

THE RELATIONSHIP BETWEEN JOB SATISFACTION AND BURNOUT IN PRIMARY SCHOOL TEACHERS INKTC

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ABSTRACT

In this study, the relationship between job satisfaction and professional burnout of primary and kindergarten teachers of public schools in the Turkish Republic of Northern Cyprus was examined. The study used a scale developed by Gençer (2002) to measure teachers' job satisfaction and the content validity of the scale was measured by an application on teachers. The measurement tool was given to 819 teachers from 56 primary schools selected by disproportionate cluster sampling method and the data of 547 teachers were analyzed. According to the results of the study, there is a moderate positive relationship between the level of teachers' job satisfaction expectation and the level of realization. In other words, teachers' job satisfaction is realized in line with their expectations and the effect of this relationship on burnout was determined as 9%. In addition, a significant difference was found in terms of teachers' burnout levels according to their preference for the same task again. It was observed that task preference affected the burnout levels of teachers. According to the results, it was determined that the burnout levels of those who did not prefer the task were higher than those who said yes and undecided, and those who said undecided were different from the other levels. In addition, it was found that there was a significant difference between the burnout levels of teachers according to the school they graduated from. This shows that teachers' burnout levels may vary according to the departments they graduated from. As a result, significant relationships were found between teachers' job satisfaction and burnout levels, and it was also observed that job preference and graduation school were effective on burnout levels.

Keywords: Teacher, Job satisfaction, Burnout.

Introduction

Problem Statement

Recently, one of the negativities faced by people working in professions that are carried out with face-to-face relations with people has been tried to be explained with the concept of burnout. Although burnout is related to stress, occupational depression, etc., it forms a complex structure separate from them. Individuals working in organizations may face a situation such as job satisfaction depending on the working conditions in organizations. The level of job satisfaction can positively or negatively affect the behavior of people in the workplace. It is often seen that employees reveal their anxieties and frustrations and their negative attitudes towards work by reflecting their negative attitudes towards work conditions through complaining. Therefore, investigating what other problems are underlying the complaints about working conditions and solving them increases the satisfaction of the employees (Başaran, 1994).

Job satisfaction is one of the issues that are carefully emphasized because it is a source of unhappiness for the employee and dissatisfaction for the organization. When the related literature is examined, it is seen that the relationship between satisfaction and success and the elements that determine satisfaction have been the subject of many studies (Canman, 1995). In developed countries, organizational analyses are conducted at certain intervals in order to find out the organizational elements that push employees to satisfaction and dissatisfaction, and thus to reveal which variables the management will focus on in order to increase organizational effectiveness (İncir, 1990). In our country, studies examining the phenomenon of employee satisfaction and the problem of dissatisfaction have been conducted (Balçı, 1993). When the research findings are analyzed, it is seen that the reasons for dissatisfaction of the employees of undeveloped countries are different from those of the employees of developed countries. For example, although the wage element has ceased to be a source of satisfaction for the employees in developed countries, it still maintains its importance for the employees in our country and is one of the leading organizational variables that cause dissatisfaction (Aytaç, 2002).

The subject examined in this study is to examine the relationship between job satisfaction and job burnout by focusing on the causes of job satisfaction and job dissatisfaction based on the assumption that job dissatisfaction causes occupational burnout. It is known that factors such as success, recognition, work itself, responsibility and progress are effective in ensuring job satisfaction. On the other hand, management, supervision, wages, working conditions and friendships are effective in the emergence of job dissatisfaction. In our country, unhappiness is observed in employees for some reasons (Balçı, 2002). This problem is also detected intensely in primary school teachers who provide basic education. For this reason, job satisfaction is a dynamic, variable and a subject that needs to be examined, with new models being put forward day by day. Teachers, who are constantly dealing with knowledge-hungry students and other people, have to show great dedication. Overload and high ideals will

lead to early teacher burnout. The job dissatisfaction of teachers, who are responsible for raising future generations, and the causes of burnout syndrome should be identified and investigated. In order to be able to talk about efficiency in education, it can be said that it is of vital importance for the future of the country to ensure that teachers who will provide efficiency work efficiently.

Problem Statement

"Is there a significant relationship between teachers' job satisfaction levels and professional burnout levels? This question constitutes the problem sentence of the research.

Sub Problems

1. Is there a relationship between job satisfaction realization and professional burnout of primary school teachers?
2. Is there a relationship between job satisfaction expectation level and realization level of primary school teachers?
3. Is there a difference between the occupational burnout levels of primary school teachers according to whether they choose the profession willingly or not?
4. Is there a significant difference between primary school teachers' graduation department and burnout level?

Purpose of My Research

Work is an important part of human life. The satisfaction of the employee with his/her job also affects his/her life. It is observed that people generalize their feelings in an area that they find important to them by reflecting them to other areas. It is usual for an employee to generalize the feelings in his/her family life to his/her job in the organization and the feelings in his/her job to his/her family life. It is possible to say that an employee who does his/her job with pleasure will lead to a longer life span. In addition, job satisfaction has a positive effect on the physical and mental health of the employee. Job dissatisfaction also leads to burnout. The aim of this research is to analyze the relationship between job satisfaction and burnout. To put forward appropriate solutions to the results obtained and to make necessary suggestions to increase teachers' job satisfaction.

Importance of the Research

Today, a country's development and progress in every field seems to depend on its qualified manpower. Qualified manpower is the result of qualified education. Qualified education is closely related to the quality of the teacher. Teachers are responsible for raising new generations as professionals with constructive and creative qualities and as citizens who are aware of their duties and responsibilities towards their country (Büyükkaragöz and Çivi 1997).

Especially the increase in the importance, duties and responsibilities imposed on primary school teachers often creates tension in teachers. Primary education is the cornerstone of the education system. At this stage, children gain knowledge and skills necessary for socialization and social life as well as education. In primary schools, children are taught the most basic knowledge necessary for modern life, such as reading and writing, using their mother tongue correctly, and basic mathematical operations. The knowledge and skills that children acquire in primary schools enable them to be productive and efficient for themselves and society in their future lives. The importance and necessity of this stage will be especially noticeable when it is taken into consideration that only primary education is compulsory in our country (Girgin, 1995). The importance and value of primary school teachers is quite high for both the child and the whole society. Gates (1990) emphasized the mental health of the teacher and argued that in order for the teacher to be a successful educator, good mental health is necessary. Teachers in our country experience some problems. There are many reasons such as not choosing their profession consciously, overloaded curriculum, inadequate educational materials, misdirection of education by policies, problems in teacher training institutions and teacher transfers. Ensuring efficiency in education depends primarily on the satisfaction of teachers with their work and thus their willingness to act in line with the aims of the organization to which they belong. This is only possible by identifying and minimizing the factors that cause dissatisfaction among teachers.

Assumptions

The following assumptions will be made in this study.

1. The teachers who participated in the study answered the questions sincerely.
2. Teachers' responses reflect the current situation.

Limitations

This study is limited to the job satisfaction and burnout levels of primary school teachers working in the Turkish Republic of Northern Cyprus in the 2005-2006 academic year.

Definitions

Teacher: A person working in public education institutions who is a specialized profession that takes over the state's duties of education and training and related administrative duties, and who is obliged to fulfill his/her duties in accordance with the objectives and basic principles of Turkish National Education (Article 43 of the Basic Law on National Education).

Class Teachers: A teacher who fulfills the duties of education and training in any class or branch (classroom) in a school (TRNC Education Law: 9).

Occupational Burnout: It is a physical, emotional and mental exhaustion syndrome characterized by physical exhaustion, chronic fatigue, feelings of helplessness and hopelessness, development of a negative self-concept and negative attitudes towards work, life and other people (Dursun, 2000).

Job Satisfaction: Emotional reactions that are a function of the difference between the employee's desires regarding job dimensions and his/her perceptions regarding the degree to which these are achieved in his/her job (Balci, 1985).

Stress: External and internal factors that cause the individual to be forced to exceed the limits of adaptation (Izgar, 2000).

Motivation: It means the power that mobilizes a person for a certain purpose (Köşker 2005).

Conceptual Framework

Job Satisfaction

Job satisfaction was first introduced in the 1920s, but its real importance was realized in the 1930s and 40s. Since then, it has been the most studied subject of industrial and organizational psychology. The idea that the happiness of employees in their jobs affects their productivity has made the concept of job satisfaction even more current (Aksayan, 1990). Job satisfaction is the harmony between what the employee expects and what he/she receives from the organization and his/her job, it is a feeling felt by the employee when the values that the employee can obtain in the organization are found to be compatible. Job satisfaction is generally defined as employees' feelings about their jobs (Özben and Argun 2002). Job satisfaction is the pleasure that an employee feels as a result of evaluating his/her job or work life and the emotional state he/she reaches. The higher the degree of this feeling of pleasure reached by the employee, the higher his/her satisfaction with his/her job (Başaran, 1982). The higher the degree of this feeling of pleasure reached by the employee, the higher his/her satisfaction with his/her job (Başaran, 1982). The higher the degree of this feeling of pleasure reached by the employee, the higher his/her satisfaction with his/her job (Başaran, 1982). It is accepted that job satisfaction is related to life satisfaction and directly affects the physical and mental health of individuals (Ergin, 1997). Satisfaction, which refers to a subjective and emotional concept, is a concept that cannot be directly observed by another individual, and can only be defined and expressed by the individual concerned (Bölüktepe, 1993). Job satisfaction can be achieved by increasing the quality of working life, regulating working conditions and working environment, meeting the psychological, economic and social needs of employees and minimizing the problems arising from working life (Izgar, 2000).

Burnout

Burnout is one of the most fundamental problems in education. The decline in personal satisfaction decreases an individual's working success and performance. The concept of burnout was first defined by Freudenberger (1974) and in the last 20 years many researches have been conducted on different job opportunities. It frequently occurs in people who work face-to-face with people due to their job and is accepted as a three-dimensional situation (Izgar 2000). The most widely accepted definition of burnout today is that of Maslach et al. (1980), which perceives burnout as a three-dimensional concept. In this definition, burnout is accepted as a three-dimensional syndrome that frequently occurs in people who constantly work face-to-face with other people due to their job. These three dimensions are named as emotional exhaustion, depersonalization and a feeling of decline in personal accomplishment (Izgar, 2000).

The first dimension of burnout is emotional exhaustion. Emotional exhaustion describes the feeling of being overburdened, in other words, the feeling of being overloaded (Özer, 1998). Emotional exhaustion is accepted as the main dimension of burnout. At the psychological level, the individual feels that his/her emotional resources are gradually decreasing. A person who is in an emotionally intense work tempo strains himself/herself and people are overwhelmed by their demands. Emotional exhaustion is a reaction to this situation. Individuals caught

in this situation feel themselves lacking the energy to start a new day. Their emotional resources are completely exhausted and they cannot find resources to fill them again (Dursun, 2000).

The second dimension is defined as depersonalization, which refers to the development of negative, cynical attitudes and feelings towards the people with whom the individual works (Akçamete, Kaner, Sucuoğlu, 2001). If the shell of a snail is shaken, it retreats into the shell, and if it is shaken again, it does not react, and depersonalization is like this example. The cold, indifferent, rigid and even inhuman structure that develops creates desensitization, which is the second pillar of burnout syndrome (Dursun, 2000). The person treats others cynically and rudely and ignores their requests and demands (Işıklar, 2002). Using derogatory language, categorizing people, doing business according to strict rules and assuming that evil will come from others are the first signs of depersonalization (Işıklar, 2002). Using derogatory language, categorizing people, doing business according to strict rules and assuming that evil will come from others are among the first signs of depersonalization (Torun, 1995).

The third dimension is personal failure. It shows that the person evaluates himself/herself as inadequate and unsuccessful in his/her job (Gökçakan & Özer, 1999). The negative way of thinking about others leads to negative thoughts about oneself; the person feels guilty with these thoughts and behaviors. He/she develops a feeling that no one likes him/her. He/she judges himself/herself as a failure. At this point, the third stage of burnout, low sense of personal accomplishment, emerges (Örmen, 1993). The three dimensions of burnout are interrelated; for example, for caregivers working in hospitals, depersonalization leads to both emotional exhaustion and a decrease in personal achievement, and a similar relationship is observed in teachers; a teacher's depersonalization towards his/her students, withdrawal and distancing himself/herself from students leads to more emotional exhaustion and lower levels of personal achievement (Akçamete, Kaner, Sucuoğlu, 2001).

Motivation and Job Satisfaction

Depending on its usage, the word motivation can mean hundreds of things such as desire, need, motive, goal, impulse, wish, aim, love, desire (Morgan, 1995). It is quite difficult to find the exact meaning of the concept of motivation. Etymologically, motivation comes from the words motive in English and movere in Latin (Aydın, 2001). The Turkish equivalent of the term motive can be determined as motive or mobilizer. In short, motivation means the power that mobilizes a person for a specific purpose (Köşker, 2005). In terms of the individual, motivation covers many phases from the satisfaction of personal needs to the self-realization of the individual. In organizational terms, motivation means all the forces and mechanisms that enable organizational members to start working, to continue their work and to fulfill their duties willingly (İncir, 1984). Motivation is also defined as the voluntary participation of teachers and students in the teaching-learning process. Accordingly, in the process of motivation, there are behaviors such as taking responsibility, sharing, creating and enjoying learning. Motivation is a teacher and student centered concept. In order for students to be motivated, teachers should personally participate in educational activities with enthusiasm and enthusiasm (Aydın, 2001).

Research shows that interdependent groups of members are more likely to participate in the realization of goals under favorable conditions. Behaviors that jeopardize organizational goals occur especially when members' needs are not met. Behaviors such as resistance, defiance and avoidance of cooperation are in reality consequences, not causes. It is not right for a school administrator to be afraid of the groups in his/her school or to take some of them with him/her and others against him/her. Instead of trying to prevent the tendency of grouping in human nature, he/she should put these groups into action in a way that will help the realization of school goals (İncir, 1990). They argue that when certain values or needs of the employee are met by the organization, the employee will reach satisfaction. Therefore, the organization should know the needs of the individual well and prioritize motivation. Some theories have been developed regarding the satisfaction of the employee with his/her job. These theories approach job satisfaction from different perspectives.

Method

Research Model

In this study, relational survey model was used. The relationships between teachers' job satisfaction and professional burnout, the differences between job satisfaction expectation level and job satisfaction realization level were examined in terms of variables such as length of service, position in the school, choosing the profession willingly or unwillingly, gender, graduated school, and burnout level in terms of the same variables. Since the relationships between two different situations that can affect each other are examined within the framework of various variables, the model of this research is relational survey (Gençer, 2002).

Population and Sample

The population of this study consists of primary school and kindergarten teachers in the 2005-2006 academic year in K.K.T.R. public schools. Since it was not possible to reach the whole population due to time and financial constraints, 56 primary schools were selected by disproportionate cluster sampling method. The measurement tool was given to 819 out of 1233 teachers and 547 of these were returned in a healthy way.

Measurement Tools

The research focuses on a scale developed by Gençer (2002) to measure teachers' job satisfaction. The content validity of the scale was measured by Gençer through an application on 50 teachers. The analysis showed that the scale was clear, comprehensible and reflective of the situation, and the Cronbach Alpha value was found to be 0.88.

The Burnout Inventory developed by Maslach and consisting of three subscales was used in the study. Emotional Exhaustion, Depersonalization and Personal Achievement subscales of the inventory were evaluated. This scale assesses burnout status.

An information form developed by the researcher was used to determine the demographic and professional characteristics of the teachers. It includes variables such as gender, age, length of professional service, position, graduated school.

Analyzing the Data

The data obtained from the scales were transferred to the SPSS package program. T test, F test, correlation analysis, Scheffé and Anova were performed with the data obtained.

Findings

Findings and Comments on the Relationship between Primary School Teachers' Job Satisfaction and Occupational Burnout Levels

The first sub-problem of the study was determined as "Is there a relationship between primary school teachers' job satisfaction and professional burnout?". Accordingly, the following findings were obtained as a result of the analysis of the data obtained and shown in Table 1.

Table 1. The Relationship Between Job Satisfaction Realization Levels and Occupational Burnout Levels of Primary School Teachers

Groups	N	X	SS	sd	R	P
Realization Level	547	3,30	,518	546	-,385	,000*
Burnout Level	547	2,50	,673			

*p<0,01

As seen in Table 1, there is a negative correlation between teachers' job satisfaction realization and professional burnout. r²-.385, which is not very high, shows that there is a moderate negative correlation. p=.05 at the significance level, this correlation is significant at .000 level, which means that burnout is affected by the explanation of job satisfaction realization level as 0.15. Based on these findings, it can be said that there is a negative correlation between job satisfaction and professional burnout. "In other words, as teachers' job satisfaction level increases, their occupational burnout level decreases. As the level of professional burnout decreases, the level of job satisfaction decreases.

Expectation Level and Realization Level of Job Satisfaction of Primary School Teachers Findings and Comments on the Relationships Between

The second sub-problem of the study was determined as "Is there a relationship between primary school teachers' job satisfaction expectation level and realization level?". Accordingly, the following findings were obtained as a result of the analysis of the data obtained and shown in Table 2.

Table 2. Expectation Level of Job Satisfaction and Realization Level of Primary School Teachers Relationship Between

Groups	N	X	SS	sd	R	P
Expectation Level	547	3,97	,578	546	,302	,000*
Realization Level	547	3,30	,518			

*p<0,01

As seen in Table 2, there is a positive relationship between teachers' job satisfaction expectation level and realization level. $r=,302$, which is not very high, but it shows that there is a positive relationship at a moderate level. $p=,05$ significance level, this relationship is significant at the level of ,000 and $r^2=(,302)^2= 0.09$, so it is seen that burnout is affected by the explanation of job satisfaction realization level as 0.09. In this study, the average of job satisfaction expectation level of teachers was found to be 3.97 and the average of job satisfaction realization level was found to be 3.30. It was seen that the expectation level of job satisfaction of the teachers was high but the realization level of their expectations was medium. As a general result, it can be said that job satisfaction is at a medium level. Birlik (1999), as a result of his research on the professional satisfaction of teachers and their understanding of education, it was seen that the fact that young teachers have excessive expectations decreases their level of satisfaction when they first enter the job. Gençer (2002) found that the expectation level of job satisfaction of teachers in general was high, but the level of realization of their expectations was low.

Whether Primary School Teachers Choose the Profession Voluntarily or not and Professional

The third sub-problem of the study was determined as "Is there a difference between the occupational burnout levels of primary school teachers according to whether they choose the profession willingly or not?". Accordingly, the following findings were obtained as a result of the analysis of the data obtained and shown in Table 3.

Table 3. The Test of the Difference Between Primary School Teachers' Whether They Choose the Profession Willingly or Not and Their Occupational Burnout Levels

Choosing the Same Task	N	X	SS	F	P
Yes	417	2,37	,592	36,592	0,000*
No.	55	3,05	,806		
Undecided	75	2.78	,704		
Total	547	2,50	,673		

*p<0,01

As seen in Table 3, according to the results of the analysis, there is a significant difference between the burnout levels of teachers according to their preference to do the same task again. ($F(2-544)=r36,592$, $p<.05$). In other words, teachers' burnout levels vary according to whether they prefer to do the same job again or not. The results of the Scheffe test conducted to find out between which groups the differences between the units are between are shown in Table 15. According to this, the burnout levels of those who said no to this task are higher than those who said yes and undecided ($x = 3,05$), then it is seen that the burnout levels of those who said undecided are also different from the other levels ($x = 2,79$). The burnout levels of those who said yes were lower than the others ($x = 2,37$). According to the findings obtained, it can be said that the level of burnout in teachers who choose the profession willingly is lower, the level of burnout in those who choose the profession involuntarily is higher, and the level of burnout in those who answer "undecided" is at a medium level. According to the results of the research, there is a significant relationship between doing a job willingly and the level of burnout in that job. It can be said that the burnout level of teachers who do their job willingly is low, while the burnout level of teachers who do their job reluctantly is high.

Findings and Comments Related to the Difference Between the Department of Graduation and Burnout Level of Primary School Teachers

The fourth sub-problem of the study was determined as "Is there a significant difference between primary school teachers' graduation department and burnout level?". Accordingly, the following findings were obtained as a result of the analysis of the data obtained and shown in Table 4.

Table 4. The Difference Between Primary School Teachers' Department of Graduation and Occupational Burnout Level

Graduation	n	X	SS	F	P
Atatürk Teachers College (Atatürk Teachers Academy)	408	2,55	,683	3,725	0.005
Classroom Teaching Department of a University	9	2,65	,476		
Faculty of Education of a University other than Classroom Teaching	71	2,26	,570		
Department Not Affiliated to the Faculty of Education of a University.	37	2,32	,613		
Other	22	2,52	,779		
Total	547	2,50	,673		

As seen in Table 4, according to the results of the analysis, there is a significant difference between the burnout levels of teachers according to the school they graduated from. ($F=3,725$, $p<,05$). In other words, teachers' burnout levels vary according to the department they graduated from. Scheffe test was conducted to find out between which groups the differences between the units were. Accordingly, the lowest burnout ($x=2,26$) was observed in teachers who graduated from a university's faculty of education other than classroom teaching, and the highest burnout ($x=2,65$) was observed in teachers who graduated from a university's department of classroom teaching. In short, it is observed that there is a difference between the groups.

Conclusions And Recommendations

According to the results of this study, there is a moderate positive relationship between teachers' job satisfaction expectation level and realization level. In other words, teachers' job satisfaction is realized in line with their expectations. The effect of this relationship on burnout was determined as 9%. In addition, a significant difference was found in terms of teachers' burnout levels according to their preference for the same job again. It was observed that task preference affected the burnout levels of teachers. According to the results, it was determined that the burnout levels of those who did not prefer the task were higher than those who said yes and undecided, and those who said undecided were different from the other levels. In addition, it was found that there was a significant difference between the burnout levels of teachers according to the school they graduated from. This shows that teachers' burnout levels may vary according to the departments they graduated from. According to the results, while the burnout level of teachers who graduated from a university's faculty of education other than classroom teaching was the lowest, the burnout level of teachers who graduated from the department of classroom teaching was the highest. As a result, significant relationships were found between teachers' job satisfaction and burnout levels, and it was also observed that job preference and school of graduation were effective on burnout levels. At the end of the research, the following suggestions were developed:

- Schools and educational institutions can develop support programs to increase teachers' job satisfaction and reduce their burnout levels. These programs should provide teachers with psychological support, professional development opportunities and strategies for coping with stress.
- A system can be established where newly graduated teachers are mentored by experienced teachers. In this way, teachers can share professional problems, share experiences and receive support for their professional development.

- Faculties of education could include teacher job satisfaction and coping with burnout in their pedagogical formation programs to provide better professional preparation for pre-service teachers. This can more effectively prepare pre-service teachers for their professional lives.
- Schools can identify the factors that affect teachers' job satisfaction and focus on improving these factors. A good school climate can increase teachers' motivation and reduce the risk of burnout.
- Schools can provide emotional support to teachers by offering psychological counseling services. These services can help with issues related to work stress, communication problems or professional development.
- School administrations can provide regular feedback to teachers to evaluate their performance and highlight positive contributions. This can increase teachers' motivation and positively affect their job satisfaction.- Teachers can be supported in balancing work and personal life. Measures such as flexible working hours, family-friendly policies and balanced distribution of workload can improve teachers' quality of life.

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