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STUDY OF JOB SATISFACTION AND PROFESSIONAL EXHAUSTION OF MUSIC TEACHERS IN FINE ARTS AND SPORT HIGH SCHOOLS IN TERMS OF SOME VARIABLES

ABSTRACT

This study focuses on determination of exhaustion and job satisfaction levels of music teachers in the scope of secondary education schools and professional musical education. In this study, it is aimed at determining exhaustion and job satisfaction levels of music teachers in Fine Arts and Sport High Schools (FASHS), and determining the relations between levels of exhaustion, job satisfaction with some variables, and offering a solution for specified problems. The participants comprise of 109 music teachers in FASHS. Maslach Exhaustion Inventory (MBI), which examines the exhaustion in three different dimensions (emotional exhaustion, personal accomplishment, depersonalization), and Minnesota Job Satisfaction Questionnaire (MJSQ) have been implemented for 109 music teachers in FASHS in different regions and provinces of Turkey. At the end of study findings, it is defined that aforesaid teachers have the high level of emotional depersonalization in emotional exhaustion and also low level of exhaustion in personal accomplishment. Moreover, they have high level of intrinsic job satisfaction and also low level of extrinsic job satisfaction. According to these conclusions, it is proposed that working conditions and the factors of work environment should be enhanced to prevent the exhaustion in emotional exhaustion and increase extrinsic job satisfaction of teachers in FASHS.

Keywords: Music Teacher, Exhaustion Syndrome, Emotional Exhaustion, Depersonalization, Personal Accomplishment, Job Satisfaction

GÜZEL SANATLAR LİSESİ MÜZİK ÖĞRETMENLERİNİN İŞ DOYUMU VE MESLEKİ TÜKENMİŞLİKLERİNİN BAZI DEĞİŞKENLER AÇISINDAN İNCELENMESİ

ÖZET

Bu araştırmada, Güzel Sanatlar ve Spor Liselerinde görev yapmakta olan müzik öğretmenlerinin tükenmişlik ve iş doyum düzeylerini saptamak, bazı değişkenler ile tükenmişlik ve iş doyum düzeyleri arasındaki ilişkiyi tespit etmek ve bu noktadan hareketle belirlenen sorunlara çözüm önerileri getirmek amaçlanmıştır. Araştırma için Türkiye'nin farklı bölgelerinde ve illerinde yer alan GSSL Müzik Bölümlerinde görev yapmakta olan 109 müzik öğretmenine, tükenmişliği üç ayrı boyutta (duygusal tükenmişlik, kişisel başarı, duyarsızlaşma) incelemeye olanak sağlayan Maslach Tükenmişlik Envanteri ve iş doyum düzeylerini belirlemek amacıyla Minnesota İş Doyumu Ölçeği (MDO) uygulanmıştır. Yapılan analizler sonucu, öğretmenlerin duygusal tükenme açısından yüksek, duyarsızlaşma ve kişisel başarı açısından düşük düzeyde tükenmişlik yaşadıkları tespit edilmiştir. Ayrıca içsel iş tatmin açısından yüksek, dışsal iş tatmin açısından ise düşük iş doyum olduğu belirlenmiştir. Araştırma bulgularına göre; duygusal tükenme açısından tükenmişliği önleyebilmek ve dışsal iş tatminini arttırabilmek amacıyla öğretmenlerin çalışma koşullarının ve işin çevresine ilişkin unsurların iyileştirilmesi faydalı olacaktır.

Anahtar Kelimeler: Müzik Öğretmeni, Tükenmişlik Sendromu, Duygusal Tükenme, Duyarsızlaşma, Kişisel Başarı, İş Doyumu

1. INTRODUCTION (GİRİŞ)

Job satisfaction has the significant place in education system of developing and changing world. Seferoğlu (2004) states that the success graphic in schools can be higher with successful teachers. Negative factors in working life have negative effects on health, working life and social life of individuals and also cause work inattention and low motivation in individuals; accordingly, the individuals are smitten with exhaustion. Whereas, as Yılmaz and Izgar (2009: 944) state; the job satisfaction is significant for teachers to be successful and complete professional activities in a quality way.

In this age, the individuals meet a life with enforcements in each field. These enforcements disturb the psychological balance of individuals, and also they reveal the necessary energy for the life and leave the individual weak and helpless with a paradox that may demolish all energy of individuals (Avşaroğlu, Deniz and Kahraman, 2005: 116).

Job satisfaction and exhaustion have the significant effect in happiness, productivity and creativity of individual. An individual with job satisfaction can work with more motivation and integration. The exhaustion that maintains its importance in different cultures and different samples today is expressed as consumption of energy, power or resources due to excess demands, a progressive stress period and loss of idealism (Sürgevil, 2005: 95). The stress in working place that proceeds during a long period and cannot be handled seems to be relevant to reduction of job satisfaction and the exhaustion.

For the first time the exhaustion concept was defined by Freudenberger (1974), but the studies of Maslach became the leader of this field. Maslach and Jackson (1981) define the exhaustion as physical exhaustion in human, long-termed fatigue, helplessness and hopelessness, physical and mental syndrome that includes negative attitude against other people (Ergin, 1992). Maslach discusses exhaustion concept in three separate dimensions that categorizes the emotions such as emotional exhaustion, depersonalization and personal accomplishment (Maslach, Schaufeli and Leiter, 2001: 397). In this way, emotional exhaustion specifies the personal stress dimension of exhaustion and "reduction of emotional and physical resources of an individual". Depersonalization represents the inter-personal dimension of exhaustion and defines the negative, obdurate stance against customers, and unresponsiveness against the work. Low personal accomplishment specifies "the individual with a tendency of negative self-evaluate" (Budak ve Sürgevil, 2005: 96-97).

In this context, aforesaid job satisfaction and professional exhaustion is a very significant subject when they are evaluated in the scope of teaching in educational system. As Sargent and Hannum'un (2003: 2) stated; teachers are the most important factor in educational structure. Accordingly, music teacher, as a basic factor of formal music education, can be defined as a training member (education worker) who is responsible for creating behavior changes in targets of music education (Uçan, 2005).

According to international literature, one of professions that intensively feel the exhaustion is teaching (Antoniou, Polychroni and Walters, 2006: 683). The reason is that the individuals, who work in intensive relations with people, have more exhaustion, and one of professional groups with intensive relations with people is teaching (Antoniou, Polychroni and Vlachakis, 2000: 1).

As Ingersoll states (2001: 504); the job dissatisfaction in teachers is not only the reason of reluctance and depersonalization in teaching, but also discouragement of teacher in work expectations. For all these reasons, the researchers out emphasis on giving more

importance to increasing job satisfaction of teachers (Heller, Clay and Perkins, 1993: 75). In this way, the studies on professional exhaustion for teachers have gained importance recently (Travers and Cooper, 1993: 203).

As the teachers in all institutions and different branches, the teachers in FASHS (Official Gazette: 2009) that give 4-years education of fine arts and sport after primary education in Turkey can be happy and productive due to their job satisfaction.

Job satisfaction and exhaustion concepts are directly related to social and working life of music teachers in FASHS. Exhaustion of music teachers in FASHS, who take on a significant task in the society, may bring much negativity.

2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)

The aim of this research is to determine the relation of job satisfaction, exhaustion of teachers in FASHS with some variables. Since the conclusions of research provides a basis for the studies in the scope of job satisfaction and exhaustion of teachers and also support the regularization for teachers in FASHS, this research has an importance.

In this way, the problem sentence of research is "What are the job satisfaction and exhaustion levels of teachers in FASHS and What are the factors that have influence on these levels?".

Accordingly, sub-problems of research are as following:

- What are the demographic specs of teachers in FASHS in the scope of research?
- How are the professional exhaustion of teachers in FASHS according to dimensions such as emotional exhaustion, depersonalization and personal accomplishment?
- How are intrinsic, extrinsic and general job satisfaction levels of teachers in FASHS?
- Do the variables such as gender, professional experience, graduated university have influence on professional exhaustion and job satisfaction of teachers in FASHS?
- What is the relation between exhaustion and job satisfaction levels of teachers in FASHS?

3. METHOD (YÖNTEM)

The population of research is teachers who carry out their duties in FASHS, which depend on Ministry of National Education, during 2011-2012 educational period.

The sample of research is 109 teachers who carry on their duties under authority of Ministry of National Education during 2011-2012 Educational Period and who have been selected from different FASHS in geographical areas such as Adana, Balıkesir, Bolu, Diyarbakır, İzmir, Malatya, Trabzon through random method.

To obtain the information about music teachers in FASHS, personal information form has been used; to determine the level of exhaustion, Maslach Exhaustion Level (MEL) has been used; to determine level of job satisfaction, Minnesota Job Satisfaction Questionnaire (MJSQ) has been used.

SPSS (Statistical Package for Social Sciences) for Windows 17.0 has been used when evaluating research findings; definitive statistical methods (Number, percentage, average, standard deviation) have been used when evaluating research data. Kruskal Wallis H-Test, Mann Whitney U Test and correlation analysis have been performed as hypothesis tests.

4. RESULTS AND COMMENT (BULGULAR VE YORUMLAR)

In this part, demographic specs of sample group, level of exhaustion and job satisfaction, average of exhaustion and job satisfaction, differentiation of job satisfaction levels on the basis of demographic specs, findings of relation between job satisfaction and exhaustion levels on the basis of correlation analysis, and the comments take place.

4.1. Findings related to Demographic Specs of Sample Group (Örneklem Grubunun Demografik Özelliklerine İlişkin Bulgular)

Table 1. Distribution of sample group according to genders
(Tablo 2. Örneklem grubunun cinsiyetlerine göre dağılımı)

| | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Female | 48 | 44,0 |
| Male | 61 | 56,0 |
| Total | 109 | 100,0 |

Distribution of sample group according to genders is given in Table 1. 48% (44,0%) of sample group is female, 61% (56,0%) is male.

Table 3. Distribution of sample group according to professional experience
(Tablo 4. Örneklem grubunun mesleki kıdemlerine göre dağılımı)

| | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| 11-15 years | 46 | 42,2 |
| 16 years and over | 27 | 24,8 |
| 6-10 years | 27 | 24,8 |
| 1-5 years | 9 | 8,3 |
| Total | 109 | 100,0 |

Distribution of sample group according to professional experience is given in Table 2. 9% (8,3%) of music teachers in research has experience of 1-5 years, 27% (24,8%) has 6-10 years, 46% (42,2%) has 11-15 years, 27% (24,8%) has 16 years and over. This situation shows that teachers in sample group are young.

Table 5. Distribution of teachers according to working duration of sample group in FASHS
(Tablo 6. Örneklem grubunun GSSL'ndeki görev sürelerine göre dağılımı)

| | Frequency | Percentage (%) |
|-------------|-----------|----------------|
| 1-5 years | 46 | 42,2 |
| 6-10 years | 45 | 41,3 |
| 11-15 years | 18 | 16,5 |
| Total | 109 | 100,0 |

Distribution of sample group according to working period in FASHS is given in Table 3. 46% (42,2%) of music teachers in research has been working for 1-5 years, 45% (41,3%) for 6-10 years, 18% (16,5%) for 11-15 years in FASHS. This situation shows that working durations in FASHS are not long.

Table 7. Distribution of sample group according to type of graduated university

(Tablo 8. Örneklem grubunun en son mezun olduğu okul türüne göre dağılımı)

| | Frequency | Percentage (%) |
|----------------------|-----------|----------------|
| Faculty of Education | 101 | 92,7 |
| Conservatory | 8 | 7,3 |
| Total | 109 | 100,0 |

Distribution of sample group according to type of graduated university is given in Table 4. 101% (92,7%) of music teachers in research graduated from Department of Music Education in Faculty of Education, 8% (7,3%) from conservatory.

Table 9. Distribution of sample group according to educational status

(Tablo 10. Örneklem grubunun eğitim durumlarına göre dağılımı)

| | Frequency | Percentage (%) |
|---------------|-----------|----------------|
| Undergraduate | 86 | 78,9 |
| Postgraduate | 23 | 21,1 |
| Total | 109 | 100,0 |

Distribution of sample group according to educational status is given in Table 5. 86% (78,9%) of music teachers in research is undergraduate, 23% (21,1%) is postgraduate.

Table 11. Distribution of sample group according to branches during the educational period

(Tablo 12. Örneklem grubunun eğitim sırasındaki branşlarına göre dağılımı)

| | Frequency | Percentage (%) |
|------------------|-----------|----------------|
| Piano | 27 | 24,8 |
| Violin | 27 | 24,8 |
| Cello | 12 | 11,0 |
| Singing | 9 | 8,3 |
| Viola | 9 | 8,3 |
| Guitar | 8 | 7,3 |
| Side-blown flute | 7 | 6,4 |
| Others | 10 | 9,2 |
| Total | 109 | 100,0 |

Distribution of sample group according to branches during the educational period is given in Table 6. Accordingly, when the branches of music teachers in research are investigated, 27% (24,8%) of music teachers belongs to piano and violin, 12% (11,0%) to cello, 9% (8,3%) to viola and singing, 8% (7,3%) to guitar, 7% (6,4%) to side blown flute, 10% (9,2%) to other branches.

Table 13. Distribution of sample group according to their status in their working place

(Tablo 14. Örneklem grubunun görev yerindeki statülerine göre dağılımı)

| | Frequency | Percentage (%) |
|-----------------|-----------|----------------|
| Permanent | 102 | 93,6 |
| Paid/Assignment | 7 | 6,4 |
| Total | 109 | 100,0 |

Distribution of sample group according to their status in their working place is given in Table 7. 102% (93,6%) of music teachers in research is permanent, 7% (6,4%) is paid teacher/assigned.

Table 8. Distribution of sample group according to satisfaction in working place

(Tablo 8. Örneklem grubunun görev yerinde çalışmaktan memnun olma durumuna göre dağılımı)

| | Frequency | Percentage (%) |
|-----------|-----------|----------------|
| Yes | 81 | 74,3 |
| No | 12 | 11,0 |
| Sometimes | 16 | 14,7 |
| Total | 109 | 100,0 |

Distribution of sample group according to satisfaction in working place is given in Table 8. 12% (11,0%) of music teachers in research is not satisfied with working place, 16% (14,7%) is satisfied with working place sometimes, 81% (74,3%) is satisfied with working place. Teachers in sample group feel themselves better in the professional schools with their branches and it can be said that they are satisfied with such schools.

Table 9. Distribution of sample group according to voluntary selection of profession

(Tablo 9. Örneklem grubunun mesleğini isteyerek seçip seçmeme durumuna göre dağılımı)

| | Frequency | Percentage (%) |
|-------|-----------|----------------|
| Yes | 97 | 89,0 |
| No | 12 | 11,0 |
| Total | 109 | 100,0 |

Distribution of sample group according to voluntary selection of profession is given in Table 9. 97% (89,0%) of music teachers in research selected this profession voluntary, 12% (11,0%) selected this profession involuntary.

Table 10. Distribution of sample group according to professional dissatisfaction

(Tablo 10. Örneklem grubunun mesleki memnuniyetsizliklerine göre dağılımı)

| | Frequency | Percentage (%) |
|------------------|-----------|----------------|
| My profession | 17 | 15,6 |
| My working place | 27 | 24,8 |
| My branch | 7 | 6,4 |
| None | 58 | 53,2 |
| Total | 109 | 100,0 |

Distribution of sample group according to professional dissatisfaction is given in Table 10. 27% (24,8%) of music teachers in research would like to change their working place, 17% (15,6%) would like to change their profession, if they have a chance, 7% (6,4%) would like to change their branches, 58% (53,2%) would not like to change anything about their professions. On the basis of obtained findings, it can be said that teachers are generally satisfied with their professions, working place and branches. On the other hand, the rate of teachers with dissatisfaction with working place should be considered. Moreover, the availability of teachers, who would like to

change their profession, is remarkable. It is worrisome that there are some teachers who are not satisfied with their profession, but work in an institution with professional education.

Table 11. Distribution of sample group according to demand for early retirement

(Tablo 11. Örneklem grubunun erken emekli olmayı isteyip istememe durumuna göre dağılımı)

| | Frequency | Percentage (%) |
|-----------|-----------|----------------|
| Yes | 56 | 51,4 |
| No | 33 | 30,3 |
| Sometimes | 20 | 18,3 |
| Total | 109 | 100,0 |

Distribution of sample group according to demand for early retirement is given in Table 11. 56% (51,4%) of music teachers in research has demand for early retirement, 20% (18,3%) sometimes would like to be retired early, 33% (30,3%) has no demand for early retirement. It can be said that more than half of would like to be retired early, since they take a dislike to/are tired of their profession.

Table 12. Distribution of sample group according to city of duty
(Tablo 12. Örneklem grubunun görev yaptığı şehirlere göre dağılımı)

| | Frequency | Percentage (%) |
|------------|-----------|----------------|
| Adana | 15 | 13,8 |
| Balıkesir | 17 | 15,6 |
| Bolu | 16 | 14,7 |
| Diyarbakır | 15 | 13,8 |
| İzmir | 16 | 14,7 |
| Malatya | 14 | 12,8 |
| Trabzon | 16 | 14,7 |
| Total | 109 | 100,0 |

Distribution of sample group according to city of duty is given in Table 12. 17% (15,6%) of music teachers in research work in Balıkesir, 16% (14,7%) in Bolu, İzmir and Trabzon, 15% (13,8%) in Adana and Diyarbakır, 14% (12,8%) in Malatya.

4.2. Average of Exhaustion and Job Satisfaction Levels of Music Teachers (Müzik Öğretmenlerinin Tükenmişlik ve İş Tatmin Düzeylerinin Ortalamaları)

Table 13. Averages of exhaustion level of music teachers
(Tablo 13. Müzik öğretmenlerinin tükenmişlik düzeyleri ortalamaları)

| | N | Min. | Max. | Average. | St. Dev. |
|-------------------------|-----|-------|-------|----------|----------|
| Emotional Exhaustion | 109 | 1,000 | 5,000 | 2,512 | 0,952 |
| Depersonalization | 109 | 1,000 | 5,000 | 2,092 | 0,967 |
| Personal Accomplishment | 109 | 1,000 | 5,000 | 2,304 | 0,911 |

As seen in Table 13, when averages of exhaustion levels of music teachers in research are examined, it is determined that the average of emotional exhaustion point is the highest, the average of depersonalization point is the lowest. On the basis of these findings, it is thought that the service quality of teachers during education can fall due to their emotional exhaustion; this causes disappointment in students who take education. As Eren (1989) states; the things that motivate and direct the people are their thoughts, hopes, beliefs, shortly their wishes, needs and fears. For this reason, it can be said that teachers in emotional exhaustion may not devote themselves to their works easily or feel stress and inhibition, or are reluctant to go to schools.

Table 14. Averages of job satisfaction level of music teachers
(Tablo 14. Müzik öğretmenlerinin iş tatmin düzeyleri ortalamaları)

| | N | Min. | Max. | Average | S.Deviat. |
|-----------------------|-----|-------|-------|---------|-----------|
| Intrinsic Job Satisf. | 109 | 1,250 | 5,000 | 3,977 | 0,778 |
| Extrinsic Job Satisf. | 109 | 1,125 | 5,000 | 3,185 | 0,990 |
| General Job Satisf. | 109 | 1,250 | 5,000 | 3,660 | 0,807 |

As seen in Table 14, when averages of job satisfaction levels of music teachers in research are investigated, the average of intrinsic job satisfaction level is the highest, average of extrinsic job satisfaction level is the lowest. According to these findings, it can be said that the teachers in sample group are not satisfied with their salaries and working conditions.

4.3. Differentiation of Exhaustion Levels of Music Teachers According to Demographic Specs (Müzik Öğretmenlerinin Tükenmişlik Düzeylerinin Demografik Özelliklere Göre Farklılaşması)

Table 15. Differentiation of exhaustion levels of music teachers according to variability of gender
(Tablo 15. Müzik öğretmenlerinin tükenmişlik düzeylerinin cinsiyet değişkenine göre farklılaşması)

| | Group | N | Aver. | St. Dev. | MW | P |
|-------------------------|--------|----|-------|----------|----------|-------|
| Emotional Exhaustion | Female | 48 | 2,391 | 0,861 | 1339,500 | 0,447 |
| | Male | 61 | 2,607 | 1,015 | | |
| Depersonalization | Female | 48 | 1,950 | 0,787 | 1337,500 | 0,438 |
| | Male | 61 | 2,203 | 1,081 | | |
| Personal Accomplishment | Female | 48 | 2,120 | 0,737 | 1173,500 | 0,075 |
| | Male | 61 | 2,449 | 1,010 | | |

When Table 15 is investigated, at the end of Mann Whitney-U test that has been performed to determine whether averages of *emotional exhaustion* points of music teachers in research shows a significant difference according to gender, the difference between group averages has not been found meaningful statistically (Mann Whitney U=1339,500; p=0,447>0,05).

Furthermore, at the end of Mann Whitney-U test that has been performed to determine whether averages of *depersonalization* points of music teachers in research shows a significant difference according to gender, the difference between group averages has not been found meaningful statistically (Mann Whitney U=1337,500; p=0,438>0,05).

In addition, at the end of Mann Whitney-U test that has been performed to determine whether averages of *personal accomplishment* point of music teachers in research shows a significant difference

according to gender, the difference between group averages has not been found meaningful statistically (Mann Whitney $U=1173,500$; $p=0,075>0,05$).

On the basis of obtained findings, gender in music teachers in sample group has no influence on exhaustion, depersonalization and personal accomplishment.

Table 16. Differentiation of exhaustion levels of music teachers according to variability of professional experience
(Tablo 16. Müzik öğretmenlerinin tükenmişlik düzeylerinin meslekteki görev süresi değişkenine göre farklılaşması)

| | Group | N | Aver. | S. Dev. | KW | P |
|-------------------------|-------------------|----|-------|---------|-------|-------|
| Emotional Exhaustion | 1-5 years | 9 | 2,086 | 0,520 | 2,460 | 0,483 |
| | 6-10 years | 27 | 2,593 | 0,912 | | |
| | 11-15 years | 46 | 2,357 | 0,742 | | |
| | 16 years and over | 27 | 2,835 | 1,296 | | |
| Depersonalization | 1-5 years | 9 | 1,689 | 0,584 | 1,779 | 0,620 |
| | 6-10 years | 27 | 2,111 | 0,976 | | |
| | 11-15 years | 46 | 2,096 | 0,855 | | |
| | 16 years and over | 27 | 2,200 | 1,222 | | |
| Personal Accomplishment | 1-5 years | 9 | 2,222 | 0,964 | 5,118 | 0,163 |
| | 6-10 years | 27 | 2,491 | 0,768 | | |
| | 11-15 years | 46 | 2,215 | 0,839 | | |
| | 16 years and over | 27 | 2,296 | 1,142 | | |

When Table 16 is investigated, at the end of Kruskal Wallis H-Test that has been performed to determine whether averages of *emotional exhaustion* point of music teachers in research show a significant difference according to professional experience, the difference between group averages has not been found meaningful ($KW=2,460$; $p=0,483>0,05$).

At the end of Kruskal Wallis H-Test that has been performed to determine whether averages of *depersonalization* points of music teachers in research show a significant difference according to professional experience, the difference between group averages has not been found meaningful ($KW=1,779$; $p=0,620>0,05$).

At the end of Kruskal Wallis H-Test that has been performed to determine whether averages of *personal accomplishment* points of music teachers in research show a significant difference according to professional experience, the difference between group averages has not been found meaningful ($KW=5,118$; $p=0,163>0,05$).

Obtained findings show that professional experience in music teachers in sample group has no influence on emotional exhaustion, depersonalization and personal accomplishment.

Table 17. Differentiation of exhaustion levels of music teachers according to type of graduated university
(Tablo 17. Müzik öğretmenlerinin tükenmişlik düzeylerinin öğretmenlerin en son mezun oldukları okul türü değişkenine göre farklılaşması)

| | Group | N | Aver. | S.Dev. | MW | P |
|-------------------------|--|-----|-------|--------|---------|-------|
| Emotional Exhaustion | Faculty of Education, Dept. of Music Education | 101 | 2,529 | 0,979 | 381,500 | 0,793 |
| | Conservatory | 8 | 2,292 | 0,486 | | |
| Depersonalization | Faculty of Education, Dept. of Music Education | 101 | 2,111 | 0,986 | 364,000 | 0,640 |
| | Conservatory | 8 | 1,850 | 0,682 | | |
| Personal Accomplishment | Faculty of Education, Dept. of Music Education | 101 | 2,351 | 0,920 | 220,500 | 0,033 |
| | Conservatory | 8 | 1,703 | 0,538 | | |

When Table 17 is investigated, at the end of Mann Whitney-U Test that has been performed whether averages of *emotional exhaustion* points of music teachers in research show a significant difference according to type of graduated university, the difference between group averages has not been found meaningful statistically (Mann Whitney $U=381,500$; $p=0,793>0,05$).

At the end of Mann Whitney-U Test that has been performed to determine whether averages of *depersonalization* points of music teachers in research show a significant difference according to type of graduated university, the difference between group averages has not been found meaningful statistically (Mann Whitney $U=364,000$; $p=0,640>0,05$).

At the end of Mann Whitney-U Test that has been performed to determine whether averages of *personal accomplishment* points of music teachers in research show a significant difference according to type of graduated university, the difference has been found meaningful statistically (Mann Whitney $U=220,50$; $p=0,033<0,05$). On the basis of difference between averages, personal accomplishment points of music teachers from Department of Music Education, Faculty of Education are higher than music teachers from Conservatory.

This finding set us thinking that music teachers graduated from Faculty of Education are satisfied with their professions and they wishfully work in this profession. However, selection of music teachers from conservatory for an alternative profession other than their education and professional abilities let them down, and this disappointment made their service quality lower. Accordingly, personal accomplishment of music teachers from faculty of education is higher.

4.4. Differentiation of Job Satisfaction Levels of Music Teachers according to Demographic Specs (Müzik Öğretmenlerinin İş Tatmin Düzeylerinin Demografik Özelliklere Göre Farklılaşması)

Table 18. Differentiation of job satisfaction of music teachers according to variability of gender
 (Tablo 18. Müzik öğretmenlerinin iş tatmin düzeylerinin cinsiyet değişkenine göre farklılaşması)

| | Group | N | Average | S. Dev. | MW | P |
|----------------------------|--------|----|---------|---------|----------|-------|
| Intrinsic Job Satisfaction | Female | 48 | 4,135 | 0,635 | 1215,500 | 0,128 |
| | Male | 61 | 3,852 | 0,858 | | |
| Extrinsic Job Satisfaction | Female | 48 | 3,229 | 0,899 | 1431,500 | 0,843 |
| | Male | 61 | 3,150 | 1,063 | | |
| General Job Satisfaction | Female | 48 | 3,773 | 0,671 | 1335,500 | 0,432 |
| | Male | 61 | 3,571 | 0,894 | | |

When Table 18 is investigated, at the end of Mann Whitney-U Test that has been performed to determine whether averages of *intrinsic job satisfaction* points of music teachers in research show a significant difference according to gender, the difference between group averages has not been found meaningful statistically (Mann Whitney U=1215,500; $p=0,128>0,05$).

At the end of Mann Whitney-U Test that has been performed to determine whether averages of *extrinsic job satisfaction* points of music teachers in research show a significant difference according to gender, the difference between group averages has not been founded meaningful statistically (Mann Whitney U=1431,500; $p=0,843>0,05$).

At the end of Mann Whitney-U Test that has been performed to determine whether averages of *general job satisfaction* points of music teachers in research show a significant difference according to gender, the difference between group averages has not been founded meaningful statistically (Mann Whitney U=1335,500; $p=0,432>0,05$).

Obtained findings show that variability of gender has no any influence on intrinsic job satisfaction, extrinsic job satisfaction and general job satisfaction.

Table 19. Differentiation of job satisfaction levels of music teachers according to professional experience
 (Tablo 19. Müzik öğretmenlerinin iş tatmin düzeylerinin meslekteki görev süresi değişkenine göre farklılaşması)

| | Group | N | Average | S. Dev. | KW | P |
|----------------------------|-------------------|----|---------|---------|-------|-------|
| Intrinsic job satisfaction | 1-5 years | 9 | 3,981 | 0,773 | 2,020 | 0,568 |
| | 6-10 years | 27 | 3,852 | 0,758 | | |
| | 11-15 years | 46 | 4,138 | 0,592 | | |
| | 16 years and over | 27 | 3,827 | 1,030 | | |
| Extrinsic job satisfaction | 1-5 years | 9 | 3,319 | 0,783 | 5,001 | 0,172 |
| | 6-10 years | 27 | 2,958 | 0,804 | | |
| | 11-15 years | 46 | 3,402 | 0,961 | | |
| | 16 years and over | 27 | 2,995 | 1,209 | | |
| General job satisfaction | 1-5 years | 9 | 3,717 | 0,728 | 3,798 | 0,284 |
| | 6-10 years | 27 | 3,494 | 0,710 | | |
| | 11-15 years | 46 | 3,843 | 0,691 | | |
| | 16 years and over | 27 | 3,494 | 1,045 | | |

When Table 19 is investigated, at the end of Kruskal Wallis H-Test that has been performed to determine whether averages of intrinsic job satisfaction of music teachers in research show a significant difference according to professional experience, the difference between group averages has not been found meaningful (KW=2,020; $p=0,568>0,05$).

At the end of Kruskal Wallis H-Test that has been performed to determine whether averages of extrinsic job satisfaction of music teachers in research show a significant difference according to professional experience, the difference between group averages has not been found meaningful (KW=5,001; $p=0,172>0,05$).

At the end of Kruskal Wallis H-Test that has been performed to determine whether averages of general job satisfaction of music teachers in research show a significant difference according to professional experience, the difference between group averages has not been found meaningful (KW=3,798; $p=0,284>0,05$).

These findings show that professional experience of music teachers in research has no influence on job satisfaction.

Table 20. Differentiation of job satisfaction of music teachers according to type of graduated university
 (Tablo 20. Müzik öğretmenlerinin iş tatmin düzeylerinin en son mezun olunan okul türü değişkenine göre farklılaşması)

| | Group | N | Average | S. Dev. | MW | P |
|----------------------------|---|-----|---------|---------|---------|-------|
| Intrinsic job satisfaction | Faculty of Education Dept. of Music Education | 101 | 3,977 | 0,797 | 354,000 | 0,560 |
| | Conservatory | 8 | 3,979 | 0,498 | | |
| Extrinsic job satisfaction | Faculty of Education Dept. of Music Education | 101 | 3,166 | 1,003 | 355,500 | 0,573 |
| | Conservatory | 8 | 3,422 | 0,840 | | |
| General job satisfaction | Faculty of Education Dept. of Music Education | 101 | 3,652 | 0,823 | 393,500 | 0,903 |
| | Conservatory | 8 | 3,756 | 0,600 | | |

When Table 20 is investigated, at the end of Mann Whitney-U test has been performed to determine whether averages of intrinsic job satisfaction of music teachers in research show a significant difference according to type of graduated university, the difference between group averages has not been found meaningful statistically (Mann Whitney U=354,000; $p=0,560>0,05$).

At the end of Mann Whitney-U test has been performed to determine whether averages of extrinsic job satisfaction of music teachers in research show a significant difference according to type of graduated university, the difference between group averages has not been found meaningful statistically (Mann Whitney U=355,500; $p=0,573>0,05$).

At the end of Mann Whitney-U test has been performed to determine whether averages of general job satisfaction of music teachers in research show a significant difference according to type of graduated university, the difference between group averages has not been found meaningful (Mann Whitney U=393,500; $p=0,903>0,05$).

Obtained findings show that type of graduated university has no influence on job satisfaction.

4.5. Correlation Analysis and Investigation of the Relation between Exhaustion and Job Satisfaction of Music Teachers (Müzik Öğretmenlerinin Tükenmişlik ve İş Tatmin Düzeylerinin Arasındaki İlişkinin Korelasyon Analizi ile İncelenmesi)

Table 21. Correlation analysis and investigation of the relation between exhaustion and job satisfaction of music teachers
(Tablo 21. Müzik öğretmenlerinin tükenmişlik ve iş tatmin düzeylerinin arasındaki ilişkinin korelasyon analizi ile incelenmesi)

| Dimensions | Dimension | N | R | P |
|----------------------------|-------------------------|-----|--------|-------|
| Intrinsic job satisfaction | Emotional Exhaustion | 109 | -0,597 | 0,000 |
| Extrinsic job satisfaction | Emotional Exhaustion | 109 | -0,507 | 0,000 |
| General job satisfaction | Emotional Exhaustion | 109 | -0,594 | 0,000 |
| Intrinsic job satisfaction | Depersonalization | 109 | -0,605 | 0,000 |
| Extrinsic job satisfaction | Depersonalization | 109 | -0,441 | 0,000 |
| General job satisfaction | Depersonalization | 109 | -0,567 | 0,000 |
| Intrinsic job satisfaction | Personal Accomplishment | 109 | -0,672 | 0,000 |
| Extrinsic job satisfaction | Personal Accomplishment | 109 | -0,507 | 0,000 |
| General job satisfaction | Personal Accomplishment | 109 | -0,638 | 0,000 |

As seen in Table 21, at the end of correlation analysis that has been performed to determine the relation between intrinsic job satisfaction and emotional exhaustion, 59,7% of negative meaningful relation has been determined between points ($r=-0,597$; $p=0,000<0,05$).

On this basis, emotional exhaustion point decreases as long as intrinsic job satisfaction point increases. Accordingly, in the case that teachers are satisfied with intrinsic structure such as success, recognition and appreciation, emotional exhaustion decreases. This is preferred and expected case.

At the end of correlation analysis that has been performed to determine the relation between extrinsic job satisfaction and emotional exhaustion, 50,7% of negative meaningful relation between points ($r=-0,507$; $p=0,000<0,05$). Accordingly, emotional exhaustion point decreases as long as extrinsic job satisfaction point increases.

Emotional exhaustion decreases when the cases such as relations between teachers and administrators, working conditions, salaries etc. are positive. This is preferred and expected case.

At the end of correlation analysis that has been performed to determine the relation between general job satisfaction and emotional exhaustion, 59,4% of negative meaningful relation has been determined between points ($r=-0,594$; $p=0,000<0,05$). Accordingly, emotional exhaustion point decreases as long as general job satisfaction point increases. Shortly, teachers have no emotional exhaustion as long as they have no problem in their lives.

At the end of correlation analysis that has been performed to determine the relation between intrinsic job satisfaction and depersonalization, 60,5% of negative meaningful relation has been

determined between points ($r=-0,605$; $p=0,000<0,05$). Accordingly, depersonalization point decreases as long as intrinsic job satisfaction point increases.

On the basis of obtained findings, depersonalization of teachers decreases as long as they have a positive satisfaction with their professions. Finally, it is thought that a high motivation will appear.

At the end of correlation analysis that has been performed to determine the relation between extrinsic job satisfaction and depersonalization, 44,1% of negative meaningful relation has been found between points ($r=-0,441$; $p=0,000<0,05$). Accordingly, depersonalization point decreases as long as extrinsic job satisfaction increases.

On the basis of this finding, depersonalization rates of teachers decrease unless they have negative cases such as economical difficulties, corporate and communal problems.

At the end of correlation analysis that has been performed to determine the relation between job satisfaction and depersonalization, 56,7% of negative meaningful relation has been found between points ($r=-0,567$; $p=0,000<0,05$). Accordingly, depersonalization point decreases as long as general job satisfaction.

On the basis of this finding, depersonalization rate of teachers decreases unless they have problems such as gender, salary and appointment, physical working conditions, work type.

At the end of correlation analysis that has been performed to determine the relation between intrinsic job satisfaction and personal accomplishment, 67,2% of negative meaningful relation has been found between points ($r=-0,672$; $p=0,000<0,05$). Accordingly, personal accomplishment point decreases as long as intrinsic job satisfaction increases.

At the end of correlation analysis that has been performed to determine the relation between extrinsic job satisfaction and personal accomplishment, 50,7% of negative meaningful relation has been found between points ($r=-0,507$; $p=0,000<0,05$). Accordingly, personal accomplishment point decreases as long as extrinsic job satisfaction increases.

At the end of correlation analysis that has been performed to determine the relation between general job satisfaction and personal accomplishment, 63,8% of negative meaningful relation has been found between points ($r=-0,638$; $p=0,000<0,05$). Accordingly, personal accomplishment point decreases as long as general job satisfaction increases.

It is expected that personal accomplishment in individuals shall increase with the increase of intrinsic, extrinsic and general job satisfaction. But, total opposite has been determined according to obtained findings, and also it is determined that teachers negatively evaluate themselves about personal accomplishment. This is very remarkable. In this way, it is thought that the factors, which have influence on personal accomplishment, differ from job satisfaction.

5. CONCLUSION AND RECOMMENDATIONS (SONUÇ VE ÖNERİLER)

In this study where exhaustion levels of music teachers in FASHS are researched, sample group of the research became 109 teachers in these educational institutions. Places of duty of these teachers in sample group are different regions and provinces of our country such as Adana (13,8), Balıkesir (15,6%), Bolu (14,7%), Diyarbakır (13,8%), İzmir (14,7%), Malatya (12,8%), Trabzon (14,7%). 92,7% of teachers graduated from Department of Music Education, Faculty of Education and

they give education in the scope of different branches of music education (singing, piano, violin, viola, cello, guitar etc).

Teachers in sample group have specified their dissatisfaction in their profession. For example, 15,6% of teachers is not satisfied with their profession, 24,8% is not satisfied with their place of duty, 6,4% is not satisfied with their branch. Furthermore, more than half of teachers (51,4%) in sample group would like to be retired. The rate of teachers, who have professional experience for 16 years and over, is only 24,8%.

It is seen that emotional exhaustion points are high, but depersonalization points are low, when averages of professional exhaustion levels of music teachers in FASHS are examined. Moreover, in averages of job satisfaction levels of teachers it is seen that average of intrinsic job satisfaction points are high, but averages of extrinsic job satisfaction points are low.

On the basis of averages of personal accomplishment points of music teachers in research according to variability of graduated university; personal accomplishment points of music teachers, who graduated from Department of Music Education, Faculty of Education, are higher than personal accomplishment points of music teachers who graduated from Conservatory.

In addition, on correlation analysis of relations between exhaustion and job satisfaction levels of music teachers in research, it is found out that emotional exhaustion point decreases when intrinsic job satisfaction point increases; emotional exhaustion point decreases when extrinsic job satisfaction point increases; and emotional exhaustion point decreases when general job satisfaction point increases. This result has parallels with previous studies performed. In studies it is determined that teachers have more efficient and active teaching, their emotional exhaustion decreases and their job satisfaction increases as long as institution support increases (Eisenberger et al, 1986; Howes et al, 2000; Feng and Angeline, 2010).

At the end of correlation analysis that has been performed to determine relation between intrinsic job satisfaction and depersonalization, it is determined that depersonalization point decreases as long as intrinsic job satisfaction point increases; depersonalization point decreases as long as extrinsic job satisfaction increases; and depersonalization point also decreases as long as general job satisfaction increases.

At the end of correlation analysis that has been performed to determine relation between intrinsic job satisfaction and personal accomplishment, personal accomplishment point decreases as long as intrinsic job satisfaction point increases; personal accomplishment point decreases as long as extrinsic job satisfaction increases; and personal accomplishment point decreases as long as general job satisfaction increases. This result has parallels with Warr's view (1998) "Increasing job satisfaction sometimes causes the decrease in personal accomplishment".

On the basis of obtained results in research, following proposals have been developed:

- The problems that cause emotional exhaustion and depersonalization should be determined; required measures should be taken to solve these problems and necessary improvements should be completed.
- Actual problems should be determined to increase extrinsic job satisfaction of teachers; environmental factors such as audit

models in institutions, the relations with superiors and administrators, working conditions, salaries should be enhanced.

- Similar studies should be performed for music teachers, who work in different educational organizations such as FASHS, preschool educational institutions, primary education, secondary education and higher education institutions, their professional satisfaction and professional exhaustion levels can be researched.

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