



IMPACT OF PSYCHOLOGICAL HARDINESS AND SELF-MONITORING ON TEACHER BURNOUT

ÖĞRETMEN TÜKENMİŞLİĞİ ÜZERİNDE PSİKOLOJİK DAYANIKLILIK VE ÖZ-İZLEMENİN ETKİSİ

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ABSTRACT: The purpose of this research is to examine the moderating effects of psychological hardiness and self-monitoring on the linkage between organizational politics and teacher burnout. Totally 1344 teachers from 112 high schools chosen by random method in Ankara, Istanbul, Adana, Antalya, Samsun, Kahramanmaraş, Adıyaman and Gaziantep in 2010-2011 spring semester, constitute sample of the research. Organizational politics were measured using the Perception of Organizational Politics (POP). Maslach Burnout Inventory, the Personal Views Survey III-R and Self-Monitoring Scale (SMS) were used to assess teacher burnout, psychological hardiness and self-monitoring respectively. In the study, the hypotheses were tested by using moderated hierarchical regression. The results of the study reveal that organizational politics is positively related to teacher burnout within high schools. Furthermore, self-monitoring strengthened the positive relationship between organizational politics and teacher burnout and psychological hardiness weakened that relationship.

Keywords: Organizational politics, Psychological hardiness, Self-monitoring, Employee burnout

ÖZET: Bu çalışmanın amacı psikolojik dayanıklılık ve öz-izlemenin örgütsel politika ve çalışanın tükenmişliği arasındaki ilişkideki düzenleyici rollerini araştırmaktır. Bu çalışmanın örneklemini 2010-2011 ilkbahar döneminde Ankara, İstanbul, Adana, Antalya, Samsun, Kahramanmaraş, Adıyaman ve Gaziantep'te rassal metotla seçilen 112 lisedeki 1344 lise öğretmeni oluşturmaktadır. Örgütsel politika, örgütsel politika algılama anketi kullanılarak ölçülmüştür. Öğretmenin tükenmişliği, psikolojik dayanıklılık ve öz-izlemeyi değerlendirmek için sırasıyla Maslach tükenmişlik envanteri, Kişisel bakış açıları anketi III-R ve Öz-izleme anketi kullanılmıştır. Bu çalışmada, hipotezlerin test edilmesinde düzenlenmiş hiyerarşik regresyon analizi kullanılmıştır. Çalışmanın sonuçları, liselerde örgütsel politika ile öğretmen tükenmişliği arasında olumlu bir ilişki bulunduğunu göstermektedir. Ayrıca öz-izlemenin, örgütsel politika ve çalışanın tükenmişliği arasındaki olumlu ilişkiyi kuvvetlendirdiğini ve psikolojik dayanıklılığın bu ilişkiyi zayıflattığını ortaya çıkartmıştır.

Anahtar sözcükler: Örgütsel politika, Psikolojik dayanıklılık, Öz-izleme, Çalışan tükenmişliği

1. INTRODUCTION

Educational administrators each year try to overcome teacher shortages and staff classrooms with qualified instructors (Ingersoll, 2001). While attempts are made to increase the number of teachers in the workforce, research has also studied the troubling phenomenon of teacher burnout (Cemaloglu and Kayabasi, 2007; Tumkaya, 1997; Leung & Lee, 2006). These findings appear universal, as a plenty of international studies have obtained similar results: Africa (Schroeder et al., 2001), Australia (Pillay et al., 2005), Asia (Leung and Lee, 2006); Europe (Hakanen et al., 2006) and North America (Perrachione et al., 2008). Regardless of culture and settings, once identified, administrators must determine a path to diminish these stressors and foster effective teacher coping strategies (Sass et al., 2011). Although the sources of these stressors are well documented, validated theoretical models that predict teacher burnout are scarce.

The aim of this study is to examine the moderating effects of psychological hardiness and self-monitoring on the relationship between organizational politics and burnout in high schools. This study makes several contributions to the burnout literature and broader organizational behavior field. First, it puts organizational and interpersonal factors that may serve as moderators to burnout. Second, given that individual and situational factors are central to most models of burnout (e.g., Jawahar et al., 2007),

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it is important to examine the direct and moderating effects of both individual and situational factors in a single study.

1.1. Organizational Politics

Organizational politics are ubiquitous and have widespread effects on critical processes (e.g., performance evaluation, resource allocation, and managerial decision-making) that influence organizational effectiveness and efficiency (Chang et al., 2009; Kacmar & Baron, 1999). Employees may engage in some legitimate, organizationally sanctioned political activities that are beneficial to work groups and organizations (Fedor et al., 2008). For example, managers who are “good politicians” may develop large bases of social capital and strong networks that allow them to increase the resources that are available to their subordinates (Treadway et al., 2004). On the other hand, employees also demonstrate several illegitimate political activities (e.g., coalition building, favoritism-based pay and promotion decisions, and backstabbing) that are strategically designed to benefit, protect, or enhance self-interests, often without regard for the welfare of their organization or coworkers (Ferris et al., 2002). Therefore, organizational politics are often viewed as a dysfunctional, divisive aspect of work environments (Miller et al., 2008).

The current article focuses on understanding how employees’ *perceptions* of illegitimate, self-serving political activities (viz., perceptions of organizational politics) influence individual-level work attitudes and behaviors.

1.2. Organizational politics and Employee Burnout

Burnout can be defined as a syndrome of *emotional exhaustion*, *depersonalization*, and *reduced personal accomplishment* that can occur among individuals who work with people in some capacity (Maslach et al., 1996; Maslach, 1982). Emotional exhaustion refers to feelings of being emotionally overextended and drained by others. Depersonalization refers to a callous response toward people who are recipients of one's services. Reduced personal accomplishment refers to a decline in one's feelings of competence and successful achievement in one's work with people. Maslach's (1982) tripartite model of burnout has received strong support (Boles et al., 2000; Budak and Survegil, 2005).

Burnout has negative consequences for the individual as well as for the organization at large. For example, relationships have been found between burnout and depression, a sense of failure, fatigue, and loss of motivation (Glass & McKnight, 1996), as well as absenteeism, personnel turnover, poor productivity (Schaufeli & Enzmann, 1998), reduced organization commitment and job satisfaction (Schaufeli & Buunk, 2003; Cephe, 2010). Given the dysfunctional consequences of burnout for both employees and organizations, pursuit of approaches to lessen the negative effects of job stress and burnout is important (Jawahar et al., 2007; Perrewé et al., 2005).

Ferris et al. (2002) suggested that perceptions of organizational politics represent a stressor directly related to attitudinal and behavioral reactions. They speculated that perceptions of organizational politics cause a crucial evaluation that a work context is threatening and put pressure on employees to engage in politicking to meet their goals. Highly political organizations reward employees engaging in strong influence tactics, taking credit for the work of others, being members of powerful coalitions and having connections to high-ranking allies. As organizations reward these activities, demands are placed on employees to engage in political behaviors to compete for resources. According to the job demands–resource model of work stress (Demerouti et al., 2001), employees who perceive that job demands surpass their coping resources feel overwhelmed. This emotional pressure requires additional coping efforts, which are taken away from resources that could otherwise be devoted to job performance. Excessive pressure also affects employee health (Dragano et al., 2005) and leads to employee burnout.

Based on the above studies, it is expected that perceptions of organizational politics would be related to burnout.

H1: Perceptions of organizational politics are positively related to teacher burnout.

1.3. Moderating Roles of Psychological Hardiness and Self-monitoring

1.3.1. Psychological hardiness

Psychological hardiness is a personality composite of beliefs about self and world involving the importance of a sense of commitment, control, and challenge (Sheard & Golby, 2010; Maddi, 1999; Britt et al., 2001). *Commitment* is defined as a “tendency to involve oneself in (rather than experience alienation from) whatever one is doing or encounters”. *Control* is described as a “tendency to feel and act as if one is influential (rather than helpless) in the face of the varied contingencies of life”. *Challenge* is described as a “belief that change rather than stability is normal in life and that the anticipation of changes are interesting incentives to growth rather than threats to security” (Cole et al., 2004).

According to Maddi (1999), the three interrelated psychological hardiness attitudes are *commitment*, *control*, and *challenge*. Those hardiness attitudes influence how individuals *experience* and *cope* with stressful life circumstances (Britt et al., 2001; Maddi & Hightower, 1999). In the perception and evaluation of stressful life events, individuals with high psychological hardiness are optimists perceiving challenges in a positive light (Cole et al., 2004). Thus, individuals with high hardiness experience activities as interesting and enjoyable (i.e., commitment), as being a matter of personal choice (i.e., control) and as important stimuli for learning (i.e., challenge; Maddi, 1999). Further, individuals exhibiting low hardiness feelings have been found to display increased signs of depression and high employee burnout (Rhodewalt & Zone, 1989) as well as heightened anxiety and psychological distress (Shepperd & Kashani, 1991).

Individuals with high psychological hardiness tend to take decisive rather than avoidant actions to resolve the problem so their environment no longer involves stress (Maddi, 1999). Further, high hardiness involves the spinning of stressful events into opportunities for growth and development (Cole et al., 2004). In ambiguous situations, hardiness prepares individuals to draw on a personal sense of commitment and control to find meaning in their tasks as well as exercise decision-making (Peltier et al., 2005).

Therefore, it is expected that an employee’s psychological hardiness will moderate the relationship between organizational politics and employee burnout.

H2: An employee’s psychological hardiness will moderate the relationship between organizational politics and employee burnout in such a way the relationship is weaker when an employee’s psychological hardiness is high than when it is low.

1.3.2. Self-monitoring

For purposes of the current analysis, self-monitoring is conceptualized as an individual difference variable defining the degree to which individuals in various social settings manage and control expressive (verbal and non-verbal) presentation (Snyder & Gangestad, 1986). Low self-monitors were thought to act by their inner feelings whereas high self-monitors were thought to generally act by situational demands- the way they believed others would have them act. High self-monitors would mask their internal emotional states to a greater degree than would low self-monitors. Further, high self-monitors would monitor their expressive channels (voice, posture, facial expression) to ensure consistency across modalities.

It is possible that knowledge of the self-monitoring characteristics would provide insights into employees’ reactions in stressful circumstances. The low self-monitor might be expected to express feelings of being stressed whereas the high self-monitor would attempt to stifle expression of such feelings if they were not considered appropriate. To monitor expressive modes in order to mask underlying feelings might require greater psychic and physical energy for the self-monitor, eventually resulting in physical illness and burnout. Research evidence suggests that internalization in contrast to outward expression of emotion is related to physical illness and burnout (Beal et al., 2006). The findings generally support the contention that it is better not to internalize feelings of emotional trauma. This notion of masking or stifling emotional expression appears analogous to the actions of the high self-monitor.

According to Maslach & Leiter (1997), employees feel less satisfaction with their job and less commitment to the organization for which they work when they experience increasing levels of burnout in the workplace. Given that high self-monitoring employees feel less job satisfaction and organizational commitment than do low self-monitoring employees (Day & Schleicher, 2006), high self-monitoring employees can be expected to experience more burnout than will low self-monitoring employees.

Based on the above research, it is expected that self-monitoring moderates the relationship between organizational politics and employee burnout.

H3: Self-monitoring will moderate the positive relationship between organizational politics and employee burnout in such a way that the positive relationship is stronger when self-monitoring is high than when it is low.

2. METHOD

2.1. Sample

The sample of this study included 1344 teachers from 112 high schools chosen by random method in Ankara, Istanbul, Adana, Antalya, Samsun, Kahramanmaraş, Adiyaman and Gaziantep. This study was completed in March 2011. Participants were told that the study was designed to collect information on their burnout levels, psychological hardiness and self-monitoring in the education workforce. They were given confidentially assurances and told that participation was voluntary. The questionnaires were collected immediately.

A randomly selected group of focal teachers completed the Burnout (Maslach & Jackson, 1986), psychological hardiness (Maddi & Koshaba, 2001) and self-monitoring scales (Snyder & Gangestad, 1986) (10–15 teachers per high school, totaling 1344). A separate group of randomly selected peers completed the organizational politics scale (10–20 teachers per high school, totaling 1360). Peer reports of organizational politics (Kacmar & Ferris, 1991) instead of focal teacher reports were used in order to avoid same-source bias (Baugh et al., 2006) when examining psychological hardiness and self-monitoring's relationships with teacher burnout and organizational politics perceptions. Seventy-one percent of the employees were male and their average tenure was 6.22 years. Moreover, 86 percent of the peers were female with an average experience of 7.92 years. The response rate was 86 percent in the study.

2.2. Measures

Perception of Organizational Politics (POP). It was evaluated with 12-item scale developed by Kacmar & Ferris (1991). Previous research showed this scale to be a good tool of psychometric properties (Kacmar & Carlson, 1997). A sample item was "Telling others what they want to hear is sometimes better than telling the truth." Reliability of this scale was 0.86. A 5-point Likert scale will be employed to assess participants' agreement on the 12 items (from 1= strongly disagree to 5= strongly agree).

Burnout. The 22-item Maslach Burnout Inventory was used to measure the three dimensions of burnout: emotional exhaustion, depersonalization and diminished personal accomplishment (Maslach & Jackson, 1986). Respondents were asked to indicate how frequently (i.e. from 'never' to 'every day') they experienced the feelings described in the items. The present study established Cronbach coefficient alphas of 0.92 for emotional exhaustion, 0.86 for depersonalization and 0.78 for personal accomplishment.

Psychological hardiness. It was measured by the Personal Views Survey III-R. The PVSIII-R is the most current revision of the Personal Views Survey, which grew out of Kobasa's original research on psychological hardiness in 1979. The inventory consists of 18 items, which are described as being the most reliable of the PVSIII. Participants respond using a 4 point Likert scale with 0= *Not True at All*, 1= *Some What True*, 2 = *True* and 3 = *Very True*. Reliability of this scale was 0.91. The items include such statements as "I do not like to make changes in my everyday schedule"; "Thinking

of yourself as a free person just leads to frustration”; “Most of the time, people listen carefully to what I have to say”; “Most days, life is really interesting and exciting for me” and “My mistakes are usually very difficult to correct”. Scoring yields an overall hardiness score and three component scores for commitment, control and challenge. The total hardiness score consistently had stronger correlations than any of its components (Commitment, Control, Challenge) supporting the contention that hardiness is a “hierarchical construct subsuming the three sub-dimensions” (Maddi & Koshaba, 2001, p. 82).

Self-Monitoring Scale (SMS). The SMS, developed by Snyder & Gangestad (1986) and translated into Turkish by Coskun (1990), was used to assess self-monitoring. The 18-item version of the SMS was presented in a true-false format (sample items included: “I guess I put on a show to impress or entertain others,” and “I have trouble changing my behavior to suit different people and different situations.”). Self-monitoring was measured as a dichotomous variable ranging from 0 (false) to 1 (true). Reliability of this scale was .88.

Control variables. The socio-demographic factors (i.e. age, gender and job tenure) that have been found to be significantly related to burnout (Maslach et al., 2001) were controlled. Age and job tenure were measured in years. Gender was measured as a dichotomous variable coded as 1 for male and 0 for female.

3. FINDINGS

Table 1 shows the means, standard deviations, and correlations. Hypothesis 1 was tested with hierarchical regression analysis (Table 2). In step 1, the control variables were entered, and in step 2, organizational politics. As can be seen in the section of the table showing the values yielded by step 2, organizational politics was significantly, positively related to burnout ($\beta = 0.384$, $p < .001$), a finding that supports Hypothesis 1.

Table 1: Means, Standard Deviations, and Correlations among Variables*

Variable	Mean	s.d.	1	2	3	4	5	6	7	8	9
1.Age	24.80	2.42									
2.Gender	0.71	0.14	.02								
3.Job tenure	6.22	0.16	.12	.14							
4.Psychological hardiness	2.69	1.83	.13	.09	.08						
5.Self-monitoring	0.42	3.02	.20	.10	.01	.22*					
6.Organizational politics	3.86	1.31	.12	.06	.12	.19*	.24*				
7.Emotional exhaustion	3.18	1.59	-.22	.07	.12	-.22**	.21**	.18**			
8.Depersonalization	2.96	2.58	-.24	.01	.09	-.28***	.28*	.19**	.42***		
9.Lack of personal accomplishment	3.02	2.64	-.16	.08	.04	-.22**	.16**	.13*	.39***	.39***	
10.Burnout	2.99	1.52	-.18	.06	.10	-.24**	.19**	.17**	.40***	.37***	.36***

* $p < .05$.

** $p < .01$.

*** $p < .001$.

To test Hypotheses 2 and 3, moderated regression analysis was used. In step 1, all the control variables “main effects”, organizational politics, psychological hardiness and self-monitoring were entered. In step 2, the interaction terms for both organizational politics and psychological hardiness and self-monitoring were entered. Table 3 and Table 4 depict these results.

Table 2: Results of hierarchical regression analysis for teacher burnout*

Steps and Predictor Variables	Models	
	1	2
Step 1		
Age	.11	.09
Gender	.09	.02
Job tenure	.09	.04
Step 2		
Organizational politics		.38**
R^2	.30	.34
Change in R^2		.04
F		4.18*

* $p < .05$.** $p < .01$.*** $p < .001$.**Table 3: Results of hierarchical moderated regression analysis for teacher burnout***

Steps and Predictor Variables	Models			
	1	2	3	4
Step 1				
Age	.06	.06	.04	.02
Gender	.04	.02	.01	.01
Job tenure	.07	.06	.04	.03
Step 2				
Organizational politics		.42**	.40**	.39**
Step3				
Psychological hardiness			-.26**	-.20**
Step4				
Organizational politics x Psychological hardiness				-.21***
R^2	.33	.42	.44	.44
Change in R^2		.09	.01	.00
F		2.11*	3.26**	3.68**

* $p < .05$.** $p < .01$.*** $p < .001$.**Table 4: Results of hierarchical moderated regression analysis for teacher burnout***

Steps and Predictor Variables	Models			
	1	2	3	4
Step 1				
Age	.06	.05	.03	.03
Gender	.05	.05	.02	.01
Job tenure	.04	.04	.03	.01
Step 2				
Organizational politics		.43**	.40**	.36**
Step3				
Self-monitoring			.21**	.19**
Step4				
Organizational politics x Self-monitoring				.18***
R^2	.31	.41	.42	.42
Change in R^2		.09	.01	.00
F		2.01*	2.20**	3.62**

* $p < .05$.** $p < .01$.*** $p < .001$.

As can be from step 4 result in Table 3, the interaction effect for organizational politics and psychological hardiness were significant for burnout, supporting Hypothesis 2 ($\beta = -0.216, p < .001$), which states that psychological hardiness will moderate the relationship between organizational politics and employee burnout.

Hypothesis 3, which states that self-monitoring moderates the relationship between organizational politics and burnout, received strong support (see Table 4). The interaction effect for organizational politics and self-monitoring were significant for burnout ($\beta = 0.187, p < .001$).

Figure 1 graphically shows the interactional organizational politics – burnout relationship as moderated by psychological hardiness, for which high and low levels are depicted as one standard deviation above and below the mean, respectively.

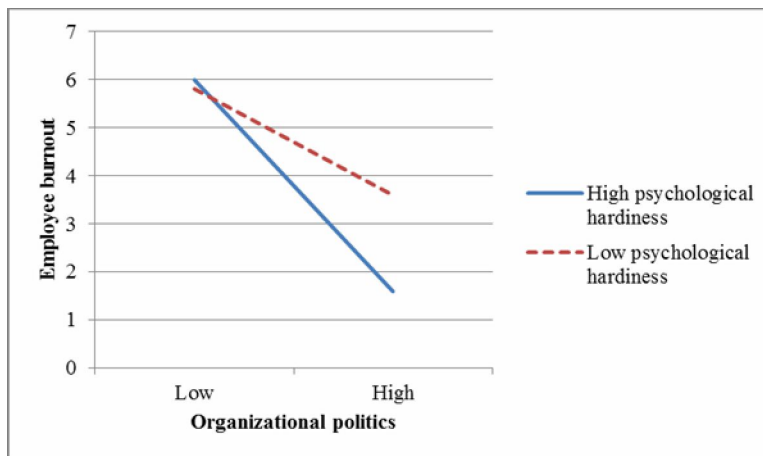


Figure 1: Interactive effects of organizational politics and psychological hardiness on teacher burnout

As predicted, when an employee was high in psychological hardiness, the positive relationship between organizational politics and employee burnout was weaker. On the contrary, it was found that self-monitoring strengthened the positive relationship between organizational politics and employee burnout. As presented in Figure 2, the positive relationship between organizational politics and burnout was more pronounced when self-monitoring was high.

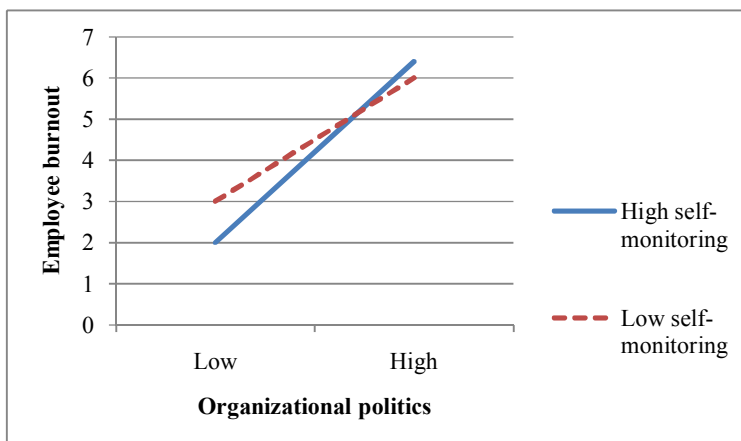


Figure 2: Interactive effects of organizational politics and self-monitoring on teacher burnout

4. DISCUSSION

The results of this study found that both psychological hardiness and self-monitoring moderated the positive relationship between organizational politics and teacher burnout. These findings are consistent with previous research suggesting that psychological hardiness and self-monitoring have moderating effects (Maddi, 1999; Cole et al., 2004; Britt et al., 2001; Maddi & Hightower, 1999; Beal et al., 2006; Day & Schleicher, 2006). In this study, psychological hardiness has the highest negative correlation with teacher burnout. This is so because the stronger the psychological hardiness, the greater the tendency to identify the particular stressor confronted, select the appropriate resources for the given situation and involve the spinning of stressful events into opportunities for growth and development. Thus, the tendency to find positive meaning in daily and working life, may lead to lower teacher burnout.

On the other hand, high self-monitors would have high levels of burnout because they are more likely to scan their environment, realize the change cues, moderate their attitudes and behavior, and present themselves appropriately to others which may cause burnout.

The results in this study suggest that researchers should continue to investigate individual factors such as locus of control and sense of mastery (Radomski & Latham, 2008), self-efficacy (Brouwers & Tomic, 2000) and emotional stability (Storm & Rothmann, 2003), in explaining perceptions and behaviors related to burnout. The findings in this study may be sample-specific and in need of replication. In different settings, other personal factors, such as self-consciousness or status, might become relevant. In developing theoretical explanations for the role of individual factors, researchers are encouraged to consider aspects of the personality characteristics that are most important to the population under investigation. Identifying individual difference variables affecting the way teachers cope with job burnout seems to be a promising research area.

5. IMPLICATIONS / CONCLUSIONS

Teaching is a profession vulnerable to burnout. Burnout can be costly to the teachers, the students, and the educational institution itself. Simply ignoring burnout management or making it a low priority may result in such undesirable outcomes as reduced productivity, work performance, poor worker morale, and even increased legal expenses. In order to prevent these situations, educational administrators should implement workable strategies and well-established human resource management methods and practices to improve and reduce burnout in educational institutions. Paying attention to teachers, from one hand, and the jobs assigned to them, from the other, may provide significant benefits for the health of workers and the organization at the same time. Burnout prevention and control training may be another issue.

The main strength of the investigation in this study was its multilevel research design. Most research on burnout and organizational politics has been conducted within single organizations, precluding an assessment of the way in which interpersonal variables influence organizational politics or burnout. The multilevel design was capable of capturing the complexity of individual behaviors by considering different contexts. A second strength was the use of an independent sample to measure organizational politics. Measuring organizational politics from a secondary source allowed us to minimize same-source bias.

The study has several limitations that could be future research topics. First, the current study uses a cross-sectional analysis whereby it gives a snapshot scenario on the approaches and intended approaches of measuring burnout. A longitudinal study would be useful to identify and supplement the usage, relevance and flaws of the measures, in particular the long-term measures. Second, demographic factors might have affected the results. To illustrate, most of the participants were young with job tenure under five years. Moreover, most of the samples chosen came from males gender wise, which would strongly open a debate of whether such results would be obtained if gender composition were different.

Despite these potential limitations, this study contributes to the research on organizational politics and employee burnout by showing that psychological hardiness and self-monitoring are relevant psychosocial variables in determining the importance of burnout to educational administrator-teacher relationships. The results in the study support the argument that organizational politics is socially constructed and therefore studies of organizational politics in relation to outcomes should recognize the interpersonal context. It is expected that the results of this study would encourage future research to consider other contextual variables in models of organizational politics and teacher burnout.

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Genişletilmiş Özet

Bu çalışmanın amacı psikolojik dayanıklılık ve öz-izlemenin örgütsel politika ve öğretmen tükenmişliği arasındaki ilişkide düzenleyici rollerini araştırmaktır. Bu amaç için şu sorulara yanıtlar aranmıştır: 1. Örgütsel politika ile lise öğretmenlerinin tükenmişlik düzeyleri arasında bir ilişki var mıdır? 2. Örgütsel politika ile öğretmenlerin tükenmişlik düzeyleri arasındaki ilişkide psikolojik dayanıklılık ve öz-izleme kavramlarının düzenleyici rolleri bulunmakta mıdır?

Öğretmenlerin öğretim işini etkili bir şekilde gerçekleştirebilmeleri onların kendileri hakkındaki yetenekleri ve başarabileceklerine olan inancı ile doğrudan ilişkilidir. Ancak öğretmenlerin karşı karşıya kaldıkları ve baş etmek zorunda oldukları birçok problem öğretmenlerin işlerinden doyum sağlayamamalarına ve mesleğin stresinden kaynaklı ortaya çıkan tükenmişlik duygusunu yaşamalarına neden olmaktadır. Tükenmişlik özellikle, insanlarla yoğun iletişim gerektiren meslek gruplarında çalışanlarda görülen, mesleğin doğası gereği yaşanan stresle başa çıkamama sonucunda gözlenen fizyolojik ve duygusal alanlarda hissedilen tükenme hissiyle kendini ortaya koyan bir durumdur. Günümüzde en yaygın tükenmişlik tanımı Maslach vd. (2001) tarafından yapılan ve tükenmişliği üç boyutlu bir kavram olarak algılayan tanımdır. Bu tanıma göre tükenmişlik; insanda ortaya çıkan fiziksel bitkinlik, uzun süren yorgunluk, çaresizlik ve umutsuzluk duyguları, yaptığı işe, hayata ve diğer insanlara karşı gösterdiği olumsuz tutumları kapsayan fiziksel ve zihinsel boyutlu bir sendromdur. Tükenmişliğin üç boyutu ise, duygusal tükenme, duyarsızlaşma ve kişisel başarıda düşme olarak adlandırılmıştır. Duygusal tükenme kişinin kendisini yorgun ve duygusal yönden aşırı yıpranmış hissetmesini anlatırken, duyarsızlaşma kişinin bakım, hizmet ve eğitim verdiği diğer

insanlara karşı olumsuz, katı ve duygudan yoksun davranışlarını içermektedir. Kişisel başarı ise kişinin içinde kendini yeterli ve başarılı hissetmesi olarak tanımlanabilir.

Tükenmişliğin nedenleri genel olarak çevresel ve bireysel olmak üzere iki gruba ayrılabilir. Çevresel nedenler arasında; işin niteliği, çalışma süreleri, kurumun özellikleri, iş yükü, meslektaş desteğinin düşük olması, ilerleme fırsatlarının olmaması, rol belirsizliği, idari baskı, örgütsel politikalar ve önemli kararlara katılmama verilebilir. Buna karşın bireysel nedenler arasında; yaş, eğitim, kişisel beklentiler, motivasyon ve kişilik özellikleri sayılabilir. Bu çalışmada lise öğretmenlerinin tükenmişlik düzeylerine etki eden çevresel ve bireysel etkenlerden, örgütsel politikalar, psikolojik dayanıklılık ve öz-izlemenin yarattığı etkiler incelenmektedir. Çevresel ve bireysel etkenlerin aynı çalışma içerisinde inceleniyor olması bu çalışmanın önemini artırmaktadır.

Bu çalışmanın örneklemini 2010-2011 ilkbahar döneminde Ankara, İstanbul, Adana, Antalya, Samsun, Kahramanmaraş, Adıyaman ve Gaziantep'te rassal metotla seçilen 112 lisedeki 1344 lise öğretmeni oluşturmaktadır.

Çalışma Mart 2011 tarihinde tamamlanmıştır. Katılımcılara, çalışmanın orta öğretim eğitim işgücü içerisinde öğretmen tükenmişliği ve örgütsel politika konularında bilgi toplamak için tasarlandığı bildirilmiştir. Katılımın gönüllü olduğu ifade edilmiştir. Anketler hemen toplanılmıştır. Çalışmada toplam 1360 lise öğretmenine tükenmişlik, psikolojik dayanıklılık ve öz-izleme anketleri verilmiş olup bunlardan 1344 kişinin anketleri kullanabilecek durumda geri alınmıştır. Örgütsel politika anketi ise aynı katılımcıların tüm anketleri doldurdukları zaman oluşabilecek ön yargıları engellemek için tükenmişlik, psikolojik dayanıklılık ve öz-izleme anketlerini dolduran lise öğretmenlerinin yakın çalışma arkadaşlarına verilmiştir. Toplam 1400 örgütsel politika anketi verilmiş olup çalışmada kullanılacak olanların sayısı 1360'dır. Çalışmadaki deneklerin %71'i erkek lise öğretmenleri olup ortalama kıdem 6.22 yıldır.

Bu çalışmada dört farklı anket kullanılmıştır. Örgütsel politika Kacmar & Ferris (1991) tarafından geliştirilmiş bulunan örgütsel politika algılama anketi kullanılarak ölçülmüştür. Anket İngilizceden Türkçeye çevrilmiş olup 12 maddeden oluşmaktadır. Ankette yer alan örnek bir madde "Bazen çalışma arkadaşlarına işitmek istediklerini söylemek gerçeği söylemekten daha iyidir." biçimindedir. Anketin güvenilirlik katsayısı 0.86'dır. Öğretmenin tükenmişlik düzeyini ölçmek için Maslach ve Jackson (1986) tarafından geliştirilmiş olan Maslach tükenmişlik envanteri kullanılmıştır. Envanter toplam 22 sorudan oluşmaktadır. *Duygusal tükenme* (emotional exhaustion) 9, *duyarsızlaşma* (depersonalization) 5, *kişisel başarı yoksunluğu* (lack of personal accomplishment) 8 maddeden oluşmaktadır. Envanterin güvenilirlik katsayısı duygusal tükenmişlik için 0.92, kişisel başarı yoksunluğu için 0.78 ve duyarsızlaşma için 0.86'dır. Öğretmenin psikolojik dayanıklılık düzeyi ölçümü için Kobasa (1979) tarafından geliştirilmiş bulunan Kişisel bakış açıları anketi III-R anketi kullanılmıştır. Anket 18 maddeden oluşmakta olup örnekler arasında : "Günlük planlarımda değişiklikler yapmaktan hoşlanmam.", "Çoğu günler, hayat benim için ilginç ve heyecan vericidir." bulunmaktadır. Anketin güvenilirlik katsayısı 0.91'dir. Çalışmada kullanılan son anket Snyder & Gangestad (1986) tarafından geliştirilmiş bulunan öz-izleme anketidir. Çoşkun (1990) tarafından Türkçeye çevrilmiş bulunan bu anket 18 maddeden oluşmaktadır. Örnek maddeler arasında "Diğerlerini etkilemek veya eğlendirmek için sahte bir hava takınmayı doğru olarak düşünebilirim." "Davranışımı farklı insanlara ve koşullara uygun olarak değiştirmekte zorluk çekerim." bulunmaktadır. Anketin güvenilirlik katsayısı 0.88'dir.

Bu çalışmada, hipotezlerin test edilmesinde düzenlenmiş hiyerarşik regresyon analizi kullanılmıştır. Çalışmanın sonuçları, liselerde örgütsel politika ile öğretmen tükenmişliği arasında olumlu bir ilişki bulunduğunu göstermektedir. Ayrıca öz-izlemenin, örgütsel politika ve çalışanın tükenmişliği arasındaki olumlu ilişkiyi kuvvetlendirdiğini ve psikolojik dayanıklılığın bu ilişkiyi zayıflatıldığını ortaya çıkartmıştır.

Bu çalışmada öğretmenin psikolojik dayanıklılık düzeyi ile öğretmenin tükenmişlik düzeyi arasında olumsuz bir ilişki bulunmuştur. Eğer öğretmenin psikolojik dayanıklılığı yüksek ise kendisi için stres yaratabilecek veya yaratan olguları daha kolaylıkla tespit edebilecek, onlar ile baş edebilmek gerekli olan uygun kaynakları daha kolay seçebilecek ve stresli durumları kendi gelişimi için fırsatlara

çevirebilecektir. Bu nedenle, öğretmenin sahip olduğu hayata ve çalışma yaşamına olumlu bakma eğilimi tükenmişlik düzeyinin düşmesine yol açacaktır.

Diğer taraftan yüksek öz-izleme düzeyine sahip olan öğretmenler çevrelerini daha fazla gözlemleyip ipuçları aradıkları ve davranış ve tutumlarını çevresel koşullara ve diğer insanlarınkine daha uygun hale getirmeye çalıştıkları için tükenmişlik düzeyleri daha fazla olacaktır.