

Fen ve Teknoloji Öğretmenlerinin Mesleki Tükenmişlikleri İle Öğretim Programına İlişkin Görüşlerinin İncelenmesi

Investigation of Science and Technology Teachers' Professional Burnout And Their Views On Curriculum/Instruction Program

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Extended Summary

Introduction: There is an important connection between burnout and personal characteristics (McCray et. al., 2008). Burnout especially affects individuals' environment and their work lives. Therefore, teacher burnout is not a situation that only affects their lives and health; it also has negative effects on the educational process. Teachers who aim to educate the public should possess positive thoughts and perceptions about their professions. When causes of burnout are removed, teachers will be working in environments where they would be able to conduct their professions with commitment, their lessons would be more productive and the educational process would be run more efficiently. According to Farber (1984) stress factors such as discipline problems related to students, insensitivity of students, very crowded classrooms, lack of support from other professionals at school, excessive amounts of paperwork, excessive amount so measurement, involuntary assignments, role conflicts and role confusion cause teacher burnout (Dolunay and Piyal, 2003).

Method:Sample of this study was composed of 127 teachers employed in public and private schools under Kahramanmaraş Provincial Directorate of National Education. The participating teachers were selected randomly. 34% of the participating teachers (N=43) was male and 66% (N=84) was female. Majority of the teachers (61%, N=78) was in the age range of 31-40, 17% (N=22) was in the age range of 21-30 and 21% (N=27) was in the age range of 41 and older.

Results: This study aimed to investigate the relationship between professional burnout levels of Science and Technology teachers employed in various schools in Kahramanmaraş Provincial Directorate of National Education and their views on curriculum. According to these findings, science teachers' burnout levels were nor-

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mal in emotional exhaustion sub scale, high in depersonalization sub scale and again high in personal accomplishment sub scale. However, it is possible to observe different results in some of the studies in the literature. One of the sub problems of this study was related to whether science teachers' gender affected their burnout levels. Findings of the study showed that there were no significant relationships between gender and emotional exhaustion, depersonalization and lack of personal accomplishment levels. The relationship between gender and burnout was examined in other studies whose findings were parallel to the current study. Gündüz (2006) identified that teacher burnout levels were not significantly different in the three sub dimensions of burnout based on age variable. Whether Science and Technology teachers' professional burnout levels were significantly different based on the average number of students in their classes was also examined. Results pointed to significant differences in only emotional exhaustion dimension and no significant differences were found between average number of students in the classroom and depersonalization and lack of personal accomplishment levels. Relationship between average number of students in the classroom and burnout levels was investigated in other studies whose findings were found to be parallel with the findings of the current study. In their studies, Kırılmaz et. al., (2003) and Koçak (2009) found that there were no significant differences between average number of students in classrooms and burnout. Teacher views on the curriculum undoubtedly affect their professional productivity. Literature includes studies on the relationship between professional productivity and burnout. For instance, Acun (2010) found that biology teachers who regarded themselves as professionally unproductive experienced more burnout in all three burnout dimensions. This findings may be related to the fact that they consider themselves to be unsuccessful and incompetent in their professions.

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