primary | 84 | 2.63 | 0.85 | 10.37 | 0.00* |
| | Secondary | 113 | 2.76 | 0.82 | | |
| | High School | 83 | 2.59 | 0.78 | | |
| | SAC | 141 | 2.22 | 0.78 | | |
| Depersonalization | Primary | 84 | 1.72 | 0.68 | 7.05 | 0.00* |
| | Secondary | 113 | 2.02 | 0.68 | | |
| | High School | 83 | 1.96 | 0.78 | | |
| | SAC | 141 | 1.68 | 0.64 | | |
| Personal Accomplishment | Primary | 84 | 3.91 | 0.59 | 9.53 | 0.00* |
| | Secondary | 113 | 3.66 | 0.52 | | |
| | High School | 83 | 3.74 | 0.62 | | |
| | SAC | 141 | 4.01 | 0.57 | | |
| Burnout Scale General | Primary | 84 | 2.78 | 0.43 | 6.37 | 0.00* |
| | Secondary | 113 | 2.84 | 0.41 | | |
| | High School | 83 | 2.77 | 0.42 | | |
| | SAC | 141 | 2.62 | 0.41 | | |

According to the results of the burnout scale shown in Table 7, it is observed that teachers working in secondary schools are more emotionally exhausted than teachers working in other institutions, teachers working in secondary schools are more insensitive than teachers working in other institutions, teachers working in SACs see themselves as more successful than teachers working in other institutions. According to the results of the burnout scale shown in Table 7, it has been revealed that the teachers who are least burnout in their profession are those working in SACs, and those who are most burnout are those working in secondary schools. One-way analysis of variance (ANOVA) was applied to understand whether the general burnout scores and sub-dimensions of the teachers participating in the study were statistically significant according to the institution they worked for. As a result, it was seen that the differences were significant for both general burnout and burnout sub-dimensions.

Table 8

Comparison of Burnout Scores of Teachers in terms of Working Institution

| Scale | Institution | Institution (j) | Mean Difference | Sh | p |
|--------------------------------|------------------|------------------|-----------------|-----|------|
| Emotional Exhaustion | Primary School | Secondary School | -.13 | .11 | .67 |
| | | High School | .03 | .12 | .99 |
| | | SAC | .40* | .11 | .00* |
| | Secondary School | Primary School | .13 | .11 | .67 |
| | | High School | .16 | .11 | .46 |
| | | SAC | .53* | .10 | .00* |
| | High School | Primary School | -.03 | .12 | .99 |
| | | Secondary School | -.16 | .11 | .46 |
| | | SAC | .36* | .11 | .00* |
| | SAC | Primary School | -.40* | .11 | .00 |
| | | Secondary School | -.53* | .10 | .00 |
| | | High School | -.36* | .11 | .00 |
| Depersonalization | Primary School | Secondary School | -.30* | .09 | .01 |
| | | High School | -.24 | .10 | .09 |
| | | SAC | .03 | .09 | .97 |
| | Secondary School | Primary School | .30* | .09 | .01* |
| | | High School | .06 | .09 | .92 |
| | | SAC | .34* | .08 | .00* |
| | High School | Primary School | .24 | .10 | .09 |
| | | Secondary School | -.06 | .09 | .92 |
| | | SAC | .28* | .09 | .01* |
| | SAC | Primary School | -.038 | .09 | .97 |
| | | Secondary School | -.34* | .08 | .00 |
| | | High School | -.28* | .09 | .01 |
| Personal Accomplishment | Primary School | Secondary School | .25* | .08 | .01* |
| | | High School | .17 | .08 | .21 |
| | | SAC | -.09 | .07 | .58 |
| | Secondary School | Primary School | -.25* | .08 | .01 |
| | | High School | -.08 | .08 | .72 |
| | | SAC | -.35* | .07 | .00 |
| | High School | Primary School | -.17 | .08 | .21 |
| | | Secondary School | .08 | .08 | .72 |
| | | SAC | -.27* | .07 | .00 |
| | SAC | Primary School | .09 | .07 | .58 |
| | | Secondary School | .35* | .07 | .00* |
| | | High School | .27* | .07 | .00* |
| Burnout Scale General | Primary School | Secondary School | -.05 | .06 | .77 |
| | | High School | .00 | .06 | .99 |
| | | SAC | .16* | .05 | .02* |
| | Secondary School | Primary School | .05 | .06 | .77 |
| | | High School | .06 | .06 | .70 |
| | | SAC | .21* | .05 | .00* |
| | High School | Primary School | -.00 | .06 | .99 |
| | | Secondary School | -.06 | .06 | .70 |
| | | SAC | .15* | .05 | .04* |
| | SAC | Primary School | -.16* | .05 | .02 |
| | | Secondary School | -.21* | .05 | .00 |
| | | High School | -.15* | .05 | .04 |

Considering the average scores in the emotional exhaustion sub-dimension according to the Post Hoc multiple comparison test results in Table 8, it was determined that the primary school, secondary school, and high school groups were statistically higher and more significant than the SAC group. When the groups in the depersonalization sub-dimension were examined, it was seen that the scores of secondary schools were higher

than primary schools and SACs, and the scores of high schools were statistically higher and more significant than SACs. In personal achievement, which is another sub-dimension, the score of the primary school group is higher than secondary school and SAC is higher than secondary and high school. When the total scores of the burnout scale were examined, it was seen that the scores of the primary, secondary and high school groups were statistically higher and significant than the SAC group.

Discussion

In the study, it was aimed to examine the burnout levels of teachers.

As a result of the research results, there are three sub-dimensions in the burnout scale. When the sub-dimensions of burnout were evaluated in our study, it was seen that the emotional exhaustion score was higher than the depersonalization score. It was concluded that teachers' personal achievement score, which is one of the sub-dimensions of burnout, is quite high.

While there is no statistically significant difference between male and female teachers in the total burnout score, emotional exhaustion sub-dimension, and personal achievement sub-dimensions, there is a significant difference in the personal achievement sub-dimension. Looking at the literature, a significant difference was found between the level of burnout and the gender variable, and females were found to be more exhausted than males (Ersoy Yılmaz et al. 2014). Likewise, studies revealing females are more consumed have been conducted (Babaoglan, 2006; Babaoglan 2007; Girgin, 2011). In different studies, it was concluded that the gender variable did not affect the burnout status (Akçamete et al. 2001; Avşaroğlu, Deniz, & Kahraman, 2005; Çelikkaleli, 2011; Dolunay, 2002; Sarpkaya, 2011).

According to the results of the burnout scale, it was concluded that single teachers were more burnt out in their professions, albeit with a small difference, compared to married teachers. As a result of the research, it was understood that the difference between the scores of single and married teachers for the emotional exhaustion sub-dimension and depersonalization subdimension were significant, insignificant for the personal achievement sub-dimension, and statistically significant for general burnout. In another study conducted on teachers, it was found that marital status did not affect burnout, but being divorced increased emotional exhaustion (Cemaloğlu and Şahin, 2007). It was stated that marital status, one of the demographic characteristics, did not affect the sub-dimensions of burnout (Gurbuz, 2008). It was determined that marital status did not affect burnout in general, but unmarried teachers were more burnt out in terms of personal success, which is one of its sub-dimensions (Kırılmaz et al., 2003). Various studies have shown that marital status does not affect burnout (Arslan, 2007; Çavuşoğlu, 2005; Dolunay, 2002; Gündüz, 2006). When the burnout status of the teachers was examined by age groups, it was determined that the average scores of the teachers in the 20-30 age range in the emotional exhaustion sub-dimension were statistically higher and significant than those in the 41-50 age range, and those in the 31-40 age range compared to the 41-50 age range. When the scores in the personal achievement sub-dimension were examined, it was seen that the 41-50 age group was statistically higher and more significant than the 20-30 and 31-40 age groups. In a study conducted with teachers, it was found that there is a negative correlation between age and burnout levels (Dolunay, 2002). According to Dolunay, as age increases, emotional exhaustion and depersonalization, which are the sub-dimensions of exhaustion, decrease. Similarly, in different studies, the burnout levels of young teachers were found to be higher than those of more experienced teachers.

Young teachers' inexperience in coping with the stress they experience is one of the factors that increase burnout (Babaođlan, 2007; Dolunay and Piyal, 2003; Otaciođlu, 2008; Özben and Argun, 2003). In different studies conducted with research assistants, it was found that emotional exhaustion increases with age (Agaoglu et al., 2004).

When the differences in burnout and its sub-dimensions are examined according to the institutions where the teachers are currently working, it has been concluded that the burnout levels of the teachers working in SACs are at the lowest level compared to the employees of other institutions. The burnout level of SAC teachers is at the lowest level compared to other school types. In the total scores of the burnout scale, primary school, secondary school and high school group scores were found to be statistically higher and significant than the SAC teachers. Students receiving education in SACs are recognized as gifted students as a result of various assessments and intelligence tests. In SACs, teachers only work with gifted students. The most distinctive feature of these institutions, which distinguishes them from other schools, is that students are selected and accepted according to certain criteria. In different studies, it has been seen that the developmental characteristics of primary school students, their young age, and the fact that they have a course load of up to 30 hours are the reasons why teachers working in primary schools are more depersonalized than teachers working in secondary schools (Cemalođlu and Şahin 2007). In a different study, it was concluded that school type did not affect burnout in the dimension of emotional exhaustion (Izgar, 2001).

As a result, it was concluded that the burnout levels of the teachers aged 41-59 were the lowest among the teachers participating in the study, while the burnout levels of the teachers aged between 20-30 were the highest. When examined in terms of the school type variable, it was concluded that the burnout levels of SAC teachers were the lowest and the burnout levels of the secondary school teachers were the highest. According to the marital status variable, it was concluded that the burnout levels of single teachers were higher than married teachers. There was no significant difference in terms of gender variable in the burnout levels of the teachers participating in the research.

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