

INVESTIGATION OF PROFESSIONAL BURNOUT LEVELS OF SECONDARY SCHOOL ADMINISTRATORS ACCORDING TO SOME VARIABLES

Abstract: This study aims to reveal the burnout levels, emotional exhaustion, depersonalization, and personal accomplishment of school administrators according to their genders, seniority in the administration, marital status, education levels, school types and the settlement of their schools. The data were collected using Maslach Burnout Inventory in the 2019-2020 academic year and 186 secondary school administrators participated in the study from Ağrı and İzmir provinces in Turkey. In the study, the frequencies, percentages, and arithmetic averages of the data were handled to determine the burnout levels. Non-parametric statistical analyses such as Spearman's Rho correlation coefficient, Mann Whitney U and Kruskal Wallis tests were performed in the research. It was concluded that school administrators experienced burnout in the dimensions of emotional exhaustion, depersonalization, and personal achievement. In addition, it was observed that the emotional exhaustion and depersonalization scores of those with a postgraduate education were significantly higher than those with a graduate education. According to the results regarding the settlement, the emotional exhaustion and depersonalization subscale scores of people living in İzmir are significantly higher than those living in Ağrı. And the personal achievement scores of people living in İzmir are significantly lower than those living in Ağrı.

Teyfur, Mehmet PhD
Assoc. Prof. Dr.
Educational Sciences
Department
Ağrı İbrahim Çeçen University
Faculty of Education
Turkey
E-mail:teyfur1965@gmail.com
ORCID: 0000-0001-7573-0241

Keywords: School administrator, burnout, emotional exhaustion, depersonalization, personal achievement.

INTRODUCTION

Burnout syndrome as a complex of physical, emotional, cognitive, and behavioural symptoms was scientifically defined by the psychoanalyst Herbert Freudenberger in 1974 (Freudenberger, 1974). In other words, burnout was defined as the failure to cope with stressful situations (Farber, 1984, Cherniss, 1980). On the other hand, burnout is identified in individuals as a decrease in their excitement and alienation towards their work and showing a cynical attitude. There are other similar definitions emphasizing burnout as a psychological syndrome. It is also seen that burnout is considered as a reaction to the result of stress-increasing factors at work. In today's modern life, stress, especially organizational stress, is a very common situation. Thus, not only school principals, but also people working in other business lines are constantly faced with stress. Burnout is a concept closely related to stress. According to Cüceloğlu (1994), “stress is the effort that an individual spends beyond his physical and psychological limits due to incompatible conditions in the physical and social environment”. Kaçmaz (2005), on the other hand, “states that long-term job stress causes burnout”. Maslach (1982) defined burnout “as a professional’s detachment from the genuine meaning and purpose of his profession and no longer fully interested in the people he serves”. According to Maslach, “the main features of burnout include loss of energy, lack of motivation, negative attitude towards others, and actively withdrawing from others”.

According to Kanel (2008), “the physical diseases that are the distinctive effects of burnout syndrome are anaemia, iron deficiency, hypothyroidism, diabetes, adrenal insufficiency, heart failure, copd, kidney failure, Lyme disease, HIV, tuberculosis, malignancies, lymphoma, leukaemia, inflammatory system diseases”. Besides, Kanel (2008) has stated the psychosomatic / psychiatric diseases that are the distinctive effects of burnout syndrome as follows: chronic fatigue syndrome, sleep disorders, nervous weakness, somatization disorder, depressive disorders, generalized anxiety disorder, post-traumatic stress, eating disorders and substance abuse.

“It has been stated in studies on this subject, the symptoms observed in individuals suffering burnout syndrome occur in personality traits and working conditions. Initially, the prevailing view was that burnout and emotional stress occur in people with regular income”. (Bauar et al. 2003). Today, it is seen that people working in many different professions could suffer from this syndrome.

According to Freudenberger (1974), burnout is the sum of the individual's feelings of failure, weariness, and exhaustion. There are also studies that define burnout as a decrease in an individual's energy due to work conditions (Cüceloğlu, 1994; Baltaş and Baltaş, 1993). The most widely accepted definition of burnout today is the three-dimensional definition made by Maslach and Jackson (1981). Burnout has been defined as a state of emotional exhaustion, depersonalization, and loss of sense of personal accomplishment that frequently occur especially in those working in professions that require interaction with others.

Human behaviours are not so simple as it seems from the outside, moreover, have a complicated and multivariate structure. Burnout is also one of these complex human behaviours. Various models have been put forward to understand this complexity and one of these models is the Cherniss Burnout Model. This model considers burnout as a process spread over time. According to the Edelwich and Brodsky Burnout Model, burnout occurs because of work, wages, lack of appreciation, problems related to the current situation and some bureaucratic pressures. In the Pines Burnout Model, burnout is handled as the effects of environments that exhaust individuals emotionally on them. In the Perlman and Hartman Model, they paid attention to personal variables and the way individuals interpret their environment. In the Scott Meier Burnout Model, burnout is a situation arising from the expectation of punishment in the reward-punishment expectation system of the employees. The Susan and Sheridan Burnout

Model, based on Ericson's theory of personality development, considers burnout as a four-stage developmental structure. Leiter Burnout Model focuses on emotional burnout in employees. In the Maslach Burnout Model, Maslach considered burnout as emotional exhaustion, depersonalization, and lack of personal accomplishment.

“Burnout manifests itself in various ways in individuals. Emotional exhaustion refers to the feeling of being tired and emotionally worn out, and the feeling of being overloaded at work” (Özer, 1998). “It occurs as a lack of energy and the feeling that the individual's emotional resources are exhausted” (Torun, 1995). Emotional burnout is one of the negative aspects of emotional attitudes. Emotional attitude shows the level of commitment of individuals towards something like their jobs. It is often seen that there is a deep change in the emotional attitudes of people towards their freshly started jobs over time. It is difficult to attribute this change to one or more factors. It is thought that the burnout indicators of administrators working at schools, in which individuals are the main input and processing factor, show more complexity. “Depersonalization is one of the stages of burnout in individuals. The depersonalization stage is when employees make derogatory remarks to people dealt with and display a careless and cynical attitude” (Seligman, 1990). “The individual fails to provide the necessary assistance and service. They sincerely desire that other people leave their lives and leave them alone” (Örmen, 1993). It has been thought that this dimension of burnout in school administrators can have negative consequences for both school administrators and other stakeholders such as students, parents, and so forth. School administrators who experience this dimension of burnout behave offensively to people in their relations, do not give a value for people and do not be considerate of their unique behaviours, and do not give importance to their feelings.

“Another dimension of burnout is the lack of personal achievement. At this stage, negative thoughts about people push individuals to think negatively about themselves. Individuals perceive themselves as inadequate in various work-related events” (Seligman, 1990). In such cases, negative emotions in individuals reduce their motivation. However, when we look at educational institutions human is the raw material of educational institutions working with an objective and goal-oriented approach. Individuals with a decreased sense of personal achievement cannot be beneficial to their institutions in a competitive age. Such administrators delay and ignore the problems, instead of overcoming them.

“According to the research conducted by the American Stress Institute, teaching was determined as one of the groups with high stress levels” (Baltaş & Baltaş, 1993). “The fact that teaching is a profession that involves high level of stress has been discussed in many previous studies” (Pearson & Moomaw, 2005; Pearson & Hall, 1993). In Turkey, school administration has not seen as a professional profession. Teachers are the main resource of school administration. According to studies conducted in Turkey and in the world, teaching is one of the highest burnout level professions. Teachers can get in the process of burnout while teaching. Thus, it is thought that some of the school principals experiencing burnout syndrome experience this process while they are teaching. According to Baltaş (1993), “since the teaching is a profession that requires constant effective communication and exhausts the individual emotionally, it is considered as one of the professions with a high probability of burnout”.

To understand what stress is and how it leads individuals to burnout, it is necessary to know the source of it. The dominance of the source of stress varies from person to person; chiefly, the source of stress is viewed as internal and external stress. External stress is mostly seen as pressure from family, friends, institutions, workplace. On the other hand, the internal stress is determined by the pressure and expectations of the individual. The daily lives of individuals include various processes. In this process, there are social factors that lead individuals to burnout. These factors show themselves mostly in the form of economic, political, war and terror. Another important factor that leads individuals to burnout is environmental factors.

Environmental factors, on the other hand, can be said to be negative changes in the structure of climatic conditions, weather, and natural resources.

“Individuals develop various reactions when they stressed. The alarm reaction is one of these reactions. At this stage, the individuals decide to resist or run away from stress. The alarm reaction is the organism's perception of the external stimulus as stress” (Altıntaş, 2014). In the resistance stage, the individual struggles to cope with stress, and at this stage, changes occur in the individual's emotions and behaviours. If the sources of tension in the adaptation phase do not decrease, the individual's power decreases and the individual passes to the stage of disappointment, where serious deviations in his behaviour takes place. (Güçlü, 2001; Cüceloğlu, 1994).

The last point that Maslach and Jackson (1981) determined is the feeling of personal failure that increases with the burnout syndrome. In the burnout stage, individuals begin to feel unhappy and no longer find themselves inadequate. When determining the level of professional burnout, the decrease in the sense of personal achievement has a negative effect. These three dimensions interact with each other.

Table 1. Burnout Syndrome Process in 7 Phases (Kanel, 2008)

Progress	Phase	Symptoms
Chronic Stress	1. First Symptoms	Increasing Desires, Increasing Overtime, Fatigue, Involuntary Overreaction
Burnout	2. Declining Engagement	Decreased Social Relationships, Reluctance to Work, Concentration on Self Benefit
Depressive Symptoms	3. Emotional Reactions	Feelings of Inadequacy, Pessimism, Emptiness, Hopelessness, Lack of Energy, Despair, Blaming Others or the System
	4. Decreasing	Cognitive Ability, Motivation, Creativity and Discernment
	5. Abnegation	Ignoring Emotional and Social Life, Cognitive Interests
Clinic Depression	6. Psychological Reactions	Tension, Pain, Sleep Disorders, Digestive Complaints, Lack of Recovery in Leisure, Changed Eating Habits, Substance Use
	7. Depression and Despair	Sense of Meaninglessness, Negative Life Attitude, Existential Helplessness, Suicidal Thoughts, or Intentions

Burnout is a very common syndrome among workers. In today's world where living conditions are getting more complicated, a significant part of the employee experience burnout syndrome at any stage of their work or private lives. Individuals with burnout syndrome may not suddenly encounter in this situation. Especially the problems that they cannot solve in a certain period of their lives bring them to this stage. Individuals working at the administration level take important decisions in their daily lives. Decision taking is the vital part of administration. Administrators may have to take decisions with high managerial power. Both the decision-taking the implementation process of the decision put administrators under stress. Sometimes administrators may have to take vital decisions. Especially in such cases, it is thought that the burnout process accelerates.

Burnout is one of the most important problems faced by school principals today. It is witnessed that the digital age makes people's lives easier; however, sometimes complicates their behaviours. The increasing importance of technology in human life forces schools to change. This change process leads to increased expectations of teachers, parents, and students, as well as time pressure and stress, which in turn reveals burnout.

Schools are people-oriented institutions. It is seen that the existence of problems arising from both inside and outside of the institution lead school administrators to the burnout process by producing long-term emotional and interpersonal stress in the workplace. The ability of school

administrators to show the desired performance in their profession depends on their mental well-being. Excessive burnout is one of the most important problems they encounter while working.

It is crucial to determine the burnout experience in school management and to evaluate how it develops, as well as to reveal the organizational reasons for it. Therefore, determining the burnout levels of school administrators and revealing the factors that cause burnout can ensure that school administrators are least affected by this syndrome. In this study, burnout of school administrators at different levels was discussed in terms of different variables.

This study aims to reveal the burnout levels and their reasons of school administrators working in secondary education institutions according to some variables such as gender, marital status, age, seniority, etc. In line with the problem statement, answers were sought for the following sub-problems:

1. What is the burnout level of school administrators?
2. Do school administrators' burnout levels differ according to the following variables?
 - a. Gender
 - b. Seniority in administration
 - c. Marital status
 - d. Educational background
 - e. School type
3. Does the relationship between the burnout levels of school administrators in İzmir and Ağrı differ according to the following variables?
 - a. Gender
 - b. Seniority in administration
 - c. Marital status
 - d. Educational background
 - e. School type

METHOD

RESEARCH DESIGN

Since this research aimed to describe the burnout levels of school administrators working in secondary education institutions, the quantitative survey model was used.

POPULATION AND SAMPLE

The population of this research consists of 277 high schools in İzmir and 51 high schools in Ağrı provinces in the 2019-2020 academic year, in Turkey. Both provinces, which constitute the population of the research, have their own sociological characteristics. The population and sample of the research were determined in cooperation with the provincial national education authorities. Data about the population were obtained by using the official data of the national education directorates.

A sample of administrators was formed from the population randomly, which consists of 186 administrators working in the state high schools located within the borders of İzmir and Ağrı in the 2019-2020 academic year. The sample size was considered when determining the schools in İzmir. On the other hand, because Ağrı has a few numbers of secondary schools, 41 of the 51 high schools that responded to the questionnaires were included in the study.

DATA COLLECTION TOOLS AND DATA ANALYSIS

The data collection tool in the research consists of a personal information section and a scale. Maslach Burnout Inventory was used in the second part. The reliability of the subscales used in the study was examined with the Cronbach's Alpha coefficient. Cronbach Alpha was 0.835 for Emotional Exhaustion, 0.716 for Depersonalization and 0.761 for Personal achievement.

Analyses were made using the SPSS 23.0 program. In the data analysing process, frequencies (number, percentage) are given for categorical variables (e.g., gender), and descriptive statistics (mean, standard deviation, minimum, maximum) are given for numerical variables. Normality assumptions of numerical variables were examined by Kolmogorov Smirnov analysis, and it was seen that these variables did not show a normal distribution ($p < 0.05$). Thus, non-parametric statistical methods were used in the study.

The relationship between two independent numerical variables was interpreted with Spearman's Rho correlation coefficient. Differences between two independent groups were analysed with the Mann Whitney U and differences between more than two independent groups were analysed by Kruskal Wallis tests. Analyses were at 95% confidence level and 0.05 significance level.

FINDINGS

Table 2. Distribution Gender of Participants

Gender	Frequency	Percentage
Male	156	83,9
Female	30	16,1
Total	186	100,0

Table 2 shows that 156 male (%83,9) and 30 female (%16,1) administrators participated in this research. This states that the majority of those who prefer school management in Turkey are male. There is a common belief in the society that teaching is a female profession. It is interpreted females do not prefer taking part in administration, which is a difficult profession, especially because the role of motherhood is difficult.

Table 3. Distribution According to Marital Status

Marital Status	Frequency	Percentage
Married	163	87,6
Single	23	12,4
Total	186	100,0

As it is viewed in Table 3. 163 of the participants (%87,6) in the study are married and 23 of them (%12,4) are single. It is seen that a significant part of administrators is married because they have a certain period of teaching process before working as an administrator.

Table 4. Distribution According to High School Type

	Frequency	Percentage
Regular High School	109	58,6
Vocational High School	77	41,4
Total	186	100,0

As it is viewed in Table 4. 109 Regular high school teachers (%58,6) and 77 vocational high school teachers (41,4) participated in the study. Considering the percentage of vocational high schools, it is observed that the number of them is higher in İzmir than Ağrı.

Table 5. Distribution According to Age Groups

Age range	Frequency	Percentage
20-30 years	46	24,7
31-40 years	71	38,2
Over 40 years	69	37,1
Total	186	100,0

Table 5 shows that 24.7% of the participants in the study are in the age range of 20-30, 38.2% are in the age range of 31-40 and 37.1% are in the age range of 40 and over. Although school administration is perceived as a job after a certain age by the society, according to these data, it is seen that it is preferred by younger teachers. Therefore, it can be said that younger teachers also prefer school administration.

Table 6. Distribution According to Education Levels

Education Level	Frequency	Percentage
Graduate	152	81,7
Postgraduate	34	18,3
Total	186	100,0

As it is viewed in Table 6. 152 graduate (%81,7) and 34 postgraduate (%18,3) administrators participated in this study. It was observed that most of the administrators did not get any training after their graduation from faculty. It is conducted that the number of postgraduate students among school administrators and the tendency of teachers to receive postgraduate education have increased in recent years.

Table 7. Distribution of Seniority of Participants

Experience	Frequency	Percentage
1-10 years	72	38,7
10-20 years	49	26,3
20-30 years	65	34,9
Total	186	100,0

Table 7 states that 38.7% of the participants have 1-10 years, 26.3% of them 10-20 years and 34.9% of them 20-30 years of seniority.

Table 8. Distribution by Place of Residence

Provinces	Frequency	Percentage
Ağrı	41	22,0
İzmir	145	78,0
Total	186	100,0

Table 8 shows that 41 of the participants (%22) live in Ağrı and 145 of them (%78) live in İzmir. According to population ratios, İzmir is Turkey's third largest city, while Ağrı is one of Turkey's smaller cities.

Table 9. Descriptive Statistics, Reliability, and Normality of Maslach Burnout Inventory

	Mean	Sd	Minimum	Maximum	Cronbach Alfa	Kolmogorov Smirnov(p)
Emotional exhaustion	29,61	5,77	12	37	0,835	.000
Depersonalization	12,02	3,36	5	20	0,716	.000
Personal Achievement	22,05	5,26	17	40	0,761	.000

Table 9 shows that Items of 1, 2, 3, 6, 8, 13, 14, 16 and 20 in the scale are in emotional exhaustion, items of 5, 10, 11, 15 and 22 in depersonalization, and items of 4, 7, 9, 12, 17, 18, 19 and 21 are intended to measure the dimension of personal achievement. Scores were obtained by summing each subscale separately among themselves. High scores on emotional exhaustion and depersonalization indicate that burnout is high in these sub-dimensions. In the personal achievement dimension, since the scores are recoded in reverse, getting a low score indicates low burnout in this sub-dimension, in other words it shows high personal achievement. Emotional exhaustion levels of the participants were 29.61±5.77, depersonalization levels were 12.02±3.36 and Personal Achievement levels were 22.05±5.26. According to the Cronbach's Alpha reliability analysis, it was observed that the reliability of the three subscales was sufficient ($\alpha > 0.700$). Kolmogorov Smirnov test was performed to check whether the sub-dimensions were normally distributed, and it was observed that all three sub-dimensions did not show normal distribution ($p < 0.05$).

Table 10. Results of Mann Whitney U Test According to Genders of Participants

		Frequency	Mean	Sd	M.U.	p
Emotional exhaustion	Male	156	30,00	5,97	1723,5	.022*
	Female	30	27,57	4,10		
Depersonalization	Male	156	12,05	3,23	2306,5	.900
	Female	30	11,83	4,05		
Personal Achievement	Male	156	22,14	5,43	2248,0	.731
	Female	30	21,60	4,31		

*p<0,05 (Statistically significant)

According to the results of Mann Whitney U test, Table 10 shows that there was no statistically significant difference between male and female participants in terms of depersonalization and personal achievement dimensions ($p>0.05$); however, a statistically significant difference was found in dimension of emotional exhaustion ($p<0.05$). Accordingly, the emotional exhaustion subscale scores of male participants were significantly higher than female participants.

Table 11. Results of Mann Whitney U test According to Marital Status

		Frequency	Mean	Sd	M.U.	p
Emotional exhaustion	Married	163	29,31	5,66	1271,5	.012*
	Single	23	31,74	6,21		
Depersonalization	Married	163	12,03	3,43	1712,0	.497
	Single	23	11,91	2,86		
Personal Achievement	Married	163	22,10	5,29	1873,0	.995
	Single	23	21,70	5,11		

*p<0,05 (Statistically significant)

Table 11 indicates that there was no statistically significant difference between married and single participants in terms of depersonalization and personal achievement dimensions ($p>0.05$). On the other hand, a statistically significant difference was found in the dimension of emotional exhaustion ($p<0.05$). Hereunder, single participants' scores of emotional exhaustions were higher than married ones.

Table 12. Results of Mann Whitney U Test According to School Types of Participants

		Frequency	Mean	Sd	M.U.	p
Emotional exhaustion	Regular High School	109	29,26	6,48	4179,0	.961
	Vocational High School	77	30,10	4,59		
Depersonalization	Regular High School	109	12,02	3,93	3626,5	.111
	Vocational High School	77	12,01	2,37		
Personal Achievement	Regular High School	109	22,92	6,37	4179,0	.961
	Vocational High School	77	20,83	2,64		

Table 12 shows that According to the Mann Whitney U test results, there was no statistically significant difference between Regular and Vocational High Schools in all dimensions ($p>0.05$).

Table 13. Results of Kruskal Wallis Test According to Age Periods of Participants

		Frequency	Mean	Sd	K.W.	p
Emotional exhaustion	1.20-30 Years	46	32,63	4,64	17,624	.000* Diff: 1-2,3
	2.31-40 Years	71	28,48	6,12		
	3.Over 40 Years	69	28,75	5,43		
Depersonalization	1.20-30 Years	46	13,76	2,57	26,803	.000* Diff: 1-2,3 2-3
	2.31-40 Years	71	10,89	3,35		
	3.Over 40 Years	69	12,01	3,38		
Personal Achievement	1.20-30 Years	46	21,11	4,40	8,366	.015* Diff: 2-1,3
	2.31-40 Years	71	23,35	5,88		
	3.Over 40 Years	69	21,35	4,89		

*p<0,05 (Statistically significant)

Table 13 indicates that According to Kruskal Wallis test results, statistically significant differences were found between age groups in emotional exhaustion, depersonalization, and personal achievement dimensions ($p < 0.05$). Table 13 shows that participants of 20-30 years' period have significantly higher scores in the Emotional exhaustion and depersonalization dimensions than the period of 31-40 years and the over 40 years. The depersonalization subscale scores of the participants over the age of 40 were significantly higher than those in the 31-40 age group. Participants of 31-40 years' period have significantly higher scores in the personal achievement dimension than the period of 20-30 years and over 40 years' old.

Table 14. Results of Mann Whitney U Test According to Educational Backgrounds of Participants

		Frequency	Mean	Sd	M.U.	p
Emotional exhaustion	Graduate	152	28,34	5,59	594,0	.000*
	Postgraduate	34	35,29	1,70		
Depersonalization	Graduate	152	11,35	3,34	595,0	.000*
	Postgraduate	34	15,00	1,02		
Personal Achievement	Graduate	152	23,00	5,36	517,5	.000*
	Postgraduate	34	17,82	0,90		

* $p < 0,05$ (Statistically significant)

Table 14 indicates that there is a statistically significant difference between graduate and postgraduate participants in emotional exhaustion, depersonalization, and personal achievement dimensions ($p > 0.05$). Emotional exhaustion and depersonalization subscale scores of participants with a postgraduate education level are significantly higher than those with graduate education. Personal achievement subscale scores of participants with graduate education level are significantly higher than those with postgraduate education.

Table 15. Results of Kruskal Wallis Test According to Seniority Periods of Participants

		Frequency	Mean	Sd	K.W.	p
Emotional exhaustion	1.1-10 Years	72	30,76	6,74	12,429	.002* Diff: 1-2
	2.10-20 Years	49	27,47	5,72		
	3.20-30 Years	65	29,94	4,03		
Depersonalization	1.1-10 Years	72	12,53	3,62	20,761	.000* Diff: 2-1,3
	2.10-20 Years	49	10,33	3,43		
	3.20-30 Years	65	12,72	2,52		
Personal Achievement	1.1-10 Years	72	22,81	5,71	21,379	.000* Diff: 3-1,2
	2.10-20 Years	49	24,16	5,97		
	3.20-30 Years	65	19,63	2,65		

* $p < 0,05$ (Statistically significant)

Kruskal Wallis test results in Table 15 indicates that there are statistically significant differences between participants regarding their seniority periods in emotional exhaustion, depersonalization, and personal achievement dimensions ($p > 0,05$). Participants with 1-10 years of seniority have significantly higher scores on the Emotional Exhaustion dimension than those with 10-20 years of seniority. Also, participants with 10-20 years and 20-30 years of seniority have significantly higher scores in the Depersonalization dimension than those with 10-20 years of seniority. Moreover, participants with 1-10 years and 10-20 years of seniority have significantly higher scores in the Personal Achievement dimension than those with 20-30 years of seniority.

Table 16. Results of Mann Whitney U Test According to Settlements of Participants

		Frequency	Mean	Sd	M.U.	p
Emotional exhaustion	Ağrı	41	23,66	6,62	1086,5	.000*
	İzmir	145	31,29	4,21		
Depersonalization	Ağrı	41	8,98	3,87	1324,5	.000*
	İzmir	145	12,88	2,64		
Personal Achievement	Ağrı	41	29,73	4,66	201,0	.000*
	İzmir	145	19,88	2,82		

* $p < 0,05$ (Statistically significant)

Mann Whitney U test results in Table 16 shows that there are statistically significant differences between participants regarding their settlements in emotional exhaustion, depersonalization, and personal achievement dimensions ($p < 0,05$). Emotional Exhaustion and Depersonalization subscale scores of the participants living in İzmir are significantly higher than those living in Ağrı. However, Personal Achievement subscale scores of the participants living in Ağrı are significantly higher than those living in İzmir.

Table 17. Spearman's Correlation Results Regarding the Correlation between Sub-Dimensions of Maslach Burnout Inventory

		Emotional exhaustion	Depersonalization	Personal Achievement
Emotional exhaustion	r			-0,402*
	p			0,000
Depersonalization	r	0,615*		
	p	0,000		
Personal Achievement	r		-0,536*	
	p		0,000	

* $p < 0,05$ (Statistically significant)

Table 17 indicates that as a result of the correlation analysis, there is a strong positive correlation between the Emotional Exhaustion and the Depersonalization sub-dimensions. Moreover, there is a moderately negative correlation between the depersonalization and personal achievement dimensions. There is a moderately negative relationship between Personal Achievement and Emotional Exhaustion dimensions.

DISCUSSION AND CONCLUSION

Burnout has been one of the trendy research topics in recent years. In this study, burnout levels of administrators of secondary schools were studied. According to the results of the research, school administrators show burnout behaviours in the emotional exhaustion, depersonalization, and personal achievement sub-dimensions of burnout. Many studies have been conducted on burnout; however, there are strictly limited studies with school administrators. Following studies in the literature support the research results.

Sarros examined the factors affecting burnout in his study with more than 120 school administrators in Western Canada in 1988. It was found that school administrators were affected differently by burnout styles related to both organizational and individual characteristics such as interpersonal relationships, workload and need for recognition. In a study conducted on teachers by Droogenbroeck, Spruyt, and Vanroelen (2004) in Belgium, it was found that workload irrelevant to education causes emotional burnout. In the study conducted by Babaoğlan, Altun, and Çakan (2010), it was concluded that administrators experienced burnout mostly in the sub-dimension of emotional exhaustion and at least in the sub-dimension of depersonalization. In their study, Aksanaklu and İnandı (2018) obtained low level of burnout in the dimensions of emotional exhaustion, depersonalization, and personal achievement of school administrators.

According to the results of the study conducted by Levinson, Thomas and Orf with a total of 512 school administrators in Ohio in 1996, it was concluded that the administrators wanted school psychologists to spend less time than they thought they spent in assessment and management activities, and they wanted them to spend more time than they spent in all other roles. They concluded that these perception differences lead both administrators and school psychologists to burnout. In the study conducted by Beusaert, Froehlich, Devos, and Riley, (2016), it was noticed that the decrease in social support in school principals predicted stress and burnout correspondingly, but burnout differed according to the type of social support.

DeMatthews, Carrola, Reyes and Knight found in their study in 2021 that the covid-19 epidemic, school closures, reopening and social distance protocols make burnout more violent for administrators.

Lim, in their study in Singapore in 1995, stated that school administrators experienced high levels of mental and physical health problems due to pressures at work. Wadesango and Gudyanga (2016) conducted a study on how stress affects school principals and how this effect turns into burnout. They stated that the consequences of stress and burnout are blood pressure, diabetes, dizziness, ulcers, heart disease, headaches, anxiety, frustration, fatigue, tension, boredom, irritability, threat, depression, low self-esteem, guilt, and shame. Also, it was suggested to change the school environment to minimize the professional stress of school principals. Swanson and Douglas found in their study in 1987 that stress factors and behavioural symptoms of stress lead to burnout in administrators.

According to the research findings, the emotional exhaustion dimension scores of male participants are significantly higher than female participants. Yıldırım, in his study in 2009, stated that male administrators experienced a significantly higher level of emotional exhaustion than female administrators, which support the findings of the present study. Özer (1998) explained that women experience more burnout than men. İnandı, Tunç, and Uslu (2013) revealed that female academics had difficulty in taking the responsibilities of family and business life together, were exposed to career barriers much more, and experienced loneliness. In this respect, the studies are not similar to our study.

According to the findings of the research, the emotional exhaustion levels of single administrators are higher than that of married ones. The results of the studies conducted by Yıldırım (2009) and Ensari and Tuzcuoğlu (1999) do not coincide with the results of the research. People can alleviate some of their problems by sharing them with their families. According to the study, marriage has a positive effect on solving personal problems. These results of the research can be interpreted in this way.

Participants of 20-30 years period have significantly higher scores in the Emotional exhaustion and depersonalization dimensions than the period of 31-40 years and the over 40 years. While the results of Bilgetekin's studies in 2020 support this, it does not coincide with the results of Koçak's study in 2009.

Emotional exhaustion and depersonalization subscale scores of participants with a postgraduate education level are significantly higher than those with graduate education. Personal achievement subscale scores of participants with graduate education level are significantly higher than those with postgraduate education. As the education level of people increases, their expectations increase. It is thought that people experience burnout when they cannot find a living space that meets their expectations. These results of the research do not coincide with the findings of the research conducted by Bilgetekin in 2020.

According to the findings regarding the seniority of participants having 1-10 years of seniority have significantly higher scores on the Emotional Exhaustion dimension than those with 10-20 years. Also, participants with 10-20 years and 20-30 years of seniority have significantly higher scores in the Depersonalization dimension than those with 10-20 years of seniority. The study conducted by Yıldırım in 2009 supports these findings.

Mann Whitney U test results indicate that there are statistically significant differences between participants regarding their settlements in emotional exhaustion, depersonalization, and personal achievement dimensions. Emotional Exhaustion and Depersonalization subscale scores of the participants living in İzmir are significantly higher than those living in Ağrı. However, Personal Achievement subscale scores of the participants living in Ağrı are significantly higher than those living in İzmir. We can interpret these results in different ways. Ağrı has the lowest share of national income in Turkey. Ağrı is a settlement where there is no complexity in the modern sense, and parents in Ağrı have a low level of education, which may

cause a decrease in demands from school administrations. Because Ağrı is small and has few pressure groups may reduce the stress factors affecting school administrators. For the reasons, it is thought that the factors that stress the school administrators and lead to burnout in Ağrı are less than those in İzmir. On the other hand, İzmir is the third largest city of Turkey and has a high level of complexity. There are many factors of pressure on school administrators. It is thought that these and similar factors push administrators to burnout. Aksu and Baysal, in their study in 2005, found that primary school principals suffered from burnout in the sub-dimensions of emotional exhaustion and personal achievement, depending on the settlement, which supports the results of the present research.

SUGGESTIONS

1. Future studies should be researched on the burnout of school administrators.
2. The burnout levels of school administrators working in different places should be compared.
3. Burnout studies should be compared according to secondary school type.
4. Solutions should be suggested, according to the results of these studies,

REFERENCES

- Aksu, Ali ve Baysal, Asuman. 'İlköğretim okulu müdürlerinde tükenmişlik'. *Kuram ve Uygulamadan Eğitim Yönetimi*, 41 (41) (2005): 7-24.
- Altıntaş, Ersin. *Stres yönetimi*. Ankara: Anı Yayıncılık, 2014.
- Aksanaku, Pınar ve İnandı, Yusuf. "Okul yöneticilerinin örgütsel bağlılıkları ile tükenmişlik düzeyleri arasındaki ilişkinin incelenmesi". *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 14 (3) (2018): 937-955.
- Babaoğlan, Emine. Altun, Sadegül Akbaba ve Çakan, Mehtap. 'İlköğretim okul yöneticilerinin tükenmişliği'. *Türk Eğitim Bilimleri Dergisi*, 8 (2) (2010): 355-373.
- Baltaş, Acar ve Baltaş, Zuhale. *Stres ve başa çıkma yolları*. İstanbul: Remzi Kitabevi, 1993.
- Bauer, Joachim, Hafner, Steffen, Kachele, Horst, Wirsching Michael and Dahlbender W Reiner. 'Burnout und wiedergewinnung seelischer gesundheit am arbeitsplatz'. *Psychother Psychosom Med Psychol*, 53 (2003): 213-222.
- Beausaert, Simon, Froehlich, Dominik, E, Devos, Christelle and Riley, Philip. 'Effects of support on stress and burnout in school principals'. *Educational Research*, 58 (4) (2016): 1-19.
- Bilgetekin, Hilal. "Okul yöneticileri ve öğretmenlerin tükenmişlik algıları". Pamukkale Üniversitesi, Eğitim Bilimleri Enstitüsü, Denizli, (2020).
- Cüceloğlu, Doğan. *İnsan ve davranış psikolojisinin temel kavramları*. İstanbul: Remzi Kitabevi, (1994).
- Cherniss, Cary. *Professional burnout in human service organizations*. New York: Praeger, (1980).
- DeMatthews, David E, Carrola, Paul, Reyes, Pedro and Knight, David. 'School leadership burnout and job-related stress: recommendations for district administrators and principals the clearing house'. *A Journal of Educational Strategies, Issues and Ideas*, 94 (2021): 159-167.
- Droogenbroeck, Filip Van, Spruyt, Bram and Vanroelen, Christophe. 'Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work'. *Teaching and Teacher Education*, 43 (2014): 99-109.
- Ensari, Hoşcan. ve Semai, Tuzcuoğlu. "Marmara Üniversitesine bağlı fakültelerde görev yapan yönetici ve öğretim elemanlarının meslekteki tükenmişlik düzeylerinde kişilik özelliklerinin rolü". *Öneri*, 11 (1999): 51-63.
- Farber, Barry A. "Teacher burnout: assumptions, myths, and issues". *Teachers College Record*, 86 (2) (1984): 321-338.
- Freudenberger, Herbert, J. "Staff burn out". *Journal of Social Issues*, 30 (1974): 159-164.
- Güçlü, Nezahat. "Stres yönetimi". *Gazi Eğitim Fakültesi Dergisi*, 21 (1) (2001): 91-109.
- İnandı, Yusuf, Tunç, Binali ve Uslu, Fatma. "Eğitim fakültesi öğretim elemanlarının kariyer engelleri ile iş doyumları arasındaki ilişki". *Eğitim Bilimleri Araştırmaları Dergisi*, 3 (1) (2013): 219- 238.
- Kaçmaz, Nazmiye. "Tükenmişlik (burnout) sendromu". *İstanbul Tıp Fakültesi Dergisi*, 68 (1) (2005): 29-32.
- Känel Von, Roland. "Das burnout-syndrom: eine medizinische perspektive". *Praxis*, 97 (2008): 477-487.
- Koçak, R. "Okul yöneticilerinin mesleki tükenmişlik düzeylerinin bazı değişkenler açısından incelenmesi". *Fırat Üniversitesi, Sosyal Bilimler Dergisi*, 19 (1) (2009): 65-83.
- Levinson, Edvard, M, Thomas, Alex and Orf, Michele. "Administrator perceptions of actual and desired time spent by school psychologists in different roles and satisfaction with school". *Psychologists School Psychology Review*, 12 (1996): 1-2.
- Lim, Tock Keng. "Stress demands on school administrators in Singapore". *Work & Stress*, 9 (4) (1995): 491-501.

- Maslach, Cristina. *Burnout, the cost of caring, engelewood cliffs*. Prentice Hall. New Jersey, (1982).
- Maslach, Cristina and Jackson, Susan, E. "The measurement of experienced burnout". *Journal of Occupational Behaviour*, 2 (2) (1981): 99-113.
- Örmen, Uğur. "*Tükenmişlik duygusu ve yöneticiler üzerinde bir uygulama*". Yayınlanmamış yüksek lisans tezi, Marmara Üniversitesi, İstanbul, (1993).
- Özer, Recep. "*Rehber öğretmenlerde tükenmişlik düzeyi, nedenleri ve çeşitli değişkenlere göre incelenmesi*". Yayınlanmamış yüksek lisans tezi, Karadeniz Teknik Üniversitesi, Trabzon, (1998).
- Pearson, L. Carolyn. and Hall, Bruce W. "Initial construct validation of the teaching autonomy scale". *Journal of Educational Research*, 86 (3) (1993): 172-177.
- Pearson, L. Carolyn., Moomaw, William. "The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism". *Educational Reserach Quarterly*, 29 (1) (2005): 37-53.
- Sarros, James, C. "School administrators write about burnout: individual and organisational implications". *British Educational Research Journal*, 14 (2) (1988): 175-190.
- Seligman, Martin, E,P. *Learned optimism*. New York: Simon LE Schuster (1990).
- Swanson, Douglas. "Stress and burnout". *Residential Treatment for Children & Youth*, 4 (3) (1987): 31-44.
- Torun, Alev. "*Tükenmişlik, aile yapısı ve sosyal destek ilişkileri üzerine bir inceleme*". Yayınlanmamış doktora tezi, Marmara Üniversitesi, İstanbul, (1995).
- Wadesango, Newman. and Gudyanga, Ephias. "Managing occupational stress". *Journal of Psychology*, 7 (1) (2016): 32-39.
- Yıldırım, Süleyman, Sami. "*Ortaöğretim kurumları yöneticilerinin mesleki tükenmişlik düzeylerinin çeşitli değişkenler açısından incelenmesi*". Maltepe Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul, (2009).