

The Investigation of Relationship between Teacher Burnout and Democratic School Environment

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Abstract

The correlation between a democratic school environment and teacher burnout was controlled in this study. The first part of study concerns developing a “Democratic School Environment Scale (DESES)”, and the second, controls correlation between teacher perception about democratic behaviour in school and teacher burnout. The research participants, 150 teachers from Çanakkale, İstanbul and Kayseri, were chosen randomly. The study data was collated by using DESES and “Maslach Burnout Inventory (MBI)”. The results reveal that DESES is a valid and reliable measurement tool for determining teacher perception levels of democratic behaviour in their schools. It also reveals a negative correlation between highly perceived democratic behaviour in schools and teacher burnout.

Keywords: burnout, Democratic School Environment Scale (DESES), democratic school

Özet

Bu çalışmada, demokratik okul çevresi ve öğretmen tükenmişliği arasındaki ilişki kontrol edilmiştir. Çalışma iki bölümden oluşmaktadır. Birinci bölüm, “Demokratik Okul Ölçeği”nin geliştirilmesi, ikinci bölüm ise öğretmenlerin okullarda algıladıkları demokratik davranışların düzeyi ile öğretmen tükenmişliği arasındaki ilişkinin incelenmesini içermektedir. Araştırma katılımcıları Çanakkale, İstanbul ve Kayseri’den tesadüfi olarak alınan toplam 150 öğretmeni içermektedir. Çalışmanın verileri “Demokratik Okul Ölçeği” ve “Maslach Tükenmişlik Ölçeği” kullanılarak toplanmıştır. Çalışma sonuçları “Demokratik Okul Ölçeği”nin okul çevresindeki demokratik davranışlarla ilgili algısını ölçmede geçerli ve güvenilir bir ölçme aracı olduğunu ve okul çevresinde algılanan demokratik davranışların yüksekliği ile öğretmen tükenmişliği arasında negatif bir ilişki olduğunu ortaya koymaktadır.

Anahtar Kelimeler: tükenmişlik, Demokratik Okul Çevresi Ölçesi (DOÇÖ), demokratik okul

INTRODUCTION

The concept of burnout was first explored by Freudenberg, who defined it as an inability to work resulting from employment-related emotional exhaustion (Freudenberg, 1974). Maslach and Jackson (1981) explained further this concept. Indeed, burnout can be understood as emotional exhaustion, loss of self-respect, decreased feelings of personnel accomplishment, low morale, diminished enthusiasm and idealism and withdrawal.

Arguably, burnout is a universal problem in teaching, and the many studies of burnout levels amongst teachers in different cultures is testimony to this (Abu-Hilal & Salameh, 1992; Schaufeli, Daamen & Mierlo, 1994; Nakou-Bibou, Stogiannidou & Kiosseoglou, 1999; Barut & Kalkan, 2002; Friedman & Isaac, 2003; Kırılmaz et. al., 2003; Evers, Tomic & Brouwers, 2004; Budak & Sürgevil, 2005; Girgin & Baysal, 2005; Gündüz, 2005; Ozdemir, 2006; Unterbrink, Hack, Pfeifer, et. al, 2007). Studies have attempted to determine the causes of burnout, and some are revealing of teachers’ unwillingness to improve themselves (Anderson & Iwanicki, 1984), work stress (Somach & Miassy-Maljak, 2003), negative student behaviours in class (Bibou-Nakou, Stogiannidou & Kiosseoglou, 1999; Evers, Tomic & Brouwers, 2004), problems with school administration and uncertainty about the role of

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teaching and the nature of parent-teacher relationships (Schwab & Iwanicki, 1982; McNeely, 1983, Calabrese and Seldin, 1987; Friesen & Sarros, 1989; Fejgin, Talmor & Erlich, 2005).

The definitions of burnout are based primarily on psychology and sociology (Maslach & Jackson, 1997; Dworkin et. al., 2003). They argue that burnout occurs in organizations. In addition, burnout is not only observed amongst teachers, but also other school staff (principals, counselors, social service personnel, nurses, etc.). This reveals that burnout is caused by both psychological factors and organizational environment (Friedman, 2002; Somach & Miassy-Maljak, 2003; Tam & Mong, 2005; Nagy, 2006). In the literature, there are many psychological studies, although organizational environment is often neglected. However, Dewey described the democratic school environment in the nineteenth century and highlighted the importance of organization (Dewey, 2007). These democratic leadership processes are desirable for schools not only because they reflect socially mandated ethical commitments to collective process. They can be professionally justified as a necessary approach to leading schools effectively in the increasingly culturally diverse communities and a world transformed by the effects of technology and the forces of globalization (Begley & Zaretsky, 2004). A democratic school environment is one in which teachers and students, along with administrators, engage in open and shared decision-making processes where differences are minimized (Dworkin, Saha & Nill, 2003; Gray & Feldman, 2004). Antonio (2008) says that implementing democratic school brings positive effects to schools in terms of improved levels of commitment, empowerment and trust among educational stakeholders. In order to reach democratic school climate must be developed strategies that will prepare principals, teachers, parents and even students to live cooperatively and responsively with each other by responsible for education (Zeichner, 1989).

Purpose of the Study

A review of the relevant literature reveals a general lack of interest in the relationship between teacher burnout and a democratic school environment in Turkey. To date, the studies have usually explained burnout in terms of individual psychology. Only one study was found related with democratic school and burnout which was done by Budak and Sürgevil (2005). In comparison, environmental and especially organizational factors have been neglected by researchers. Therefore, the aim of this study is to examine the correlation between results from a “Democratic School Environment Scale (DESES)” and teacher burnout. Our hypothesis is that when teachers perceive a school environment as democratic, burnout decreases. The following question is asked: Is there a link between the level of teacher burnout and perceptions about the democratic school environment (in all subscales)?

METHOD

Participants

In the study, a correlational research design was used, and schools were selected which administrators of these schools had volunteered to participate in the study. The participants in the study include 150 (100 women, 50 men) teachers, who were willing to participate, chosen from these different primary and secondary schools in Canakkale, Istanbul and Kayseri.

Materials

In order to evaluate teachers’ perceptions of democratic behaviours in a school environment, a “Democratic Environment School Scale (DESES)” was employed, which has been developed by researchers. The steps are described below.

Teacher burnout was determined by using the “Maslach Burnout Inventory (MBI)”, developed by Maslach and Jackson (1981), and adapted to research in Turkey by Ergin (1992). This questionnaire has 22 items with three subscales, which are Emotional Exhaustion (EE), Depersonalization (D) and Personal Accomplishment (PA). EE and D contain items that are positive expressions, whilst PA subscale contains negative expressions and is scaled as reverse. However, although MBI was originally responded to on a seven-point Likert-type scale, the Turkish form was developed as a five-point Likert-type, more appropriate to Turkish culture. The greater the EE and D scores, the greater the burnout, the more the PA scores the less the burnout. The Cronbach Alfa Scores of Subscales were found by Ergin (1992) to be EE= 0.83, D= 0.65, PA= 0.72. In this study, Ergin’s form was used.

Procedures

The first step in developing “Democratic School Environment Scale (DESES)” was formation of item pool from related literature. These items were presented to five experts for their opinions. After these presentations, 22 items from the item pool were selected for analysis based on related literature and expert opinions. The used first analysis for developing scale were “explanatory factor analysis” and then “confirmatory factor analysis” which they examine “construct validity” of scale. Then, the Cronbach Alfa coefficient was calculated. Also, the correlation between obtained structure of scale and “teacher burnout” was controlled and then assessments made. After analysis, the scale consisted of 21 items and three subscales; “relations in class”, “relationships with colleagues and school management”, “parents participation in school”. In table 1, the subjects measured by the scale are shown. Reliability and validity scores about scale are given in the results.

Table 1: The behaviours evaluated by “Democratic School Inventory”

Relations in Class	Relationship With Colleagues and School Management	Parent Participation in School
1. Student participation in decision-making process in class.	1. Awareness of school mission.	1. Awareness of school mission.
2. Student cooperation and communication in class.	2. Good relationship with colleagues, management	2. Parent participation in decision-making process in school.
3. Student awareness of tasks in class.	3. Teacher participation in decision-making process in school.	3. Parent communication with their children.
4. Good student behaviour towards each other and teacher in class.		4. Good relationship with teacher and school management.

After the analysis of scale, correlations between teachers’ perception of democratic behaviours in a school environment and burnout levels were controlled.

Data Analysis

Validity and reliability analysis of “Democratic School Environment Scale (DESES)” were done using explanatory factor analysis (EFA) and confirmatory factor analysis (CFA) and the Cronbach Alfa correlation coefficient by researchers. Also, the correlation between subscales of DESES; DESES and MBI were examined with Pearson moment correlation coefficient.

RESULTS

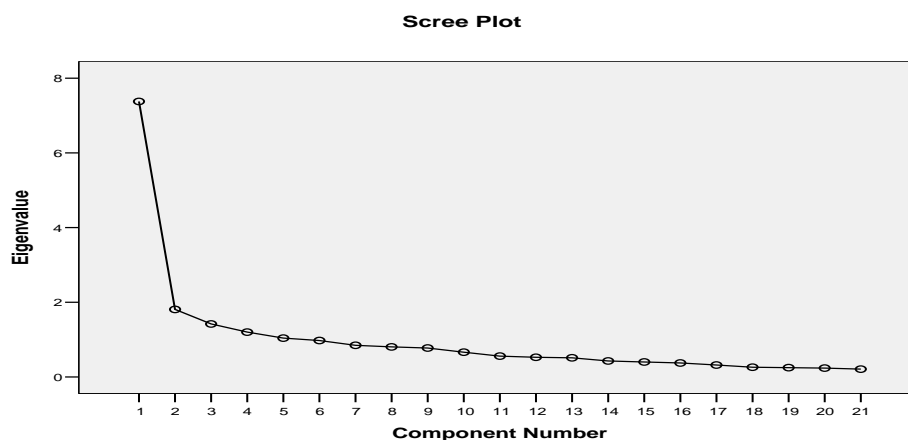
Construct Validity

Factor analysis, which is composed of multivariate statistics, is used to discover the small number of unrelated and conceptually meaningful new variables (factors, dimensions),

by bringing together p number variables that are associated with each other. In this study, in order to relate the “Democratic School Environment Scale (DESES)” to Turkish teachers, the “explanatory factor analysis (EFA)” was used. EFA is the process of finding factor by taking into account the relationship between variables (Büyüköztürk, 2005). In this study, .30 and higher scores of factor loadings were accepted as sufficient (Crocker & Algina, 1986).

Explanatory Factor Analysis (EFA): Principally, in EFA, the correlation matrix between all items was controlled; whether this showed significant correlation was also controlled. Then, its suitability for factor analysis was checked and significant correlations between them determined. First, analysis began with 22 items, according to the preliminary results of factor analysis, because when one item factor loading was found lower than .30, it was removed and then analysis was repeated with 21 items. The final results reveal that any item shows lower scores than .30 and overlapping. Sample size and normality were examined with the values of Barlett Sphericity test and KMO test. Significant scores of Barlett test and high scores of KMO value indicate suitable data for factor analysis. (Büyüköztürk, 2005). In this study, KMO value of .86 and Barlett Sphericity test χ^2 value of 1327,23 ($p < .001$) were found. These indicate that the study data is suitable for factor analysis.

Defined factors by factor analysis are subjected to rotation process to provide “independence, openness in interpretation and significance.” As a result of this process, whilst factor loadings of items on a factor increase, factor loadings of items on other factor decrease (Büyüköztürk, 2005). After the rotation, items were subjected to analysis with the three-factor construct. The latter was shown to have appropriate values in the results of the principal component analysis and varimax rotation. However, although obtained scree plot chart (graph 1) and values of eigen explain one factor predominantly, a three-factor structure was also found to be appropriate. The three-factor structure only explain 50%, 50 of total variance.



Graph 1. Factor Eigen Values of “Democratic School Environment Scale (DESES)”

In table 2, factor loadings and factor loadings distribution are illustrated. As seen in table 2, “Democratic School Environment Scale (DESES)” explain a suitable construct for three-factors. The first factor, “relations in class”, includes 9 items and factor loadings of these items differ in the range .37 to .79. “Relation in class” explains only 35.13% of total variance.

The second factor, “parent participation”, includes six items and factor loadings of these items differ in the range .60 to .74. “Parent participation in school” explains only 08.61% of total variance.

The third factor, “Relationship Colleagues and School Management”, includes six items and factor loadings of these items differ in the range .47 to .70. “Relationship Colleagues and School Management” explain only 06, 76% of total variance.

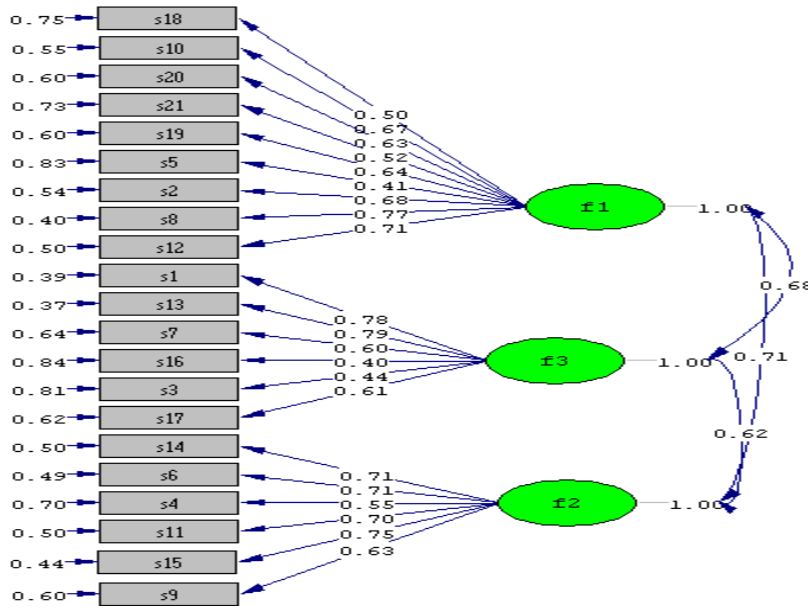
Table 2: Factor Loadings and Factor Loading Distribution of “Democratic School Environment Scale (DESES)”

	Rotated Component Matrix(a)		
	Component		
	1	2	3
Item 8	,794	,239	,097
Item 12	,725	,168	,201
Item 2	,686	,228	,127
Item 10	,624	,251	,224
Item 19	,561	,418	,095
Item 21	,536	,171	,167
Item 20	,526	,208	,411
Item 5	,461	,043	,223
Item 18	,371	,224	,355
Item 15	,307	,745	,045
Item 14	,135	,743	,198
Item 11	,253	,737	,018
Item 6	,167	,671	,377
Item 9	,294	,630	,033
Item 4	,106	,601	,152
Item 17	,158	,151	,706
Item 3	,042	-,031	,684
Item 13	,211	,319	,674
Item 7	,305	,070	,631
Item 1	,196	,439	,627
Item 16	,181	,036	,475

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 Rotation converged in 6 iterations.

Confirmatory Factor Analysis (CFA): The other method used by researchers for controlling construct validity of “Democratic School Environment Scale (DESES)” is “Confirmatory Factor Analysis (CFA).” By using CFA, previously identified a hypothesis or theory about relations between the variables can be examined (Büyüköztürk, 2005). CFA determines the degree of fit of factors with real data, which has a theoretical basis and consists of several variables. Also, CFA is used to explain the degree of confirm of construct previously defined by explanatory factor analysis or other techniques. Researchers can identify easily the deficiencies of construct or the problem in construct and can decide what changes are necessary by using the consequences of CFA (Şimşek, 2007). Thus, the purpose of CFA in the study is to establish whether factors of a “Democratic School Environment Scale (DESES)” work in Turkish culture. In CFA, in order to establish the degree of fit between the examined model and the original form the fit index is used. The first used fit index is Chi-Square. In this study, fit index of Chi-Square Goodness, Comparative Fit Index (CFI), Model AIC, Saturated AIC, Relative Fit Index (RFI), Incremental Fit Index (IFI) and Root Mean Square Error of Approximation (RMSEA) were examined. CFI values larger than .90 indicate acceptable fit index and CFI values of larger than .95 indicate good fit index. In RMSEA, RMR and SRMR, values of lower than .05 indicate good fit index and values lower than .08 indicate acceptable fit index. Moreover, when the value of part Chi-Square to degree of freedom is 2 and lower than 2, this indicates that the model is good, and when it is 5 and lower than 5, it indicates that the model has acceptable fit index (Şimşek, 2007). CFA results of the study show that the value of Chi-Square is significance ($\chi^2(186)=254,94$, $N=150$, $sd=186$, $p=.01$). Fit index of RMSEA=0.07, RMR=0.06, CFI=0.95, IFI=0.95, Model AIC=

447.42, Saturated AIC= 462.00 were found. These fit index indicate that model is fit. The factor loadings of the model are shown in graph 2.



Graph 2. Factor Loadings and Path Diagram of Democratic School Environment Scale (DESES).

Reliability

The reliability results of DESES and the correlation values between DESES and teacher burnout are given below.

Cronbach Alfa Values and Correlation Results between Subscales of Democratic School Environment Scale (DESES)

In the study, the reliability values of DESES were examined using Cronbach Alfa internal consistency. Also, the correlations between subscales of DESES are given in table 2.

Table 2. The Values of Internal Consistency of DESES and Correlations Results between the Subscales of (DESES)

DESES Subscales	Internal Consistency	1	2	3
1. Relations in Class	.84*			
2. Parent Participation	.72*	.61*		
3. Relationship with Colleagues and School Management	.80*	.58*	.48*	

*p<0.05

Cronbach Alfa Coefficient for all items was found as $\alpha = .90$. In addition to these results, as expected, democratic behaviours in an organization show negative correlation with teacher burnout according to related literature. When reliability coefficients of subscales were examined, $\alpha = .84$ for subscale of “relations in class,” $\alpha = .72$ for subscale of “parent participation in school,” $\alpha = .80$ for subscale of “relationship with colleagues and school management” were found. These values are sufficient for scale reliability. Also, when the correlation results between subscales of DESES are examined, we can say that they have enough values.

Correlation Results between “Democratic School Environment Scale (DESES)” and “Teacher Burnout”

Results for correlations between perceived democratic behaviours in a school environment by teachers and teacher burnout are following.

Table 3: Correlations Results between The Subscales of Democratic School Environment Scale (DESES) and Subscales of Maslach Burnout Scale

	Emotional Exhaustion	Depersonalization	Personal Accomplishment
Relations in Class	-.38**	-.24**	.50**
Parent Participation	-.16*	-.05	.27**
Relationship with Colleagues and School Management	-.38**	-.22**	.36**

** $p < .01$; * $p < .05$

When the related literature is examined, it can be seen that relations in class, good relationship with parents, colleagues and school management and school-parent cooperation effect the level of teachers' professional satisfaction. In this study, therefore, a correlation existed between the "Democratic School Environment Scale (DESES)" and teacher burnout.

In the analysis of results, whilst negative correlation was found between the subscale of "relation in class" and the subscales of "emotional exhaustion" ($r = -.39$, $p < .01$) with "depersonalization" ($r = -.25$, $p < .01$), positive correlation was found between the subscales of "relation in class" and "personal accomplishment" ($r = .50$, $p < .01$).

Also, the study results reveal that the subscale of "parent participation in school" of the "Democratic School Environment Scale (DESES)" demonstrated negative correlation with "emotional exhaustion" ($r = -.16$, $p < .05$) and "depersonalization" ($r = -.05$, $p < .05$), and positive correlation with "personal accomplishment" ($r = .27$, $p < .05$). However, the correlation between this subscale and the subscale of "depersonalization" was not significant.

Moreover, whilst the subscale of "Relationship with colleagues and school management" of the "Democratic School Environment Scale (DESES)" demonstrated negative correlation with the subscales of "emotional exhaustion" ($r = -.38$, $p < .01$) and "depersonalization" ($r = -.22$, $p < .05$), it demonstrated positive correlation with "personal accomplishment" ($r = .36$, $p < .05$).

DISCUSSION AND CONCLUSION

Maslach and Jackson (1981) described burnout as psychological. However, new studies have provided a sociological explanation, based on the theory that teacher burnout arises from school and its severity is affected by the democratic behavior in this environment (Dworkin et. al., 2003; Dworkin, 2001).

In this study, we examined the related literature on teachers' perceptions of democratic behavior in school. The first step was to develop a measuring tool, the "Democratic School Environment Scale (DESES)", for determining how much teachers perceive behaviour in school as democratic. Second, we examined the correlation between perceived democratic behavior and teacher burnout. As a result of the analysis, "Democratic School Environment Scale (DESES)," is deemed to be a structure with three factors. This construct explains % 50 of total variance. Also, the confirmatory factor analysis confirms this three-factor model. Cronbach Alfa values for reliability show that the scale has enough reliability scores.

In examining correlations between perceived democratic behavior and teacher burnout, it is evident that when "relations in classroom" are perceived as democratic, the teacher levels of "emotional exhaustion" and "depersonalization" decrease, whilst "personal accomplishment" increases. This is expected, and other studies reached similar conclusions. Fejgin et. al. (2005) explain that teachers experience greater burnout the more they have students with behavior problems and learning disabilities, complaints about unsuitable sport facilities, insufficient professional support, problems of class organization, class control, time allocation and evaluation and within-group social interactions. In addition, Hastings and

Bham (2003) stress the correlation between teacher burnout and student misbehavior. It must, however, be emphasized the predictive power of student participation in the classroom and school in reducing teacher burnout (Covell, McNeil & Howe, 2009).

Moreover, whilst significant correlation between “parent participation in school” and the level of teacher “depersonalization” was found, it was seen that “parent participation in school” reduced the level of teachers’ “emotional exhaustion” and redound level of teacher “personal accomplishment.” These results reveal that “parent participation in school” does not directly correlate with teacher depersonalization. Friesen and Sarros’s (1989) argued that interpersonal relationships, individual needs in profession, are important predictors of teachers’ depersonalization and personal accomplishment levels. However, in our study, similar results were found for the level of teachers’ “emotional exhaustion” and “personal accomplishment.”

The study results also reveal that in situations where “relationships with colleagues and school management” are not perceived as democratic by teachers, the level of teacher “emotional exhaustion” and “depersonalization” increase, and level of teacher “personal accomplishment” decreases. For this reason, good relationships with colleagues and principals are important because teachers feel appreciated and accepted. These kinds of feelings lift morale and enthusiasm. In this regard, McNell (1983) emphasizes that burnout is unlikely to abate substantially in the absence of efforts to build humane organizational conditions. Also, Dorman (2003) argues that a supportive organization and mission consensus reduce teacher burnout.

The study results suggest that teacher burnout correlates mostly with democratic behavior in class, relationship with school management and colleagues and parents’ participation in school. Indeed, this situation relates to the context of a “democratic school climate.” Some researchers support this point of view. The more teachers perceived their social environment at work as positive and democratic, the less they experienced burnout. When they reported that they did not have undisciplined students, or communication problems with the school principle and parents, they did not experience burnout (Sabancı, 2009; Skaalvik & Skaalvik, 2009; Grayson & Alvarez, 2008; Talmor, Reiter & Feigin, 2005; Tatar & Horenczyk, 2003). The value of a democratic school environment in terms of educational activities was strongly supported by John Dewey almost a century ago (Dewey, 2007). However, the importance of this concept in reducing burnout cannot be ignored.

This present study has shown that teacher burnout is due not only to psychological but also sociological factors. If we want to treat this condition, first of all we have to control the environment. In order to achieve this aim, standards of democratic behavior must be taught students, fair performance evaluation standards have to be put into practice and school administrators need to be selected from amongst capable people.

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Öğretmen Tükenmişliği İle Demokratik Okul Çevresi Arasındaki İlişkinin İncelenmesi

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Giriş

Amaç

Günümüzde bilimsel gelişme ve değişmelerin çok hızlı gerçekleşmesiyle artık okullarda verilen eğitimin amacı öğrencilere sadece belli temel becerileri öğretmek olmaktan uzaklaşmıştır. Artık yeni okul ve öğretmen anlayışına göre öğretmen, öğrencilere belli bilgilerin ne olduğunu öğreten değil, ihtiyaç duyacağı bilgileri nasıl öğreneceğini, yani öğrenmeyi öğreten kişi konumunu almıştır. Öğretmenlere yüklenen bu rolün gerçekleşmesi ancak öğretmenlerin sürekli kendilerini yenilemelerini ve bu işi yaparken oldukça sabırlı davranmalarını gerektirmektedir. Fakat bu gerekliliklere rağmen eğitim sistemleri dikkatli bir biçimde incelendiğinde ne yazık ki öğretmenlerin bu becerilere yeterince sahip olmadığı görülmektedir. Bunun en büyük nedenlerinden biri öğretmenlerin zamanla mesleklerine başladıkları ilk andaki kendini geliştirme heyecanlarını ve motivasyonlarını kaybetmiş olmalarıdır. Bu aşamadan sonra artık meslekteki çalışmalar öğretmenlere eğlenceli gelmemektedir. Bu yüzden iş yerine gitmek artık bireylere gittikçe zor gelmektedir. Literatür incelendiğinde işe gitmekle ilgili bu istek kaybının “tükenmişlik” olarak tanımlandığı görülmektedir. Tükenmişlik, öğretmenlik mesleğinde yaygın olarak görülen evrensel bir problem olarak kabul edilebilir. Çünkü farklı kültürlerde birçok araştırmacı öğretmen tükenmişliği ile ilgili çalışmalar yapmıştır. Türkiye’de de tükenmişlikle ilgili yapılan çalışmalar olduğu görülmektedir. Fakat tükenmişlikle ilgili yapılan bu çalışmalar incelendiğinde, demokratik okul çevresi ile öğretmen tükenmişliği arasındaki ilişkiyi inceleyen fazla bir çalışma olmadığı görülmektedir. Tükenmişlikle ilgili yapılan çalışmalar genellikle tükenmişliğin bireysel kaynakları üzerinde durmaktadır. Bu nedenle çevresel ve özellikle kurumsal faktörler göz ardı edilmektedir. Fakat özellikle son yıllarda yurt dışında yapılan çalışmalar tükenmişliğin sadece bireyin içsel durumu üzerine odaklanarak değil aynı zamanda çevresel faktörler üzerine odaklanarak da azaltılabileceği üzerinde durmaktadır. Bu temelde yapılan bu çalışmanın iki temel amacı vardır. Bunlardan birincisi “Demokratik Okul Çevresi Ölçeği (DOÇÖ)”nin geliştirilmesidir. İkincisi ise, “Demokratik Okul Çevresi Ölçeği (DOÇÖ)”nden elde edilen veriler ile öğretmen tükenmişliği arasındaki ilişkiyi incelemektir. Bu çalışmada ortaya konulan hipoteze göre öğretmenlerin okul çevresindeki davranışları demokratik olarak algılama düzeyleri arttıkça tükenmişlik düzeyleri de azalacaktır.

Yöntem

Araştırmanın katılımcıları, Çanakkale, İstanbul ve Kayseri’den çalışma için izin veren okul yöneticilerinin yer aldığı okullarda gerçekleştirilmiştir. Bu okullardan çalışmaya katılmaya gönüllü 150 öğretmen uygulamaya dahil edilmiştir. Araştırma verileri, öğretmenlerin algıladığı demokratik davranışların düzeyini araştırmacılar tarafından geliştirilen “Demokratik Okul Çevresi Ölçeği (DOÇÖ)” ile öğretmenlerin tükenmişlik düzeyi ise “Maslach Tükenmişlik Ölçeği (MTÖ)” ile toplanan veriler yoluyla kontrol edilmiştir. Çalışmanın birinci adımını “Demokratik Okul Çevresi Ölçeği (DOÇÖ)”nin geliştirilmesi oluşturmaktadır. Ölçeğin geliştirilmesi aşamasında, ilk önce ilgili literatüre dayalı olarak madde havuzu oluşturulmuş, daha sonra uzman görüşlerine başvurulmuştur. Uzman görüşleri dikkate alınarak yapılan düzenlemeden sonra ölçek açımlayıcı ve doğrulayıcı faktör analizi

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yapılarak son halini almıştır. Analizler ölçeğin üç faktörlü bir yapıya uygun olduğu göstermiştir. Bu faktörler; “sınıf içi ilişkiler”, “okul yönetimi ve meslektaşlarla ilişkiler” ile “ailelerin okula katılımı” olarak adlandırılmıştır. Aynı zamanda ölçeğin güvenilir olup olmadığının belirlenmesi amacıyla iç tutarlılık düzeyi Cronbach alfa katsayısı ile hesaplanmış ve tüm ölçek için Cronbach alfa düzeyinin .90 bulunurken her üç faktörün iç tutarlılık katsayıları .72'nin üzerinde bulunmuştur. Aynı zamanda “Demokratik Okul Çevresi Ölçeği (DOÇÖ)”nin alt boyutları arasındaki korelasyonların yeterli değerlere sahip oldukları görülmüştür. Bu analiz sonuçları da ölçeğin yeterli güvenilirlik düzeyine sahip olduğunu göstermektedir. Araştırma sonuçları incelendiğinde, “Demokratik Okul Çevresi Ölçeği (DOÇÖ)”nin öğretmenlerin okul çevresindeki davranışları demokratik olarak algılayıp algılamadıklarını değerlendirebilecek geçerli ve güvenilir bir ölçme aracı olduğu görülmektedir. Öğretmenlerin mesleki tükenmişlik düzeyinin belirlenmesi amacı ile kullanılan “Maslach Tükenmişlik Ölçeği” de Maslach ve Jackson (1981) tarafından geliştirilmiş ve Ergin (1992) tarafından Türkçe'ye uyarlanmıştır. “Maslach Tükenmişlik Ölçeği” de yine üç alt ölçekten oluşmaktadır. Bunlardan birincisi “duygusal tükenmişlik,” ikincisi “duyarsızlaşma” ve üçüncüsü de “kişisel başarı”dır. Bu alt ölçeklerden “kişisel başarı” ters olarak puanlanmaktadır.

Bulgular

Öğretmenlerin algıladıkları demokratik davranışlar ile öğretmen tükenmişliği arasındaki ilişki ise pearson moment korelasyon katsayısı ile analize tabi tutulmuştur. Öğretmenlerin okul çevresindeki davranışları demokratik olarak algılama düzeyleri ile öğretmen tükenmişliği arasındaki ilişki incelendiğinde, “sınıf içi ilişkileri” demokratik olarak algılayan öğretmenlerin “duygusal tükenmişlik” ve “duyarsızlaşma” düzeyleri düşerken, “kişisel başarı” düzeylerinde de bir artışın olduğu görülmüştür. Aynı zamanda “ailelerin okula katılım” düzeylerini yüksek algılayan öğretmenlerin “duygusal tükenmişlik” düzeyleri düşerken ve “kişisel başarı” düzeyleri yükselirken, bu algılamadaki artışın ya da düşüşün “duyarsızlaşma” alt boyutu ile anlamlı bir ilişkisi bulunamamıştır. Demokratik Okul Çevresi Ölçeği (DOÇÖ)'nin son alt boyutu olan “meslektaşlar ve okul yönetimi ile ilişkiler” boyutunun öğretmen tükenmişliği ile ilişkisi incelendiğinde “duygusal tükenmişlik” ve “duyarsızlaşma” alt boyutunda düşüş görülürken, öğretmenlerin “kişisel başarı” düzeylerinde de bir artış olduğu görülmektedir. Bu sonuçlar, demokratik okul çevresinin, öğretmenlerin tükenmişlik düzeyleri ile ilişkili olduğu hipotezimizi desteklemektedir.

Sonuç ve Öneriler

Alanyazındaki birçok çalışma tükenmişliği psikolojik bir kavram olarak tanımlarken, yeni yapılan çalışmalarla birlikte bu kavramın sosyolojik bir alt yapısı olduğu da açık bir biçimde ifade edilmiştir. Bu çalışmalar ağırlıklı olarak tükenmişliğin okul çevresindeki ilişkilerden etkilendiğini vurgulamaktadırlar. Öğretmenlerin bu çevrede şahit oldukları demokratik davranışlar, tükenmişliğin boyutlarını büyük ölçüde etkilemektedir. Özellikle, sınıf içinde öğrencilerin birbirlerine ve öğretmenlerine karşı sergiledikleri davranışlar tükenmişliği etkileyen en önemli faktör olarak göze çarpmaktadır. Öğretmenlerin “sınıf içi ilişkiler” ile “okul yönetimi ve meslektaşlarla ilişkileri” olumsuz olarak algılamaları öğretmenlerin duygusal tükenmişlik ve duyarsızlaştırma düzeylerini arttırırken, “kişisel başarı” düzeylerini ise düşürmektedir. Fakat aynı ilişkinin ailelerin okula katılım düzeyleri ile aynı derecede yüksek bulunmaması beklenen bir sonuç değildir. Eğer öğretmen tükenmişliğini ortadan kaldırmak istiyorsak, her şeyden önce yapılması gereken, okul çevresini demokratik hale getirmektir. Bu amaca ulaşma ise ancak öğrencilere demokratik davranış standartlarının kazandırılması, adil performans değerlendirme standartlarının

oluřturulması ve uygulamaya sokulması, okul yöneticilerinin liderlik becerisi olan ve demokratik davranıřlara sahip olan kiřilerden seilmesi gerekmektedir.