

The Relationship between Faculty Members' School Culture and Burnout Levels Based on the Perceptions of Teacher Candidates¹

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Abstract:

This study aimed to determine the relationships between school culture and burnout levels of faculty members in the department of education at a university based on the perceptions of teacher candidates, who were in their senior years. The quantitative study included 181 teacher candidates and was designed as a relational descriptive model. Two instruments were used for data collection: School Culture Scale (SCS) and Maslach Burnout Inventory (MBI). SCS was used to determine school culture and MBI was used to measure burnout levels of faculty in a university located in Zonguldak province, Turkey. The findings of the study suggested that there were significant relationships between school culture and burnout levels of faculty members in higher education based on the perceptions of teacher candidates. In addition, the results showed that burnout levels of faculty members had negative effects on the success of the school culture at the university.

Keywords: School culture, burnout levels, teacher candidates of principals



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INTRODUCTION

The success of school like organization has a relationship with the perceptions and attitudes of its individual members. These attitudes may establish a positive school climate or create stress among teachers and staff. School culture has a powerful effect in shaping individuals' attitudes towards one another (Peterson, 2002). In research, Barth (2002) suggested that school culture is more powerful on teaching and learning than teachers, parents, the board of education, or the school principal. Schein (1985) and Maslowski (2006) indicated that the strength of school culture includes not only the perceptions and values that affect the functioning of a school but it also copes with problems surrounding the school environment.

Başaran (1982) suggested that the culture of an organization is basically the beliefs and norms created by ongoing employees and transferred to the next generations in a pattern of values. In line with this, it is reasonable to emphasize that schools are organizations, which preserve their own unique cultures. Çelik (2009) stated that schools are institutions that produce educational services and products to the people of an organization. School culture consisted of common mission, history, customs, traditions, and fundamental values (Erdem & İşbaşı, 2001). School culture may develop within the school or by members outside the school. Cultural values create social meaning for members in schools and when the time goes on, they start shaping the behaviors of such members (Deal & Peterson, 1991). What makes schools different from each other in cultural sense is not their physical characteristics, but the quality of ongoing communication among teachers, students, and school administrators (Celep, 2002). Terzi (2005) stated that schools are considered as social units and that the school staff mutually affect one another. In their study, Alemdar and Köker (2013) indicated that how people in schools treat each other may be affected by the demographics of students and other members. School culture creates opportunities for students to self-realize their skills for social and educational purposes (Arslan, Kuru, & Satici, 2005).

Schools with weak or strong cultures possess certain characteristics. Once teachers or school administrators are assigned to a certain school no matter kind of culture the school owns, they will have to work under the influence of such school culture (Tuğrul & Çelik, 2002). The expressions of strong school culture include "Schools are for students", "Set high but realistic goals for your students", and "Trust your colleagues and understand your students" (Gizir, 2008). Schools that manage to be successful are those, which have conscious staff and strong cultures (Demirtaş & Ekmekyapar, 2012; Şimşek, 2003). Therefore, schools with strong cultures are considered to be functional and have encouraged staff with shared values (Alemdar & Köker, 2013; Firat, 2010). In addition, a school with strong cultures employs a trend of promoting change and development in creating effective school environments (Balci, 2002; Çelik, 2009). In powerful school cultures, employees are open to change, feel better about themselves, motivated, have a sense of trust, collaboration, sharing, and high expectations towards each other, and put effort to enhance student achievement (Deal & Peterson, 1991).

On the other hand, schools that employ negative school cultures have resistance to innovational changes and often experience conflict situations (Alemdar & Köker, 2013; Schein, 2010). In schools with negative cultures, teachers, students, parents, and school administration have weak communication links with one another, the burnout levels are high, the motivation is low and the existence of hostility and suspicions are on increase, destructive conflicts are in place and coordination is impaired, and school employees have low expectations for each other and the bonds of love and respect have been damaged (Özdemir, 2006). Research findings suggest that schools with such negative cultures may increase the burnout levels of their teachers. Due to the fact that negative school culture negatively affects burnout

levels of educators, it is likely that students in those schools may exhibit poor academic performances.

The levels of burnout may have negative impacts on organizational performance of employees as they are strong indicators in shaping the behaviors of individuals within the organization. According to literature, the concept of burnout was first defined by Freudenberger, who was a clinical psychologist (Şıklar & Tunalı, 2015). He defined burnout as failure in satisfying requests, deterioration, state of exhaustion, and loss of strength or energy (Freudenberger, 1986). Maslach and Jackson (1981) defined burnout as physical fatigue, chronic stress, anger, helplessness, fear and despair, negative feelings and self-concept, and the development of negative attitudes towards people in the organization. Pines and Aronson defined burnout as a mental syndrome that causes constant stress, despair, and loss of energy and purpose (Gündüz, Çapri, & Gökçakan, 2013).

When the reasons behind burnout were investigated, the findings showed that burnout was not tied to a single cause, but to a combination of different factors (Gündüz, 2006). Şıklar and Tunalı (2015) suggested that some of the factors caused burnout had associations with both the person himself and the external environment. According to some research, the main causes of burnout include gender, age, level of education, number of children, performance, motivation, dedication, level of stress, personal satisfactions and expectations, and lack of support from colleagues and superiors (Ari and Bal, 2008; Izgar, 2001). The organizational factors affecting burnout include organizational structure, working hours, shifts, job stress, overtime schedules, the nature of the work, physical characteristics of the workplace, participation in decision making process, social support, low wages, conflict and ambiguity in roles, lack of career opportunities, emotional, and sexual harassment in the workplace, leadership type, and organizational culture (Ardıç & Polatçı, 2008; Ertürk & Keçecioglu, 2012; Girgin, 2010).

In a study, Friedman (1991) found direct relationships between teacher burnout and school culture. Heck and Marcoulides (1996) suggested that school environment has relationship with school culture as it affects both teachers and students. Abel and Sewell (1999) indicated that the amount of stress and difficult working conditions have negative impacts on teachers from both rural and urban areas (Lavian, 2012). Along with these studies, Dorman (2003) found that pressure and negative personal relations in work environments promote emotional exhaustion among all employees. Hakanen, Bakker, and Schaufeli (2006) stated that high expectations of supervisors directly affect burnout levels of teachers. In line with these findings, schools with strong cultures have successful and motivated principals (Engels, Hotton, Devos, Bouckenoghe, and Aeltermann, 2008) and establish meaningful relationships among teachers, students, and parents (Macneil, Prater, & Busch, 2009).

Educators may be emotionally depleted as the teaching profession requires constant sacrifices. Intense work, high expectations from the administrators, students, and parents enable educators to be exposed to high levels of burnout. Therefore, the concepts of school culture and burnout have been the subjects of many investigations. In addition, the consequences of being exposed to burnout in a school with negative or weak culture may include severe consequences for many educators. Some of the consequences include but are not limited to lower levels of teacher performance, decreased effectiveness in teaching and learning, exhaustion, mental syndromes, and lower academic expectations towards student achievement. Although there are studies conducted on the relationships between school culture and burnout in primary and secondary education levels, research is lacking about such relationships in higher education levels. Thus, the present study is believed to fill this gap in the literature. In addition, the significance of this study is that negative school cultures have effects on burnout levels of teachers, students, school administrators, and policy makers. Therefore, understanding the

relationships between school culture and burnout may provide meaningful insights for all stakeholders in education and enable all to take certain measures in order to retain teachers and increase student achievement.

In line with these, the purpose of this study was to examine the relationships between school culture and burnout levels of faculty members of the department of education at a university based on the perceptions of teacher candidates, who were in their senior years. To satisfy this goal, the following research questions were asked:

- What are the school culture and burnout levels of faculty members based on the perceptions of teacher candidates?
- How do the perceptions of teacher candidates about school culture and burnout levels of faculty members differ based on their genders and majors?
- What is the relationship between school culture and burnout levels of faculty based on the perceptions of teacher candidates?
- To what extent, do burnout levels of faculty explain success oriented school culture in higher education?

METHOD

This study was designed in the fashion of relational descriptive model in order to investigate the relationships between school culture and burnout levels of faculty members in the department of education at a university based on the perceptions of teacher candidates. This model was employed due the fact that it was able to explain associations between variables for their past and current situations.

Participants

The participants of this study included teacher candidates, who were in their senior years at a university in Zonguldak province, Turkey. The selection of the participants, which were 181 teacher candidates included non-random selection. There were 58 (32.0%) females and 123 (68.0%) males. The majors of teacher candidates included 19 (10.5%) elementary school teachers, 71 (39.2%) teachers of theology, 35 (19.3%) kindergarten teachers, and 56 (30.9%) school counselors.

Data Collection Instruments

Two data collection instruments were involved in this study. Each instrument included questions based on teacher candidates' demographic information and majors as well. The first instrument, School Culture Scale (SCS) was used to measure the perceptions of teacher candidates about the academic culture of the university. SCS was developed by Terzi (2005). It was five-point (Strongly Disagree-1 to Strongly Agree-5) Likert type scale and included 29 items. SCS had four subscales including Task-oriented Culture (TAS-C), Support-oriented Culture (SUP-C), Bureaucratic Culture (BUR-C), and Success-oriented Culture (SUC-C). The validity and reliability studies of the scale were conducted, and the scale was found reliable as reliability coefficient of α was .85. In addition the reliability coefficient of α was .77 for TAS-C, .80 for SUP-C, .77 for BUR-C, and .75 for SUC-C.

The second instrument used for the study was called the Maslach Burnout Inventory (MBI). It was developed by Maslach, Jackson, and Leiter (1981) and used to measure the burnout levels of the faculty members based on the perceptions of teacher candidates. The scale was adapted to Turkish language by Çam (1989). MBI was a five-point (Strongly Disagree-1 to Strongly Agree-5) Likert type scale, had 22 items, and included three subscales: Emotional Exhaustion (EM-E), Lower Personal Accomplishment (L-PE), and Depersonalization (DEP). The

reliability coefficient for each subscale was estimated using the data obtained in the present study as α was .89 for EM-E, .72 for L-PE, and .71 for DEP.

As these two instruments were developed for previous studies by different researchers, both instruments were also tested through Confirmatory Factor Analysis (CFA). The results of CFA for both instruments suggested that they were reliable to be used for this study. The results of fit index values for both instruments on Root Mean Square Error of Approximation (RMSEA), Normal Fit Index (NFI), Comparative Fit Index (CFI), Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI) and, Relative Fit Index (RFI) were analysed. The findings for both instruments showed the following ranges of fit index values: $.00 \leq \text{RMSEA} \leq .10$; $.80 \leq \text{NFI} \leq .95$; $.90 \leq \text{CFI} \leq .95$; $.80 \leq \text{GFI} \leq .94$; $.80 \leq \text{AGFI} \leq .89$ and; $.80 \leq \text{RFI} \leq .93$.

Data Analysis

The dependent variables of the study is school culture of faculty members, and the independent variables are burnout, genders, and majors of teacher candidates. The analysis of the study was made in a pattern revealing the relationships between dependent variables and the impacts of independent variables on dependent variables. SPSS 20.00 was used for data analysis. For the analysis, first, mean scores of each subscale were determined based on the following calculations: 1.00-1.80 (absolutely disagree), 1.81-2.60 (disagree), 2.61-3.40 (neutral), 3.41 to 4.20 (agree), and 4.21 to 5.00 (strongly agree). Independent samples t-tests were used to examine the differences between genders, and ANOVA tests were used to detect the differences between majors. Pearson product-moment correlation coefficient, r was used to determine the association between dependent variables. Lastly, multiple linear regression analysis was used to investigate the effects of burnout on school culture.

FINDINGS AND DISCUSSION

In this part of the study, the results are presented according to the perceptions of teacher candidates on school culture and burnout levels of faculty members. In most cases, a teacher candidate may be able to decide on his/her faculty member's burnout due to faculty member's motivation, enthusiasm, effectiveness, and eagerness on teaching strategies in the classroom and collaboration with students and colleagues outside the classroom. Respectively, the differences between genders and majors along with the relationships between dependent variables were examined. In addition, whether burnout levels of faculty members explained school culture or not were investigated.

Table 1.

Summary of ranges, means, and standard deviations on SCS

Variables	N	Min	Max	.	SD
TAS-C	181	1.17	5.00	3.38	.76
SUP-C	181	1.00	5.00	2.88	.79
BUR-C	181	1.44	4.67	3.11	.59
SUC-C	181	1.00	5.00	3.16	.78

The mean scores on school culture were evaluated and the results showed that the perceptions of teacher candidates had the highest scores on TAS-C ($M = 3.38$; $SD = .76$) and the lowest mean scores on SUP-C ($M = 2.88$; $SD = .79$). Teacher candidates had higher mean scores on SUC-C ($M = 3.16$; $SD = .59$) than BUR-C ($M = 3.11$; $SD = .78$) (see Table 1).

Table 2.*Summary of ranges, means, and standard deviations on MBI*

<i>Variables</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>•</i>	<i>SD</i>
EM-E	181	1.00	5.00	2.50	.79
L-PE	181	2.00	4.75	3.48	.55
DEP	181	1.17	4.33	2.21	.61

Burnout levels of faculty members based on the perceptions of teacher candidates are presented in Table 2. The results indicated that their perceptions had the highest mean values on L-PE ($M = 3.48$; $SD = .55$) and the lowest values on DEP ($M = 2.21$; $SD = .61$).

Table 3.*Independent samples t-test results on school culture between genders*

<i>Variables</i>	<i>Gender</i>	<i>N</i>	<i>•</i>	<i>SD</i>	<i>t</i>	<i>p</i>
TAS-C	Female	58	3.47	.67	1.16	.04
	Male	123	3.33	.80		
SUP-C	Female	58	3.00	.72	1.29	.20
	Male	123	2.83	.82		
BUR-C	Female	58	3.18	.61	1.09	.83
	Male	123	3.08	.58		
SUC-C	Female	58	3.24	.65	.00	.88
	Male	123	3.13	.84		

The perceptions of teacher candidates on school culture of the university were evaluated based on their genders. The results suggested that there were no significant differences between the genders of teacher candidates based on SUP-C, BUR-C, and SUC-C (see Table 3). However, the findings indicated that there meaningful differences between their genders on TAS-C, with conditions, $t(179) = 1.16$; $p = .04$.

Table 4.*Independent samples t-test results on burnout between genders*

<i>Variables</i>	<i>Gender</i>	<i>N</i>	<i>•</i>	<i>SD</i>	<i>t</i>	<i>p</i>
EM-E	Female	58	2.67	.80	1.90	.89
	Male	123	2.43	.78		
L-PE	Female	58	3.36	.51	-1.89	.47
	Male	123	3.53	.57		
DEP	Female	58	2.37	.62	2.45	.33
	Male	123	2.14	.60		

In Table 4, the perceptions of teacher candidates on burnout levels were examined based on their majors. According to the findings, there were no significant differences between the majors of teacher candidates based on EM-E, L-PE, and DEP.

Table 5.*Anova test results on school culture based on majors*

<i>Majors</i>	<i>Dependent Variables</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>	<i>Results</i>
Elementary School Teacher = 1 Teacher of Theology = 2 Kindergarten Teacher = 3 School Counselor = 4	TAS-C	5.07	3	1.69	2.98	.03	4>3
	SUP-C	17.27	3	5.75	10.51	.00	2>1, 3>1, 4>1, 4>2, 4>3
	BUR-C	.34	3	.11	.32	.80	
	SUC-C	12.01	3	4.00	7.09	.00	2>1, 3>1, 4>1

The perceptions of teacher candidates on school culture based on their majors were analyzed and the results showed that there were significant differences on TAS-C with conditions, $F(3,177) = 2.98, p = .03$; on SUP-C with conditions, $F(3,177) = 10.51, p = .00$, and on SUC-C with conditions, $F(3,177) = 7.09, p = .00$. However, the findings showed that there were not any significant differences on BUR-C (see Table 5).

Table 6.
Anova test results on burnout based on majors

Majors	Dependent Variables	Sum of Squares	df	Mean Square	F	p	Results
Elementary School Teacher = 1	EM-E	.82	3	.27	.42	.73	
Teacher of Theology = 2	L-PE	3.36	3	1.12	3.76	.01	3>2
Kindergarten Teacher = 3	DEP	1.45	3	.48	1.27	.28	
School Counselor = 4							

The Table 7 was examined based perceptions of teacher candidates on burnout according to their genders, and the results showed that there were significant differences on L-PE with conditions, $F(3,177) = 3.76, p = .01$. On the other hand, the findings showed that there were not any significant differences on EM-E and DEP (see Table 6).

Table 7.
Correlation matrix results among variables in the study

Dependent Variables	1	2	3	4	5	6	7
1 = TAS-C	1						
2 = SUP-C	.62**	1					
3 = BUR-C	.28**	.35**	1				
4 = SUC-C	.60**	.83**	.40**	1			
5 = EM-E	-.21**	-.12	.05	-.14*	1		
6 = L-PE	.22**	.13	.13	.15**	-.40**	1	
7 = DEP	-.16**	-.21**	.03	-.21**	.61**	-.24**	1

**p<.01

The relationships between school culture and burnout levels of faculty members of the university based on the perceptions of teacher candidates were analyzed using Pearson's correlation (see Table 7). The results showed positive correlations between L-PE and TAS-C ($r = .22; p<.01$) and L-PE and SUC-C ($r = .15; p<.01$). However, there were negative and significant correlations between EM-E and TAS-C ($r = -.21; p<.01$) and EM-E and SUC-C ($r = -.14; p<.01$). In addition, there were negative and significant correlations between DEP and TAS-C ($r = -.16; p<.01$) and DEP and SUC-C ($r = -.21; p<.01$).

Table 8.
The results of the multiple linear regression analysis

Variables	B	Std. Error	Beta	t	p
(Constant)	3.78	.22	-	16.77	.00
EM-E	-.02	.09	-.02	-.27	.78
DEP	-.25	.11	-.19	-2.11	.03

$F = 4.16; p < .01; R = .21; R^2 = .04.$

In Table 8, the negative effects of EM-E and DEP on SUC-S were analyzed. According to the findings, the results indicated that the subscales of MBI, which were EM-E and DEP had significantly negative impacts on the subscale of SCS, which was SUC-S, with conditions, $R^2 = .04, F = 4.16, p < .01$. Therefore, it is reasonable to suggest that EM-E and DEP were able to explain only 4% of SUC-S.

DISCUSSION

In this study, the relationships between school culture and burnout levels of faculty members in the department of education at a university based on the perceptions of teacher candidates were examined. Based on the findings, one may state that at some point, burnout levels of the faculty may be considered as the predictor of school culture. The factors behind burnout may be both internal and external meaning that some of these factors are related to person's inner thoughts and the others are associated with the external environment (Ertürk & Keçecioglu, 2012; Girgin, 2010; Gündüz, 2006). The internal and external factors of burnout of faculty members may be assumed by teachers candidates based on their effectiveness in teaching and collaboration with others.

The study findings suggested that the faculty members were more focused on organizational goals than the individual goals as they scored the highest on task oriented school culture. This result is not consistent with the findings of Deal and Peterson (1991) who reported that educators in a setting with a strong school culture would feel better about themselves and focus on both individual and organizational goals. Based on this result, it may be concluded that high expectations and pressure from school administration push educators to focus only on organizational goals other than personal goals (Ari & Bal, 2008). Research results also showed that burnout levels of faculty members received the highest scores on lower personal accomplishment meaning that they start developing negative thoughts about themselves. Thus, it may be inferred that due to fact that when faculty members do not receive enough appreciation from their superiors, students, parents, and colleagues, they would start feeling unsuccessful and inadequate in their profession (Ardıç & Polatçı, 2008; Ertürk & Keçecioglu, 2012).

When the perceptions of teacher candidates were compared on school culture and burnout levels of faculty members based on their genders, the findings indicated that there were significant differences only on task oriented school culture, females scoring higher than males. These findings show that mostly, school culture and levels of burnout have similar effects on the perceptions of both male candidates and female candidates (Ari & Bal, 2008). This is parallel with the findings of Izgar (2001) suggesting that school culture and burnout have similar impacts on genders.

The majors of teacher candidates were compared and the results showed that on school culture, there were meaningful outcomes on task oriented, support oriented and success oriented school cultures, mainly school counselors scoring higher than the rest of the teachers. From these results it may be inferred that school culture affects most teachers depending on the amount of work they do regarding to their majors. This aligns with the findings of Alemdar and Köker (2013) and Firat (2010) suggesting that school culture may promote most educators to a certain direction depending on the responsibilities that they have within their areas of work. Comparing majors based on burnout levels, the results suggested that there was a significant result only on lower personal accomplishment, kindergarten teachers scoring higher than teachers of theology. This is consistent with the findings of Ardıç and Polatçı (2008) suggesting that poor working conditions would deteriorate the emotions of the employees regarding to their personal accomplishment. In addition, why kindergarten teachers felt more of a lower personal accomplishment may be due to the amount of work required while working with children at younger ages, who may be the cause for the energy loss and stress (Gündüz et al., 2013).

The relationships between school culture and burnout levels of faculty members based on the perceptions of teacher candidates were analyzed and the results showed that there were significant relationships between the two variables. There were negative and meaningful

relationships between emotional exhaustion and success oriented culture and depersonalization and success oriented culture. Several research conducted previously also found that there were meaningful relationships between school culture and burnout (Engels et al., 2008; Lavian, 2012; Özdemir, 2006; Şıklar & Tunalı, 2015). These findings show that the success of school culture may adversely be affected by burnout levels of faculty members (Hakanen et al., 2006; Dorman, 2003). It may be concluded that educators, who are worn out from work would tend to limit their relationships with other people, develop negative attitudes for colleagues and students, feel weak in problem solving activities, and have apathy toward work (Macneil et al., 2009). Faculty members with such feelings and attitudes would eventually act irresponsible and experience loss of energy resulting in creating a weaker school culture (Abel & Sewell, 1999; Macneil et al., 2009).

Present research also found that as the subscales of burnout, emotional exhaustion and depersonalization were able predict success oriented culture, which was the subscale of school culture. Thus, it may be concluded that although such finding was considered to be at lower rates, to some extent, it may be suggested that apathy toward work and irresponsibility have negative effects on the success of a school culture (Demirtaş, 2010). These results are also consistent with the findings of Özdemir (2006) stating that schools with weak cultures have educators with weak communication skills, low motivation, and higher levels of burnout. All these negative aspects of burnout have strong impacts on the culture of schools in general (Friedman, 1991). As a result, having no motivation and willingness toward work, feeling stress, and apathy would eventually affect the performance of faculty members resulting in a weak school culture.

CONCLUSION AND RECOMMENDATIONS

In conclusion, the present study investigated the relationships between school culture and burnout levels of faculty members based on the perceptions of teacher candidates. The findings showed that considering all factors of both instruments, mostly, there were meaningful relationships between school culture and burnout levels of faculty members. In addition, burnout levels of faculty members had adverse effects on the success of the school culture in the university. Based on the results, it may be concluded that faculty members in the university experience burnout due to depersonalization and emotional exhaustion. These two factors include severe anxiety, apathy for work, irresponsibility, and having no specific goals for certain tasks. Considering these severe cases, it would be more appropriate for the stakeholders in the university to take crucial measures in creating a strong school culture. These measures include but are not limited to providing social support, clearing ambiguity in roles, establishing a positive school climate, having authentic and reasonable expectations, creating links for open communication, resolving issues related to mobbing, and acknowledging personal accomplishments. Such pre-cautions would help faculty members to have a sense belonging to the university, employ a sense trust towards their colleagues, feel encouraged, and take initiatives to enhance student learning and contribute to academic literature.

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Öğretmen Adaylarının Algularına Göre Akademisyenlerin Okul Kültürü ile Tükenmişlik Düzeyleri Arasındaki İlişki

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Özet:

Bu çalışmanın amacı, bir üniversitenin son sınıf öğrencileri olan öğretmen adaylarının algularına göre okul kültürü ile eğitim bölümündeki akademisyenlerin tükenmişlik düzeyleri arasındaki ilişkiyi araştırmaktır. Araştırmada tarama modellerinden ilişkisel tarama modeli kullanılmıştır. Bu model ile geçmişten günümüze kadar var olan durumların betimlenmesi amaçlanmıştır. Araştırmada 58'i kadın ve 123'ü erkek olmak üzere Zonguldak'taki bir üniversiteden toplam 181 öğretmen adayı seçkisiz olmayan yöntemle yer almıştır. Çalışmada 5'li Likert tipinde iki ölçek kullanılmıştır: Okul Kültür Ölçeği (OKÖ) ve Maslach Tükenmişlik Ölçeği (MTÖ). Elde edilen verilerin analiz edilmesi sonucunda, öğretmen adaylarının algularına göre okul kültürü ile akademisyenlerin tükenmişlik düzeyleri arasında anlamlı ilişkiler bulunmuştur. Bulgulara göre, akademisyenlerin tükenmişlik davranışlarının okul kültürü üzerinde olumsuz etkileri olduğu tespit edilmiştir.

Keywords: Okul kültürü, tükenmişlik, öğretmen adayları



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GENİŞLETİLMİŞ ÖZET

Problem: Öğretmenlik mesleğinin fedakârlık gerektiren bir meslek olması eğitimcilerin duygusal anlamda tükenmesine sebep olabilir. Yoğun iş temposu, okul kültürü, öğrenci ve velilerin yüksek beklentileri, tükenmişlik nedenleri olmaktadır. Bu bağlamda, okul kültürü ile bireylerin tükenmişlik düzeyleri arasındaki ilişki birçok araştırma konusu oluşturmaktadır. Zayıf okul kültürüne sahip okullardaki öğretmenlerin diğer okullara oranla duygusal tükenmişliğe daha fazla maruz kaldıkları bulunmuştur. Bu şekilde maruz kalmanın bazı sonuçları yorgunluk, zihinsel sendromlar, öğretilmede isteksizlik, öğrencilere yönelik düşük akademik beklentiler ve performans düşüklüğü olarak sıralanabilir. Okul kültürü ile eğitimcilerin tükenmişlik düzeyleri ile ilgili yapılan araştırmalar ilköğretim ve ortaöğretim düzeylerinde yoğunlaşmasına rağmen, alan yazında bu ilişkiyi yükseköğretim seviyesinde ve akademik kültür ile akademisyenlerin tükenmişlik düzeyleri arasındaki ilişki şeklinde incelemiş araştırmalara pek rastlanmamaktadır. Bu çalışma ile birlikte, konu ile ilgili alan yazındaki boşluğun doldurulmasına katkı sağlanacağı düşünülmektedir.

Bu doğrultuda, bu çalışmanın amacı, öğretmen adaylarının algılarına göre okul kültürü ile eğitim bölümündeki akademisyenlerin tükenmişlik düzeyleri arasındaki ilişkiyi araştırmaktır. Bu amaçla aşağıdaki araştırma sorularının cevapları araştırıldı:

- Öğretmen adaylarının algılarına göre, akademisyenlerin okul kültürü ile tükenmişlik düzeyleri ne düzeydedir?
- Öğretmen adaylarının algılarına göre, akademisyenlerin okul kültürü ile tükenmişlik düzeyleri öğretmen adaylarının cinsiyet ve bölümlerine göre anlamlı farklılıklar göstermekte midir?
- Öğretmen adaylarının algılarına göre, akademisyenlerin okul kültürü ile tükenmişlik düzeyleri arasında nasıl bir ilişki mevcuttur?
- Akademisyenlerin tükenmişlik düzeyleri, başarı odaklı okul kültürünü ne dereceye kadar yordayabilmektedir?

Yöntem: Bu çalışmada tarama modellerinden ilişkisel tarama modeli kullanılmıştır. Bu model ile geçmişten günümüze kadar var olan durumların betimlenmesi amaçlanmıştır. Çalışmada, öğretmen adaylarının algılarına göre okul kültürü ile akademisyenlerin tükenmişlik düzeyleri arasındaki ilişki incelenmiştir. Çalışmanın örneklemini Zonguldak ilindeki bir üniversitenin eğitim fakültesi oluşturmaktadır. Araştırmada 58'i kadın ve 123'ü erkek olmak üzere toplam 181 öğretmen adayı seçkisiz olmayan yöntemle yer almıştır. Adayların bölümleri Okul Öncesi Öğretmenliği (35), Sınıf Öğretmenliği (19), Psikolojik Danışmanlık ve Rehberlik (56) ile Din Kültürü ve Ahlak Bilgisi Öğretmenliği (71) alanlarından oluşmaktadır.

Araştırmanın verileri okul kültürü ve tükenmişlik düzeylerine ilişkin yerli ve yabancı alan yazın taranarak ve konu ile ilgili ölçekler uygulanarak elde edilmiştir. Ölçeklerin uygulanması noktasında gerekli izinler alınarak uygulamalar yapılmıştır. Çalışmada 5'li Likert tipinde iki ölçek kullanılmıştır: Okul Kültür Ölçeği (OKÖ) ve Maslach Tükenmişlik Ölçeği (MTÖ). OKÖ, Terzi (2005) tarafından geliştirilmiş olup 29 madde içermektedir. Ölçek dört faktörden oluşmaktadır: Destek kültürü, bürokratik kültür, başarı kültürü ve görev kültürü. Ölçeğin güvenirlik katsayısı .85'tir. Öte yandan, Maslach, Jackson ve Leiter (1981) tarafından geliştirilen MTÖ, Çam (1989) tarafından uyarlanmıştır. Duygusal tükenmişlik, duyarsızlaşma ve düşük kişisel başarı olmak üzere üç faktörü içeren ölçek, 22 maddeden oluşmuştur. Öğretmen adaylarının algılarına göre okul kültürü ile üniversitedeki akademisyenlerin tükenmişlik düzeyleri arasındaki ilişkiyi belirlemek için Pearson korelasyonu, tükenmişlik düzeylerinin başarı odaklı okul kültürünü ne derece yordadığını belirlemek için ise regresyon analizi uygulanmıştır.

Bulgular ve Tartışma: Okul kültürü ile akademisyenlerin tükenmişlik düzeyleri arasındaki ilişki öğretmen adaylarının algılarına göre incelendiğinde, düşük kişisel başarı ve görev kültürü ($r = .22$;

$p < .01$ ile düşük kişisel başarı ve başarı kültürü ($r = .15$; $p < .01$) boyutlarında olumlu ve anlamlı ilişkiler olduğu saptanmıştır. Öte yandan, duygusal tükenmişlik ile görev kültürü ($r = -.21$; $p < .01$), duygusal tükenmişlik ile başarı kültürü ($r = -.14$; $p < .01$), duyarsızlaşma ile görev kültürü ($r = -.16$; $p < .01$) ve duyarsızlaşma ile başarı kültürü ($r = -.21$; $p < .01$) boyutları arasında olumsuz ve anlamlı ilişkiler olduğu görülmüştür. Son olarak, tükenmişlik düzeylerinin, başarı odaklı okul kültürünü ne dereceye kadar yordayabildiğini belirlemek amacıyla yapılan regresyon analizi, duygusal tükenmişlik ve duyarsızlaşma boyutlarının başarı kültürü boyutunu ($R^2 = .04$, $F = 4.16$, $p < .01$) olumsuz düzeyde ve anlamlı şekilde etkilediğini göstermiştir.

Bu çalışmada öğretmen adaylarının algılarına göre okul kültürü ile eğitim bölümündeki akademisyenlerin tükenmişlik düzeyleri arasındaki ilişki incelenmiştir. Elde edilen bulgulara göre, bu değişkenler arasında anlamlı ilişkiler olduğu ve tükenmişlik düzeylerinin okul kültürünün yordayıcısı olduğu sonucuna ulaşılmıştır. Bu sonuçların elde edilmesinde kişisel düşüncelerin yanı sıra çevresel etkenlerin de önemli faktörler olduğu düşünülebilir (Ertürk ve Keçecioğlu, 2012; Girgin, 2010; Gündüz, 2006).

Sonuç ve Öneriler: Sonuç olarak, öğretmen adaylarının algılarına göre okul kültürü ile akademisyenlerin tükenmişlik düzeyleri arasında anlamlı ilişkiler olduğu ve duygusal tükenmişlik ile duyarsızlaşma boyutlarının okulun başarı kültürünü olumsuz şekilde etkilediği tespit edilmiştir. İş görenlerinde düşük motivasyon, enerji kaybı, isteksizlik, amaçsızlık, umutsuzluk, sorumsuzluk, duyarsızlık ve duygusal yıpranma görülen örgütlerin başarısız olmaları kaçınılmazdır (Demirtaş, 2010; Özdemir, 2006). Üniversitelerdeki akademisyenlerin yaşamış oldukları bu durumların etkilerini asgari düzeye indirmek veya tamamen bertaraf etmek için okul liderlerinin oldukça etkili çözümler geliştirmeleri gerekmektedir. Bu çözüm yollarından bazıları sosyal anlamda destek sağlama, rollerdeki belirsizliği giderme, olumlu bir okul atmosferi oluşturma, ulaşılabilir gerçekçi beklentiler içerisinde olma, iletişime açık ortamları oluşturma, psikolojik şiddete (mobbing) sebebiyet verecek etmenleri ortadan kaldırma ve bireysel başarılarla değinme olarak sıralanabilir. Bu yaklaşımlar, çalışanlar arasında güven tesis edebileceği gibi, akademisyenlerin öğrencilerinin başarılarını artırma adına anlamlı girişimlerde bulunmalarını sağlayacak, onları güdüleyecek ve okula karşı aidiyet duygularını artıracaktır.