



The Burnout Level of The Teachers Who Work in The Centre of Kilis and The Research of The Factors Effecting Them**

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Abstract

This survey has been realized to study the burnout level of the teachers working at Kilis city centre and the factors affecting them. It concerns the 1198 teachers working in Kilis city centre in 2010-2011 and 1134 teachers have been reached. The results of the research are gathered throughout a direct observation of the teachers situating in the same room and asking them to answer the questions in the questionnaire which consist of the social and demographic aspects, secondly the factors which are thought to affect their exhaustions levels and thirdly, the Maslach Burnout Inventory (MBI) questions. The analysis of the data has been made by using a t test and one way variance analysis. 41.8% of the teachers who were involved in the research is female and 58.2% is male and their average age is 35.35 ± 8.62 . The burnout levels of the ones belonging to the whole of MBI base components who choose jobs unwillingly, who aren't satisfied with the working situations and present education system, who haven't been appreciated by their bosses have been found higher ($p < 0.05$). To conclude, the emotional exhaustion points of the teachers working in Kilis city centre are found at an average level whereas their personal failure points are found lower in this survey. This research is the first burnout research made in Kilis City Centre; therefore it's thought to be an example for next studies. Measuring the burnout faced in a teacher's life, evaluation and mentioning organizational reasons are quite important. Therefore the results of this research have been thought to be useful as far as stopping and improving studies about burnout are concerned. They have also been thought to be important are concerned. The results have also been thought to be important being a helpful study for multidisciplinary and various centered studies.



Key Words: Teacher, Burnout Level, Maslach Burnout Inventory.

Kilis Kent Merkezinde Görev Yapan Öğretmenlerin Tükenmişlik Düzeyleri ve Etkileyen Faktörlerin İncelenmesi

Özet

Bu araştırma Kilis Kent Merkezinde görev yapan öğretmenlerin tükenmişlik düzeyleri ve bunları etkileyen faktörlerin incelenmesi amacıyla yapılmıştır. Kesitsel tipte olan çalışmanın evrenini 2010-2011 eğitim yılında Kilis Kent Merkezinde görev yapan öğretmenler (1198 kişi) oluşturmuştur. Evrenin tümü araştırma kapsamına alınmış, 1134'üne ulaşılmıştır. Araştırmanın verileri; sosyo-demografik özellikler, tükenmişlik düzeylerini etkilediği düşünülen faktörler ile Maslach Tükenmiş Ölçeği (MTÖ) sorularından oluşan anketin, her okul için öğretmenlerin toplu bulunduğu bir ortamda doğrudan özlem altında uygulanmasıyla toplanmıştır. Verilerin analizi t testi ve tek yönlü varyans analizi kullanılarak yapılmıştır. Araştırma kapsamına alınan öğretmenlerin %41.8'i (474 kişi) kadın, %58.2'si (660 kişi) erkek olup, yaş ortalamaları 35.35 ± 8.62 'dir. Genç yaşlarda ileri yaşlara, mesleğini isteyerek tercih etmeyenlerin edenlere, çalışma ortamından memnun olmayanların memnun olanlara, üstlerinden takdir görmeyenlerin takdir edildiğini düşünenlere, mevcut eğitim sisteminden memnun olmayanların olanlara göre MTÖ alt bileşenlerinin tümüne ait tükenme düzeyleri daha yüksek bulunmuştur ($p < 0.05$). Sonuç olarak; bu çalışmada Kilis Kent Merkezinde görev yapan öğretmenlerin duygusal tükenme puanları orta, duyarsızlaşma ve kişisel başarısızlık puanları ise düşük düzeyde bulunmuştur. Bu araştırma Kilis Kent Merkezi'nde yapılmış ilk tükenmişlik araştırmasıdır; dolayısıyla bu araştırmanın ileride yapılacak çalışmalara öncü olabileceği düşünülmektedir. Öğretmenlik mesleğinde yaşanan tükenmişliğin ölçülmesi, değerlendirilmesi ve bunun örgütsel nedenlerinin ortaya konulması oldukça önemlidir. Bu nedenlerle bu araştırmanın sonuçlarının; öğretmenlerin tükenmişlik düzeylerini artırıcı etkenlere yönelik müdahale ve iyileştirici çalışmalar açısından faydalı olacağı, tükenmişlikle ilgili öğretmen-öğrenci ve etkilenen gruplara yönelik yapılacak multidisipliner ve çok merkezli çalışmalara yol gösterici olması açısından önemli olduğu düşünülmüştür.



Anahtar Kelime: Öğretmen, Tükenmişlik Düzeyi, Maslach Tükenmişlik Ölçeği.

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Introduction

Teaching is a crucial job in terms of humanitarian susceptibilities. Those who choose this job are expected to have sufficient sensitivity towards people they will provide service (Yavuz, 2009). However; due to some sources of stress, teaching is a risky job because mental health may be affected negatively. Such affections may reduce the interest and softness of the teacher she or he has for his/her students, job and other people and also they may reduce the effectiveness of the teacher in his/her fulfilling the responsibilities that are necessary for his/her job (Kayabası, 2008). Having some negative experiences or the situation of psychological and physical energy decrease that is characterized with physical inconveniences, confront us in literature as “Burnout” (Güven, 2004). According to Maslach (1981), burnout is a syndrome that consists of three subcomponents named as ‘Emotional Burnout (EB), Desensitization (D) and The Low Sense of Personal Success-Personal Failure (PF) (Maslach and Jackson, 1981). Having high grades from EB, D and PF represents burnout (Ergin, 1992; Gezer, Yener and Sahan, 2009). Teaching is a kind of job that includes intensive interaction with people and therefore being a kind of job in which burnout syndrome can be more commonly met (Cemaloglu and Sahin, 2007).

According to Campell, some of the reasons that lead to burn-out in teachers can be due to the personality of teachers, the social environment, economic reasons, and working hours. Generally, the reasons which impel the teachers to experience burn-out are crowded classrooms, insufficient wages, pressure of the parents, more amounts of stationery, threats, harassment, problems with co-workers and managers, family and health problems (Campell, 1983). The reasons of the burn-out can be classified into two categories; personal and organizational burn-out.

1. Personal Reasons

Personal reasons are gender, age, marital status, number of children, excessive devotion to work, personal expectations, motivation, personality, performance, stress encountered in personal life, job satisfaction, informal relationships and support from the school managers (Izgar, 2001). It has been determined that there are variables related to



some sociodemographic data in case of burn-out. The burn-out is observed more in women with children, old women and married women compared to single, young women and women without children as well as in women who were experienced and performing the profession for a long time compared to inexperienced and junior teachers. It has been observed that heavy workload, long daily work period and the negative perception of the working conditions also increase the burn-out (Tumkaya, 1996). It has been considered that factors about personality and expectations are also related to burn-out. Burn-out is observed more in individuals who are supported extensively and who have high expectations about their profession and personality (Caliskur, 2011). There is a correlation between the burn-out and the quality of the relationship of family members when both of the spouses are working in a family. On the other hand, the high level of the satisfaction with marriage and family life as well as the positive perception of the family structure also decrease the burn-out level (Senguler et al, 2011). One of the interpersonal factors which affects the burn-out is the inequality in individual's relationships. Teachers may have emotional, psychological and occupational problems when they think that their gains are less in return for their labor for their students, friends and the school (Mearns and Cain, 2003).

2. Organizational Reasons

The nature of the work, type of the profession, working hours, workplace characteristics, the intensity of the workload, work stress, role ambiguity, level of education, the status of participation in decisions, interorganizational relations, economic and social factors are the organizational reasons for burn-out (Izgar, 2001). According to teachers, Dorman has stated that the factors such as school and classroom environment, work pressure, consisting of more responsibility, role ambiguity, role conflict, and effectiveness in teaching, criticism and pressure from management and the environment are the reasons for burn-out (Dorman, 2003). The frequent change in the education system is also one of the reasons which can lead to burn-out in teachers. Teachers who have difficulty to adapt to changes and they feel themselves unsuccessful as well as they lose their self-esteem (Evers et al, 2002). Cultural reasons can also play role in emergence of the burn-out syndrome. Various social, political and economic factors can



alter the perceptions about the health and environmental conditions. These alterations can be performed particularly depending on the general government policies and policies related to the health (Poghosyan et al, 2009). According to Esteve, burn-out syndrome of teachers can be assessed in two groups. First group factors are the ones which affect the classroom directly and therefore, lead to stress. These are tools, materials, negative working conditions, student violence against teachers, increasing teacher expectations, fatigue of the teacher, etc. Second group factors are the environmental factors that affect the efficiency of the teacher and the atmosphere of the classroom. Esteve classifies these indirect factors as the roles of the teacher, alteration of the social community, increasing contradictions related to teacher roles, unclear objectives of the education system and changing the image of teachers (Akcemete et al, 2001).

Maslach et al. focused on two personal and organizational solutions related to the problems due to the burn-out in the workplace. The first solution primarily begins with the first act to get rid of burn-out. Then, individuals participate in the group work and ask the school management to change the conditions which cause burn-out. By this way, it can be possible that the school management deals with the problems related to topics such as alleviating the excessive workload, giving right to speak, rewarding. According to the organizational solutions, an organization should query how the management should be and it should further develop a project by considering the needs and expectations of the laborers. By performing this project, it is possible to develop a survey for laborers and the problems can be determined. As a result of organization point of view, it can be possible to decide which work is appropriate to which individual, the required changes in the management and solutions (Maslach et al, 2001).

As the burnout syndrome progresses, some attitudes such as ignoring the work and resigning can be observed. This can lead to the significant deterioration in the quality and quantity of educational services (Ozturk, 2006; Kacmaz, 2005). Due to the negative outcomes, it is obvious that teachers need assistance in being informed about the burn-out syndrome, learning the reasons of it and being aware of the coping strategies (Girgin and Baysal, 2005). It has been observed that teachers, who cannot cope with stress, quit their job whereas teachers, who cannot quit their job, wait the weekends until their retirement.



Besides, some of them learn the coping strategies with stress (Tugrul and Celik, 2002). This study has been carried out for the purpose of searching burnout levels of the teachers working in Kilis city center and the factors affecting that.

Methodology

Sample and Procedure

The teachers (1198 people) working in Kilis city center during 2010-2011 education year establish the target population of this study, which is cross-sectional. The whole of the target population has been taken into the scope of the study and 1134 of them have been reached (The rate of having an answer: %94.6). Before the survey, the necessary permission was given by Firat University Medical School The Ethic Institution which makes the researches on human beings (27.01.2011/03) and also by Kilis National Education Directorship (03.03.2011).

Materials

Personal Information Form

Information Form includes the health, social and demographic qualifications of the teachers and the questions related to evaluating some factors that are thought to affect the burnout level (working status, conditions in the school such as the duration, number and frequency of lectures, occupational satisfaction, behaviors and health perception etc.).

Maslach Burnout Inventory (MBI)

In this study, Maslach Burnout Inventory, which was developed by Maslach and Jackson (1981), was used to evaluate the burnout level the teachers have. Its burnout consists of three sub-components (EB, D and PF). Turkish adaptation of Maslach Burnout Level was made by Ergin (1992). In a research which has been made on the doctors and the nurses, the cronbach alpha internal consistence coefficient has been found as 0.83, 0.65 and 0.72 for the EB, D and PF subcomponents. In an analysis, Ergin (1992) mentioned that in a research about the health workers, the scale's style with seven answers isn't suitable for the Turkish culture and that the one with five answers (never, rarely, sometimes, mostly, always) is more useful. In a survey which has been made to find the structure validity of the scale, the varimax rotation technique was used and three



basic components have been found in the end. And it showed that MBI Turkish adaptation is completely consistent with the original English scale. While EB, D is calculated as 0=Never, 1=Rarely, 2=Sometimes, 3=Mostly, 4=Always; PF is calculated reversely. Having high grades from EB, D and PF mean being burnout (Ergin, 1992). The questionnaires were applied under the direct control of the researchers for every school in a place, where teacher were together. After completing the application, while Maslach Burnout Inventory, EB and D sub-components were graded as '0=Never, 4=Always'; PF was graded reversely. The grades belonging to each subcomponent were calculated by accumulating these grades and by this way the burnout levels were determined.

In our study, EB, D and PF were found as 0.84, 0.715 and 0.768; respectively for the subcomponents of the Cornbrash's Alpha internal consistency coefficient. Varimax rotation method was applied in the studies intended for the determination of the construct validity of the scale and it has been detected that the Turkish adaptation of the MBI scale was completely consistent with the English and original version of the scale.

Statistical Analysis

In the statistical analyses, student-t test and the analysis of One-Way ANOVA tests were used and Tukey HSD test was chosen among multiple comparison tests in order to determine the sources of differences among groups. Means were given together with standard deviation (Mean±Standard Deviation), (Mean±SD) and $p<0.05$ was taken as statistical significance.

Findings

41.8% of them are female and 58.2% are male and their average age is 35.35 ± 8.62 . When the grade averages of the teachers within the study scope, which belong to burnout subcomponent, are examined; EB is 13.46 ($S=6.49$), D is 3.87 ($S=3.24$) and PF is 9.32 ($S=4.65$), (Table 1). As it is seen in Chart 1, it was determined that the teacher had medium EB grades and had low D and PF grades ($p<0.05$). In our study, when the relation between socio-demographic qualifications and burnout levels of the participants was searched, it was found that EB grades of female teachers were necessarily higher than that of male teachers. Seeing DT and D among the teachers within the study under 30 and below it and also 31-45 age group teachers is two times



more when compared to 46 age and over it age group. It was determined that single teachers had experienced higher PF than married teachers. In this study, as teachers' perceiving their own socioeconomic levels changed from high to low, higher burnout level was determined in EB, D and PF (Table 2).

When we evaluate the factors that are thought to affect the burn-out level (such as working status, conditions in the school such as the duration, number and frequency of lectures, occupational satisfaction, behaviors and health perception, etc.); The levels of EB, D and PF of the teachers who graduated from education faculty, were determined higher. The PF of the teachers were higher compared to the school administrators and the EB levels of teachers working in the state schools were significantly higher compared to the teachers working in the private schools. In this study, it was determined that as the total service year increases, the levels of D and PF decreased while EB level increased (Table 3).

It was determined that those who think of giving up their jobs among the teachers within the scope of this study had higher levels of EB, D and PF. We have shown that the burn-out levels of MBI subcomponents were higher for teachers who were not satisfied with the workplace at school compared to the teachers who were satisfied with it, teachers who did not think the workplace conditions were sufficient compared to teachers who thought that the conditions were sufficient, teachers who were not satisfied with the working hours compared to teachers who were satisfied with it and teachers who thought their profession did not suit them compared to teachers who thought their profession was suitable for them (Table 4).

It was determined that as the evaluation degrees of teachers about their own health increased towards 'bad' direction, they experienced more burnout at the levels of EB, D and PF. The burn-out levels of teachers, who exercised regularly and who had hobbies, were lower compared to others. The EB and D scores of teachers who did not have any sleeping problem were detected as higher compared to others (Table 5).

Discussion and Result

The teachers enrolled in this study seem to have an intermediate level of EB and low level of D and PF scores. Similar to our study's findings, in Girgin's and Baysal's



(2005) research with special education teachers and Dolunay's research with high school teachers, EB scores are stated in intermediate and D and PF scores are stated in low levels (Dolunay, 2002; Girgin and Baysal 2002). In studies assessing teachers' burnout levels, differences are observed among professions (Ergin, 1996; Gokcen et al, 2013). Teachers are determined to have lower burnout levels, and this could be considered as a positive result in terms of teaching profession. In literature, there are studies showing similarities with our study's finding that female teachers experience more DT than male teachers (Aksoy, 2007; Bakar et al, 2006; Dogan, Ilham and Aygun, 2006; Ergin, 1992; Gezer, Yenel and Sahan, 2009; Gul, Keskin and Bozkurt, 2014; Kaya et al, 2007; Uner et al, 2004; Yavuzyilmaz et al, 2007). It could be thought that women are more prone to emotional burnout due to making less use of acquisitions in society such as higher income, social status and high degree of capability, social gender roles, over sensitivity to problems and having more responsibilities at home as well as at work.

In studies consistent to the findings of our research it is found that burnout is correlated negatively with work experience (Cagliyan, 2007; Dolunay, 2002; Maslach and Jackson, 1981; Oruc, 2007). The reason why burnout is seen more in young people can be explained by the fact that they have not acquired some features to deal with the problems at work or they have high expectations of their work. In our study, as in many other studies in literature it is reported that marital status is an effective variable on burnout, and single teachers' burnout level has been observed significantly higher in comparison to married teachers (Ergin, 1992; Maslach and Jackson, 1986; Torun, 1995). It is thought that having a family and being able to share the sadness and joy of life with them may reduce the stress of work and fatigue. In addition, the support of family in coping with difficulties may reduce burnout. Also, in literature there are studies stating that if socio-economic levels increase the burnout level decreases (Minibas, 19990; Tumkaya, 1996). Teachers' perception of having poor socio economic status may cause them to feel inadequate and increase their workload. This condition is thought to result in higher burnout.

As a result of the evaluation of the factors that are thought to affect the burn-out level (such as working status, conditions in the school such as the duration, number and



frequency of lectures, occupational satisfaction, behaviors and health perception, etc.); In our study we found that teachers who graduate from an education faculty experience burnout more than the ones who graduate from other faculties, and this is consistent with literature (Dagli and Gunduz, 2008). This situation may result from the professional concentration that is revealed by more eager and idealistic behaviors of graduates of education faculties which train teachers (Dagli and Gunduz, 2008).

In this study, it has been indicated that the PF scores of teachers were higher compared to the school administrators. Being a teacher or an administrator affects the EB and D scores. Dagli and Gunduz have performed a study in Diyarbakır and they have shown that the PF of teachers were higher compared to administrators. Furthermore, they have detected that teachers felt the D in the lower levels compared to administrators and there was no statistically significant difference between the EB subcomponents between teachers and administrators (Dagli and Gunduz, 2008). In contrast to our findings, Dilsiz have reported that the PF levels of secondary school teachers were lower according to the administrators in Konya province (Dilsiz, 2006). The reason of this can be explained by the fact that teachers come face to face with problems of student more often compared to administrators and teachers do not receive the desired feedback adequately.

Teachers working in state schools had higher levels of EB compared to the teachers working in the private schools. In contrast to our study, according to the studies performed by Otacioglu in Istanbul province and Dilsiz in Konya province, teachers in private schools experienced higher levels of EB compared to teachers in the state schools (Otacioglu, 2008; Dilsiz, 2006). Even though there are contradictory results in the literature, it can be considered that teachers working in private schools have sufficient work satisfaction due to the sufficiently provided possibilities and workplace and the high salaries compared to the opportunities of teachers working in state schools.

In this study it is determined that as long as total service time increases, D and PF levels decrease and EB level rises. According to Segmenli (2001), school counselors with five years of experience sense more personal failure (Segmenli, 2001). It could be thought that if the total service length and age increases, one may internalize his occupation and feel more dedicated to it, and that he may adapt to his work conditions



and gain more experience to cope with stress. Of the teachers enrolled in the study who consider quitting the profession have higher EB, D and PF levels. This finding is consistent with literature as well (Baysal, 1995; Dolunay, 2002). These results can be interpreted as negative attitudes built towards work that could be seen as an indicator of burnout.

The EB, D and PF levels of teachers who were not satisfied with the workplace were higher compared to teachers who were satisfied with the workplace. The association between the dissatisfaction with workplace and the burn-out has been examined in the literature and it has been detected that dissatisfaction with workplace increases the each of the three sub-components of burn-out (Maslach et al., 2001; Girgin, 1995; Dolunay, 2002; Cam, 1992; Demir, Kapukaya, & Ozfidan, 2015). It has been indicated by Cemaloglu and Sahin, Aksoy and Kirilmaz et al. that EB and D were higher in teachers who were not satisfied with the workplace compared to others. Kirilmaz et al. has also found that the D scores of teachers who were not satisfied with the workplace were higher compared to others (Cemaloglu and Sahin, 2007; Aksoy, 2007, Kirilmaz et al, 2010). This can be due to the inability to be comfortable in the workplace, conflicts, tensions, stress and inability to work peacefully.

In our study, some of the teachers stated that they did not think the working conditions were not sufficient. The EB, D and PF scores of these teachers were higher compared to the teachers who were satisfied with the working conditions. According to the study performed by Polat et al. with high school teachers, they experienced the EB more intense compared to primary school teachers (Polat et al, 2009). Appropriate working conditions can increase the interest and affection of teachers; as can happen to each individual, and therefore, it can decrease the burn-out syndrome.

The EB, D and PF levels of teachers who thought to resign were higher compared to others. According to studies conducted by Baysal in Izmir and Dolunay in Ankara; the EB, D and PF levels of teachers who thought to change their profession were higher compared to the other teachers (Baysal, 1995; Dolunay, 2002). Similarly, Polat et al. have shown that teachers who thought to leave their profession had higher EB and D scores



compared to others in Bilecik (Polat et al, 2009). These findings can explain us that these negative attitudes towards the work can be the indication of burn-out.

As long as teachers' assessment of their own health status increases in a "bad" direction, they live more burnout in EB, D and PF levels. This finding is consistent with Murat's (2003) study done with instructors in universities (Murat, 2003). In Deveci's, Calmaz's, Kose'z and Tokdemir's (2011) study among the nurses, it is found that when nurses' assessment of their own health status gets worse, their EB scores increase (Deveci et al, 2011). Some writers said that there is a relationship between depression and burnout, but some others said that these two concepts are two clinic appearances which are different from one another (Ardic and Polatci, 2008; Havle et al, 2008; Kacmaz, 2005; Kounenou, Koumoundourou and Makri-Botsari, 2005; Maslach and Jackson, 1986; Taycan et al, 2006; Taycan et al, 2013). As long as the importance given to health decreases, it could be said that people develop negative behaviors, get desensitized to events/individuals, and experience decline in their personal success.

The EB, D and PF levels of teachers who did not exercise were higher compared to teachers who exercised regularly. However, the studies; performed by Topaloglu with teachers and by Deveci with nurses, have indicated that there was no significant association between the exercising and the level of burn-out (Topaloglu et al, 2007; Deveci et al, 2011). It is inevitable to ignore the positive effects of regular exercising on the health and the mood. In this study, teachers who did not have any hobby experienced more intense EB, D and PF compared to teachers who had hobbies. It is thought that dealing with a hobby can be a factor which can decrease the work stress as well as increase the work satisfaction. Teachers who had sleeping problems felt EB and D more than teachers who did not have any problem related to sleeping. According to the study performed by Deveci related to the burn-out status of nurses, the EB scores of the nurses who had sleeping issues had less EB scores compared to others (Deveci et al, 2011). Burn-out can have adverse effects on sleeping whereas the sleeping problems can also influence the burn-out level of individuals.

Consequently, in this study it is found that the teachers working in Kilis Centrum has intermediate emotional burnout scores and low personal failure scores. In line with



these kinds of studies the interventions aimed to increase teachers' burnout levels and planning of remedial works can be considered. In line with these results;

- Orientation and the encouragement trainings should be planned particularly for young teachers at the beginning of their profession,
- The experienced teachers should share their experiences and knowledge with the junior teachers,
- There should be in-service trainings organized about personal success in which administrators and teachers should share their experiences,
- There should be studies related to the effects of the tenure on the burn-out levels and the interventions should be planned,
- The work load of teachers should be reduced by decreasing the weekly periods of lectures,
- The counseling and guidance services should be considered important in order to choose the right profession and therefore, ensure teachers to initiate their profession with an enthusiasm,
- The working environment of teachers should be improved in order to increase their satisfaction,
- The importance should be given to the physical and mental health of teachers and the trainings and forwarding studies should be performed intended for the teachers to gain right health attitudes,
- Guidance should be given to teachers which improves their social behaviors and provide them the appropriate environment,
- There should be improvements and regulations in the current education system in order to increase the satisfaction and decrease the burn-out of students and teachers.



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Tables

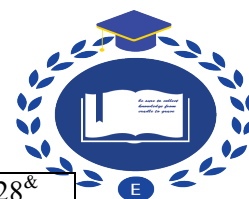


Table 1. The Teachers' Dispersion of Their Average Points Belonging to Their Subcomponents

MBI Subcomponents (n=1134)	(Mean±SD)	(Min-Max)
MBI-EB	13.46±6.49	(0-36)
MBI-D	3.87±3.24	(0-18)
MBI-PF	9.32±4.65	(0-32)

Table 2. The Teachers' Dispersion of The Point EB, D and PF According to Their Sociodemographic Properties

Sociodemographic Properties	N	EB (Mean±SD)	D (Mean±SD)	PF (Mean±SD)
Sex				
Female	474	13.98±6.47	3.73±3.31	9.56±4.23
Male	660	13.09±6.49	3.97±3.18	9.14±4.92
The value of "p"		0.024 [§]	0.208	0.125
The value of "t"		-2.267	1.259	-1.537
Age				
30 and less than 30	386	13.63±5.80 [*]	4.28±3.30 [*]	10.33±4.44 [*]
31-45	591	13.95±6.89 ^{&}	3.93±3.16 ^{&}	9.45±4.44 [*]
46 and more than 46	157	11.21±6.10 ^{*&}	2.62±3.08 ^{*&}	6.34±4.71 [*]
The value of "p"		0.0001 [§]	0.0001 [§]	0.0001 [§]
The value of "F"		11.501	15.244	44.675
Marital Status				
Maried	900	13.51±6.48	3.76±3.20	9.01±4.51 [*]
Single	222	13.08±6.22	4.27±3.32	10.63±4.99 [*]
Divoroed/Living alone	12	17.41±10.79	4.50±4.05	8.25±4.41
The value of "p"		0.073	0.094	0.0001 [§]
The value of "F"		2.628	2.369	11.374
Child Status				
No children	130	14.38±6.89	4.46±2.92 [*]	10.17±4.13 ^{*&}
1-3 children	740	13.52±6.42	3.67±3.28 [*]	8.85±4.49 [*]



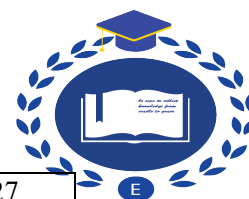
4 or more than 4 children	42	11.61±7.49	3.42±2.55	7.92±5.28 ^{&}
The value of “p”		0.056 [§]	0.029 [§]	0.002 [§]
The value of “F”		2.886	3.568	6.053
His/Her Own Sociodemographic Level				
Less	178	15.41±6.93 [*]	4.37±3.68	10.16±5.09 [*]
Medium	931	13.18±6.33 [*]	3.80±3.13	9.18±4.52 [*]
High	25	10.04±6.23 [*]	2.80±3.40	8.44±5.40
The value of “p”		0.0001 [§]	0.026 [§]	0.022 [§]
The value of “F”		12.598	3.671	3.832

^{*,&}Groups which differ originated by Tukey HSD test

[§] p<0.05

Table 3. The Teachers’ Dispersion of The Point EB, D and PF According to Their Working Status

Working Status	N	EB (Mean±SD)	D (Mean±SD)	PF (Mean±SD)
Graduated School				
Education	746	14.13±6.55	4.15±3.33	9.77±4.51
Other (Arts and Science, Faculty of Agriculture etc.)	388	12.18±6.19	3.32±2.98	8.45±4.80
The value of “p”		0.0001 [§]	0.0001 [§]	0.0001 [§]
The value of “t”		4.939	4.287	4.465
Status				
Teacher	987	13.53±6.60	3.87±3.29	9.50±4.60
Director	147	13.01±5.68	3.88±2.86	8.06±4.81
The value of “p”		0.311	0.963	0.001 [§]
The value of “t”		1.016	-0.046	3.420
The Workplace				
State School	1060	13.60±6.53	3.88±3.23	9.25±4.56
Private School	74	11.55±5.64	3.74±3.40	10.22±5.73
The value of “p”		0.004 [§]	0.733	0.157



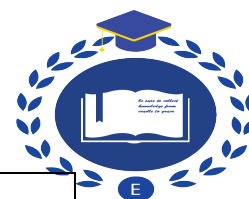
The value of “t”		2.983	0.343	-1.427
Working Time				
60 months	307	12.81±5.53*	4.19±3.30*	10.40±4.50*
61-120 months	283	14.43±6.56*	4.11±3.04	10.09±4.23&
121 months and more than 121 months	544	13.33±6.90	3.56±3.28*	8.30±4.73*&
The value of “p”		0.008 [§]	0.008 [§]	0.0001 [§]
The value of “F”		4.820	4.790	26.383

*.&Groups which differ originated by Tukey HSD test

[§] p<0.05

Table 4. The Teachers’ Dispersion of The Point EB, D and PF According to Their Satisfaction With Their Job

Satisfaction With Their Job	N	EB (Mean±SD)	D (Mean±SD)	PF (Mean±SD)
Thinking of changing school				
Yes	374	15.34±6.55 [§]	4.55±3.42 [§]	10.45±4.06 [§]
No	760	12.54±6.27 [§]	3.53±3.09 [§]	8.76±4.82 [§]
Being satisfied the working environment				
Pleased	957	12.76±6.25 [§]	3.54±3.07 [§]	8.98±4.59 [§]
Not pleased	177	17.26±6.46 [§]	5.67±3.51 [§]	11.15±4.53 [§]
Finding working conditions enough				
Enough	525	11.08±5.91 [§]	3.28±3.08 [§]	8.59±4.93 [§]
Not enough	609	15.51±6.28 [§]	4.38±3.28 [§]	9.94±4.30 [§]
Satisfied with the working hours				
Pleased	789	12.32±6.02 [§]	3.44±2.98 [§]	8.95±4.74 [§]
Not pleased	345	16.07±6.78 [§]	4.85±3.58 [§]	10.16±4.32 [§]
Thinking of stopping (Leaving the job)				
Yes	213	19.92±5.94 [§]	5.69±3.45 [§]	11.39±4.10 [§]
No	921	11.97±5.65 [§]	3.45±3.04 [§]	8.84±4.64 [§]



Finding the job suitable for himself/herself				
Appropriate	1002	12.67±6.09 [§]	3.65±3.15 [§]	9.01±4.57 [§]
Don't appropriate	132	19.47±6.34 [§]	5.56±3.41 [§]	11.65±4.60 [§]
Finding the Right Place meat in society Profession				
Yes	143	10.07±5.97 [§]	3.41±3.48	8.34±5.50 [§]
No	991	13.95±6.42 [§]	3.94±3.20	9.46±4.50 [§]

[§] p<0.05

Table 5. The Teachers' Dispersion of The Point EB, D and PF According to Their Perceptions and Behaviors of Health

Perceptions and Behaviors of Health	n	EB (Mean±SD)	D (Mean±SD)	PF (Mean±SD)
Evaluation of his/her health				
Good	555	11.29±5.87 [*]	3.15±3.06 [*]	8.18±4.26 ^{*&}
Medium	507	15.27±6.24 [*]	4.42±3.16 [*]	10.34±4.68 [*]
Bad	72	17.47±7.03 [*]	5.55±3.77 [*]	10.90±5.18 ^{&}
The value of "p"		0.0001 [§]	0.0001 [§]	0.0001 [§]
The value of "F"		72.401	32.514	35.010
Chronical Disease				
There is	238	14.88±6.54	3.97±3.19	9.32±4.76
There isn't	896	13.09±6.43	3.84±3.25	9.32±4.62
The value of "p"		0.0001 [§]	0.602	0.993
The value of "t"		3.764	0.522	0.009
Psychological Disease				
There is	11	20.18±4.79	4.36±2.69	10.00±3.63
There isn't	1123	13.40±6.47	3.86±3.24	9.31±4.66
The value of "p"		0.001 [§]	0.559	0.548
The value of "t"		4.651	0.605	0.621
Smoking				
Smokers	350	14.99±7.00	4.16±3.29	9.52±5.01



Non smokers	78	12.78±6.14	3.74±3.21	9.23±4.48
The value of “p”		0.0001 [§]	0.043 [§]	0.357
The value of “t”		5.088	2.028	0.922
Use of alcohol				
The ones who use	170	14.11±6.21	4.52±3.26	9.34±4.94
The ones who don't use	964	13.35±6.54	3.75±3.22	9.31±4.60
The value of “p”		0.144	0.005 [§]	0.954
The value of “t”		1.465	2.846	0.058
Practising				
The ones who practice	341	11.10±6.56	3.19±2.94	8.35±4.70
The ones who don't practice	793	14.48±6.20	4.16±3.32	9.73±4.57
The value of “p”		0.0001 [§]	0.0001 [§]	0.0001 [§]
The value of “t”		-8.093	-4.922	-4.573
Hobby				
There is	662	12.48±6.54	3.67±3.07	8.46±4.52
There isn't	472	14.84±6.17	4.15±3.45	10.52±4.56
The value of “p”		0.0001 [§]	0.017 [§]	0.0001 [§]
The value of “t”		-6.174	-2.382	-7.542
Sleeping problem				
There is	150	16.75±6.45	4.69±3.24	10.00±5.05
There isn't	984	12.96±6.35	3.74±3.22	9.21±4.58
The value of “p”		0.0001 [§]	0.001 [§]	0.076 [§]
The value of “t”		6.703	3.325	1.786

*,&Groups which differ originated by Tukey HSD test

§ p<0.05