

PROFESSIONAL BURNOUT LEVELS OF PHYSICAL EDUCATION AND SPORTS TEACHERS'; NORTH CYPRUS CASE

Dilek DÜLGER¹

Graduate student of the Faculty of Sports Sciences, Girne American University
dilek.dulger00@gmail.com

Çiğdem KARAGÜLMEZ SAĞLAM²

Faculty of Sports Sciences, Girne American University
cigdemkgsaglam@icloud.com
ORCID: <https://orcid.org/0000-0002-6924-1326>

ABSTRACT

It is observed that professional burnout is increasing gradually in teaching, which is one of the difficult and important professions today. It would be correct to say that the level of burnout is higher in physical education and sports teachers than in other branch teachers, since it is an applied field. In this context, the aim of the study is to examine the professional burnout levels of physical education and sports teachers working in the Turkish Republic of Northern Cyprus. The sample of the study consists of a total of 100 physical education teachers selected by random sampling, working in schools affiliated to the Ministry of National Education in the Turkish Republic of Northern Cyprus, Girne, Nicosia and Famagusta regions in the 2021-2022 academic year. In the research, "Maslach burnout inventory" created by Maslach and Jackson (1981) and translated into Turkish by İnce and Şahin (2015) was used to examine the professional burnout of physical education and sports teachers. The data obtained from the study showed that teachers have burnout levels.

Key words: Burnout, Physical education and sports teacher, profession

INTRODUCTION

Teachers may experience exhaustion, depressive mood, low performance and personality disorder due to the stress they experience from working life. Because of this, many teachers change schools or leave their professions (Chambers, Johnson, Jones-Rincon, Tsatenawa & Howard, 2019; Madigan & Kim, 2021).

Burnout is recognized as a work-related illness. Problems arising from the working environment cause burnout by creating a negative situation in individuals (Polatçı, Ardiç, & Türkan, 2014). It is seen that teachers experience more burnout than those working in other professions. Among the main reasons for this situation, it can be said that teachers are in constant communication and make a lot of self-sacrifice with the heavy burden of raising future generations.

Physical education and sports teachers, apart from the course load, can be coaching, refereeing or coaching etc. in sports activities within the school. By taking on roles, they are more physically and psychologically worn out. The fact that these studies have been carried out for many years shows that the level of stress and professional burnout on teachers is more wearisome than other teachers (Odabaş, 2019). Therefore, it is possible to say that physical education and sports teachers feel more stress and burnout than other teachers.

The pressure and tension that individuals feel, especially in business life, drags them to stress. The concept of stress, which enters people's lives more and more every day, affects them negatively. Stress that occurs on people, especially in business life, negatively affects their business and social lives. In particular, the stress and related phenomena in the professional lives of teachers lead them to burnout.

Burnout is known as the most heard work disease today. These are the problems that arise with negative situations arising from relationships in professional life (Polatçı, Ardiç, Türkan, 2014). Burnout can be defined as the mental withdrawal of individuals from the working environment as a result of moving away from the goals required by the profession, being indifferent to those who fulfill their duties, experiencing stress and dissatisfaction (Kaçmaz, 2005).

Teaching is one of the most tiring jobs due to difficult working conditions. Due to the significant pressures in their working conditions and environments, teachers are at a high risk of burnout, so their social relations and the quality of service in teaching are likely to deteriorate.

Burnout is a process that primarily affects individuals emotionally and continues with depersonalization and low personal achievement (Maslach, Schaufeli & Leiter, 2001). The burnout of teachers in educational institutions is seen as a serious problem that should be considered. Teachers are responsible for all educational and instructional

functions in the school. In this context, the low performance of teachers due to burnout will be reflected in the quality of education and some problems will be seen both in terms of quantity and quality.

Physical education and sports teachers have an important place in schools in terms of the physical, mental and healthy development of their students (Gögercin, 2017). For this reason, this research primarily aimed to determine the burnout levels of physical education and sports teachers, and the following two questions were tried to be answered.

1. What are the perceived burnout levels of physical education and sports teachers according to the "Maslach Burnout Inventory-Teacher Form"?
2. According to the perceived professional burnout levels of physical education and sports teachers; Do the variables of gender, marital status, age, administrative duty and years of service show a significant difference?

According to Maslach's definition, it is a state of failure, fatigue, and exhaustion brought on by energy, strength, and potential overstrain. In his later research, he revised his definition and defined it as a sustained response to emotional and interpersonal stressors in the workplace, depending on individual, social, societal, and organizational factors. Later, he simplified this definition by defining it as a psychological state that develops over time in response to variables that cause stress in the workplace. Regardless of the criteria used, burnout focuses on the lack of motivation to do work due to various conditions (Küçükaltan, Tükeltürk, & Gürkan, 2015). Burnout was first discussed in areas such as patient care and social services, and later studies continued on health, clergy, judicial staff, counselors and educators (Maslach and Gomez, 2006).

According to Cooper et al. (2001), burnout is a state of intense psychological stress and exhaustion that occurs when employees in industries dealing with people are exposed to stress factors for a long time and do not have the power and resources to cope with these factors. According to Cherniss, burnout is not a temporary exhaustion or strain, but a permanent state that results in the individual being alienated from his or her job. Cherniss defined burnout as a situation that creates motivational, emotional, attitudinal and behavioral changes in response to work stress (Act. Avşaroglu et al., 2005).

METHODOLOGY

In this study, descriptive method was used. Personal information form and maslach burnout inventory were applied to 100 randomly selected teachers working in schools affiliated to the TRNC Ministry of National Education, Famagusta, Girne and Lefkosa districts.

Maslach Burnout Scale

The Burnout Inventory, created by Maslach and Jackson (1981) and published as Maslach in the literature, consists of 22 questions with seven-level Likert-type response alternatives and three sub-dimensions. Burnout is measured by the dimensions of emotional exhaustion, depersonalization and personal failure as variables. Scale items were rated from 1 to 7, with 1 being "never" and 7 "always". The burnout status of people working in various occupational groups in Turkey is measured using the Ince and Şahin (2015) inventory translated into Turkish.

Maslach and Jackson (1981) used the test-retest approach to obtain the Cronbach's alpha coefficient to evaluate the reliability of MTE. When the alpha coefficient was used to measure the internal stability of the inventory, it was found 0.77 for depersonalization, 0.74 for personal achievement, and 0.89 for emotional exhaustion. When the test-retest method was applied to administrators working in health institutions and students receiving social care education, a reliability value of 0.80 for personal success, 0.60 for depersonalization and 0.82 for emotional exhaustion factor was obtained. In a survey conducted by Iwanicki and Schwab with 465 teachers to evaluate teacher burnout, it was observed that the Cronbach alpha reliability coefficients were 0.90 for the emotional exhaustion dimension and 0.76 for the depersonalization and personal achievement dimensions (Iwanicki & Schwab; cited in Maslach et al., 2010).

Data Analysis

Statistical Package for Social Sciences (SPSS 26) program was used for data analysis. Descriptive statistics for the responses of Physical Education and Sports teachers to the sub-dimensions of "Maslach Burnout Inventory" are shown.

As a result of the analysis, it was determined that the data were not suitable for normal distribution. During the research, non-parametric tests were applied to compare the scores. In this context, the Mann-Whitney U test or the Kruskal-Wallis H test was used to compare the scores of the teachers from the "Maslach Burnout Inventory" according to their demographic characteristics.

FINDINGS

Table 1. Distribution of teachers according to their socio-demographic characteristics

	Number(n)	Percentile (%)
Gender		
Female	57	56,44
Male	44	43,56
Age		
30 years and under	37	36,63
31-40	32	31,68
41 years and older	32	31,68
Years of service		
5 years and below	45	44,55
6-15 years	34	33,66
16 years and above	22	21,78
Marital status		
Single	49	48,51
Married	52	51,49

When Table 1. is examined, it is seen that 56.44% of the teachers are female and 43.56% are male, 36.63% of them are 30 years old and below, 31.68% are 31-40 years old and 31.68% are of them were in the age group of 41 and over, 44.55% of them were 5 years and below, 33.66% of them were 6-15 years and 21.78% of them were 16 years and more years of service, 48.51% were single and 51.49% were married.

Table 2. Teachers' Maslach Burnout Inventory scores

	n	\bar{x}	s	Min	Max
Emotional Exhaustion	101	27,16	10,31	9	58
Depersonalization	101	10,60	5,50	5	30
Personal Accomplishment	101	29,96	11,59	9	56
Maslach Burnout Inventory	101	67,72	15,94	39	132

According to Table 2., it was determined that the teachers included in the study got an average of 27.16 ± 10.31 points from the emotional burnout factor in the Maslach Burnout Inventory, an average of 10.60 ± 5.50 points from depersonalization and 29.96 ± 11.59 points from the decrease in personal achievement. . Teachers received an average of 67.72 ± 15.94 points from the Maslach Burnout Inventory.

Table 3. Comparison of Maslach Burnout Inventory scores by gender of teachers

	Gender	n	\bar{x}	s	M	SO	Z	p
Emotional Exhaustion	Kadın	57	27,84	11,24	27,00	52,05	-0,411	0,681
	Erkek	44	26,27	9,03	25,00	49,64		
Depersonalization	Kadın	57	9,67	5,02	9,00	45,89	-2,005	0,045*
	Erkek	44	11,82	5,90	10,50	57,61		
Personal Accomplishment	Kadın	57	31,00	11,24	31,00	53,11	-0,826	0,409
	Erkek	44	28,61	12,03	26,50	48,26		
Maslach Burnout Inventory	Kadın	57	68,51	15,96	70,00	53,35	-0,918	0,359
	Erkek	44	66,70	16,05	65,00	47,95		

* $p < 0,05$

When Table 3 was examined, it was determined that there was no statistically significant difference between the scores of the teachers in the Maslach Burnout Inventory in general and the emotional burnout and decrease in personal achievement factors in the inventory ($p > 0.05$).

It was determined that there was a statistically significant difference between the scores of the depersonalization factor in the Maslach Burnout Inventory according to the gender of the participants, and the depersonalization scores of male teachers were higher than that of females ($p < 0.05$).

Table 4. Comparison of teachers' Maslach Burnout Inventory scores by age group

	Age group	n	\bar{x}	s	M	SO	X ²	p
Emotional Exhaustion	Age 30 and below	37	24,11	8,32	22,00	42,30	5,284	0,071
	Age 31-40	32	29,53	11,39	29,00	57,33		
	Age 41 and above	32	28,31	10,70	29,00	54,73		
Depersonalization	Age 30 and below	37	9,54	4,44	8,00	46,32	3,416	0,181
	Age 31-40	32	12,63	7,06	10,50	58,73		
	Age 41 and above	32	9,81	4,31	9,50	48,67		
Personal Accomplishment	Age 30 and below	37	31,68	12,40	32,00	55,19	1,999	0,368
	Age 31-40	32	27,34	9,08	25,00	45,30		
	Age 41 and above	32	30,59	12,70	28,50	51,86		
Maslach Burnout Inventory	Age 30 and below	37	65,32	13,09	65,00	47,07	1,080	0,583
	Age 31-40	32	69,50	19,72	70,00	52,67		
	Age 41 and above	32	68,72	14,86	68,50	53,88		

* $p < 0,05$

Table 4 was determined that there was no statistically significant difference between the scores of the teachers included in the study from the Maslach Burnout Inventory in general and the scores of emotional exhaustion, depersonalization and decrease in personal achievement in the inventory ($p>0.05$).

Table 5. Comparison of teachers' Maslach Burnout Inventory scores by years of service

	Years of service	n	\bar{x}	s	M	SO	X ²	p	Dif
Emotional Exhaustion	5 years and below	45	23,51	8,04	22,00	40,76	10,486	0,005*	1-2
	6-15 years	34	29,38	11,72	30,50	56,90			1-3
	16 year and above	22	31,18	10,08	31,00	62,84			
Depersonalization	5 yıl ve altı	45	9,09	4,00	8,00	44,04	6,298	0,043*	1-2
	6-15 yıl	34	12,94	6,94	11,00	60,63			
	16 yıl ve üstü	22	10,09	4,56	10,00	50,34			
Personal Accomplishment	5 yıl ve altı	45	30,96	11,93	31,00	53,24	0,522	0,770	
	6-15 yıl	34	29,29	11,13	26,00	49,87			
	16 yıl ve üstü	22	28,95	11,96	25,00	48,16			
Maslach Burnout Inventory	5 yıl ve altı	45	63,56	13,21	65,00	43,67	5,100	0,078	
	6-15 yıl	34	71,62	18,09	70,50	57,24			
	16 yıl ve üstü	22	70,23	16,19	70,00	56,36			

* $p<0,05$

According to Table 5, it was determined that there was no difference between the scores the teachers got from the Maslach Burnout Inventory in general and the factor of decrease in personal achievement according to the years of service ($p>0.05$).

The difference between the scores of the teachers' emotional burnout and depersonalization factors in the Maslach Burnout Inventory was statistically significant ($p<0.05$). The scores of teachers with 5 years of service or less from emotional burnout in the Maslach Burnout Inventory were found to be lower than those of teachers with 6-15 years

of service and 16 years or more. In addition, the scores of teachers with 5 years of service or less from the depersonalization factor in the Maslach Burnout Inventory are lower than teachers with 6-15 years of service.

Table 6. Comparison of Maslach Burnout Inventory scores according to teachers' marital status

	Marital status	n	\bar{x}	s	M	SO	Z	p
Emotional Exhaustion	Single	49	24,78	8,82	23,00	44,11	-2,295	0,022*
	Married	52	29,40	11,17	29,00	57,49		
Depersonalization	Single	49	9,61	4,54	8,00	46,61	-1,470	0,142
	Married	52	11,54	6,17	10,00	55,13		
Personal Accomplishment	Single	49	31,37	11,77	32,00	54,93	-1,309	0,191
	Married	52	28,63	11,37	25,00	47,30		
Maslach Burnout Inventory	Single	49	65,76	13,31	65,00	47,82	-1,060	0,289
	Married	52	69,58	18,01	70,00	54,00		

* $p < 0,05$

According to Table 7., it was seen that there was no statistically significant difference between the scores of the teachers in the Maslach Burnout Inventory in general and the depersonalization and decrease in personal achievement factors in the inventory according to their marital status ($p > 0.05$). The scores of single and married teachers from the Maslach Burnout Inventory in general and the depersonalization and decrease in personal achievement factors in the inventory are similar.

It was determined that the difference between the scores of the emotional burnout factor in the Maslach Burnout Inventory according to the marital status of the teachers was statistically significant ($p < 0.05$). The scores of the married teachers on the emotional burnout factor in the Maslach Burnout Inventory were found to be higher than the singles.

CONCLUSIONS

According to the results obtained from the research findings, the mean score of the teachers in the Maslach Burnout Inventory emotional burnout dimension was 27.16 ± 10.31 , the average score they got from the depersonalization dimension was 10.60 ± 5.50 , and the average score they got from the dimension of decrease in personal achievement was 29. It was determined as 96 ± 11.59 . Teachers received an average of 67.72 ± 15.94 points from the Maslach Burnout Inventory. The maximum that can be obtained in the Maslach Burnout Inventory is 154. When the cut-

off point of the inventory is considered as 77, the burnout experienced by the teachers is seen to be lower than the average.

According to the results of the research findings, it was determined that the dimensions of emotional burnout and decrease in personal achievement, which are among the sub-dimensions of the Maslach Burnout Inventory, did not show a significant difference according to gender. In the study conducted by Odabaş (2019), it was seen that the emotional burnout and personal sub-dimension scores of physical education and sports teachers did not show a significant difference according to gender. It was determined that the depersonalization sub-dimension showed a significant difference according to gender. It was observed that male teachers experienced more burnout than female teachers. It was observed that male teachers received higher scores than female teachers. In the studies conducted by Fejgin (1995) and Özkan (2007), it was determined that the depersonalization sub-dimension of physical education and sports teachers showed a significant difference according to gender, and male teachers experienced more burnout than females. In this context, the findings of the study are similar.

According to the results obtained from the research findings, it was determined that the scores of the teachers from the Maslach Burnout Inventory and its sub-dimensions did not show a significant difference according to age. In the studies conducted by Kurtlar (2009) and Odabaş (2019), it was determined that the burnout levels of physical education and sports teachers did not show a significant difference according to age.

According to the results obtained from the findings of the research, it was determined that the scores of the teachers in the Maslach Burnout Inventory in general and in the decrease in personal achievement sub-dimension did not show a significant difference according to the years of service. However, it was observed that the sub-dimensions of emotional exhaustion and depersonalization showed a significant difference according to the years of service. It was determined that the scores of the teachers with 5 years or less service years in the depersonalization and emotional exhaustion sub-dimension were lower than the teachers with other service years. In the studies conducted by Gündüz (2014) and Cemaloğlu and Şahin (2007), a significant difference was found between the decrease in personal achievement and years of service, which are sub-dimensions of burnout, and it was found that there was no significant difference between depersonalization and emotional exhaustion.

According to the results obtained from the research findings, the scores that the teachers got from the "Maslach Burnout Inventory" emotional burnout sub-dimension showed a significant difference according to marital status. Married teachers had higher scores than single teachers. It was determined that the overall Maslach Burnout Inventory and the sub-dimensions of "personal achievement" and depersonalization did not show a significant difference. Cemaloğlu and Şahin (2007) found a significant difference between teachers' emotional burnout and marital status, while no significant difference was found in depersonalization and decrease in personal achievement. Ayvaz (2015) did not find a significant difference between the marital status of teachers and the decrease in personal achievement sub-dimension. In this context, the findings of the study are similar.

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