



The effect of working in an institution far from their place of residence on teachers' burnout levels

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Abstract

This study investigated the relationship between the professional burnout levels of teachers who live in a different district from the district in which they work. A mixed research method was used, with a quantitative data collection tool (the Maslach Burnout Scale-Educator Form) used in the first stage and a qualitative data collection tool (an interview form developed by the researcher) used in the second stage. As a result of the research, it was concluded that being in a different district from the place of residence predicted professional burnout of teachers and explained 22% of them.

Keywords: Teacher, burnout, residence, place of work, teacher's burnout

Introduction

Education is one of the most important tools for people to live in prosperity, develop and maintain order, and eliminate negative situations that may occur in society. The most important task in achieving the goals expected of education is to fall on teachers. Teachers' productivity, effectiveness and success are closely related to their burnout levels (Soba, Babayigit, & Demir, 2017). Burnout is an individual's reaction to stress that has turned into a routine (Karaman, 2009), and is experienced more intensely among teachers than in other professions. While burnout can prevent teachers from exhibiting their expected behaviors and trying for this purpose, it can cause undesirable situations such as loss of motivation and failure for teachers (Avcı & Seferoğlu, 2011). For this reason, to be successful, the level of burnout should be kept as low as possible (Filiz, 2014); however, burnout syndrome has reached an important point in business life because of intensifying competition, rapid changes, and developing technology today (Akyürek, 2020). Burnout is a situation that can be encountered in every sector, depending on the individual characteristics of the job and person.

Burnout is a common condition related to stress Özsat, Işıktaş and Şenol (2022) found that stress is related to gender attitudes and fear. Burnout syndrome can be observed in most teachers at some point in their profession. Although this situation seems to have emerged suddenly, it actually develops gradually by being cumulatively fed from different situations (Kayabaşı, 2008). Burnout is defined as “emotional exhaustion, depersonalization, and low personal accomplishment, seen in those who have intense relationships with people because of their job” (Maslach, 1982). Exhaustion, depersonalization, and personal achievement, which are included in Maslach's (1982) definition of burnout, are also sub dimensions of burnout. If measures are not taken regarding burnout, significant negative effects can be seen for school and educational staff. Burnout causes physical and mental fatigue in teachers and negatively affects work performance and the effectiveness of education (Durak and Seferoğlu 2017). As a result of burnout, teachers' neglect, increased tendency to quit their jobs, performing lower than expected while fulfilling their duties, absenteeism without permission, extension of leave without reason, deterioration in both work and non-work human relations, inability to adapt to the environment, distance from people they value, and negative conditions such as not being satisfied and getting sick increase (Başol & Altay, 2009). The high number of negative situations resulting from burnout places it in a very important position in terms of schools.

The causes of burnout are as important as the consequences of burnout. Whether school administrators, teachers, and other employees are affected by burnout or to what extent they are affected by burnout is affected by individual characteristics such as age, experience, gender, education level (Kayabaşı, 2008), marital status (Başol & Altay,

2009), personality, expectations (Soba et al., 2017), ethnic origin, mental understanding (Karaman, 2009), and tenure in the last institution (Polat et al., 2012). In terms of schools, burnout is associated with concepts such as working hours, business environment, working conditions, social support, target audience (Kayabaşı, 2008), excess course load, injustice in appointment and promotion (Cemaloğlu & Kayabaşı, 2007), years of service (İnce & Şahin, 2015), excessive workload, organizational climate (Akman, 2019), role confusion, role ambiguity, inability to participate in decisions, managerial support, reward systems (Polat et al., 2012), and insufficient rest time (Şanlı & Tan, 2017), organizational commitment and job performance (Yıldız, Katıtaş & Doğan, 2023).

It is known that going to and from the institution where he/she works for a long time under difficult conditions has wearing effects on teachers (Önen & Altındal Doğaner, 2017), and this situation causes burnout for teachers. Although teachers work in districts far from the center, for some reason, they may reside in the central districts instead of the district where they work. Teachers may prefer to stay in the city center for reasons such as their spouses' jobs being in the center, their health status, their children's education in better schools, and more social opportunities offered to people in the center. In this case, teachers travel every day from the city center where they reside in the district. Teachers who travel every day to reach their place of duty are negatively affected both materially and spiritually; similarly, both their jobs and families are negatively affected. When the legal regulations regarding the places of residence of teachers are reviewed, there is no provision in Civil Servants Law No. 657 that obliges teachers to reside in the place where they work, or even in the province (Official Gazette, 1965). The assignment and relocation system of the Ministry of National Education, which is currently in effect, cannot solve this problem (Önen and Altındal Doğaner, 2017). Although teachers are not the only reason for burnout, it is thought to be an important reason for teacher burnout.

Professional burnout, which negatively affects teachers in various dimensions, is an obstacle to the effectiveness of education. Therefore, burnout should be handled from different perspectives, and its causes should be better revealed. In the literature, the concept of burnout has not been discussed in terms of the difference between the district of residence and the district where the job is performed. In this respect, it is thought that it will make an important contribution to the literature, as well as the possible benefits to practitioners. In this context, the aim of this research was to reveal the effect of the difference between the district of residence and the district where they work on teachers' professional burnout levels. For this purpose, answers to the following questions were sought.

- 1- Is there a significant difference between teachers' perceptions of their professional burnout and the fact that the district they reside in is different from the district they work in?
- 2- Is there a significant difference between the genders of teachers and their perceptions of professional burnout?
- 3- Is there a significant difference between the marital status of teachers and their perceptions of professional burnout?
- 4- Does the district where the teachers live differ from the district, they work in predicting the professional burnout levels of the teachers?

Method

Model of the research

An explanatory sequential design, a mixed research method, was used in this study. This pattern consists of two phases. First, quantitative data were collected and analyzed. Qualitative data were then collected and analyzed to explain and analyze the quantitative data in detail. In other words, this design is more useful when the researcher wants to explain the results of a quantitative study in detail using qualitative data. Accordingly, the quantitative findings of the study are fundamental to this design, whereas the qualitative findings play a secondary role. In this research, the effect of the difference between the district where the teachers reside and the district in which they work on the levels of professional burnout and the underlying causes of this effect were investigated.

Study group of the research

This study was conducted in two stages. Since the quantitative method was used as the basis in the first stage, the population and sample were determined in the research. In this study, 211 teachers working in the Mudurnu district of Bolu province in the 2022/2023 academic year were determined as the universe. Considering the level of accessibility to the universe, the entire universe was included in integer sampling. All teachers working in the district were given the measurement tool, and 175 teachers who gave feedback on the scales were included in the research. In the second stage, a qualitative method was used. At this stage, teachers who were different from the district where they worked and the district where they resided were reached using the purposeful sampling method. Considering that data saturation is considered a basis in qualitative research, new teachers were included in the research until data saturation was reached. Fifteen teachers were included in the qualitative part, a total of 15 teachers were reached.

Data collection tools and process

As mentioned in the previous section, the study was conducted in two stages. In the first stage, quantitative data was taken as basis. As a quantitative data collection tool, Maslach Burnout Scale-Educator Forum (MBS-EF) was used to determine the burnout level of teachers. In the second stage, the interview form developed by the researcher was administered to the participants. The interview form was created based on a literature review and the analysis of quantitative data.

Maslach Burnout Scale-Educator Forum

Maslach, Jackson, and Schwab obtained the MBS-EF by adapting the Maslach Burnout Scale (MBS), which was developed by Maslach and Jackson in 1981, to educators with minor changes. The scale is a 7-point Likert type scale consisting of 22 items with three dimensions: emotional exhaustion, depersonalization, and personal achievement. Emotional exhaustion, depersonalization, and personal achievement dimensions in the MBS were scored separately. The alpha coefficient calculated to estimate the internal consistency of the scale was found to be .89 in the dimension of emotional exhaustion, .77 in the dimension of depersonalization and .74 in the dimension of personal achievement. The alpha coefficient calculated as a result of the research data was found to be .90 in the dimension of emotional exhaustion, .79 in the dimension of depersonalization and .78 in the dimension of personal achievement.

Analysis of data

The data obtained in the quantitative part of the study were analyzed using IBM SPSS Statistics 26. Normality analyses were performed in this study. As a result of the Kolmogorov-Smirnov test, a normal distribution was found in the emotional exhaustion sub-dimension only in terms of place of residence and place of duty ($p > .05$), but there was no normal distribution in all other variables and sub-dimensions ($p < .05$). Therefore, a t-test was conducted to determine the relationship between emotional exhaustion and the difference between place of residence and place of work in the emotional exhaustion sub-dimension according to the variable of place of residence and place of work, which exhibits a normal distribution. Regression analysis was conducted to determine the effect of different places of residence from place of work on emotional exhaustion. Mann-Whitney U analysis was performed to determine the relationship between other non-normal variables and the sub-dimensions of burnout.

Ethical consent of the research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics," which is the second part of the directive, were not carried out.

Ethics committee permission information

Name of the committee that made the ethical evaluation: Bolu Abant İzzet Baysal University Human Research Ethics Committee in Social Sciences

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Findings

The first sub-problem of the research was arranged in the form of “Is there a significant difference between the fact that the district where the teachers reside is different from the district they work in and the teachers' perceptions of their professional burnout levels?”. A t-test was conducted to determine the difference between the emotional exhaustion sub-dimension related to this sub-problem and place of residence being different from the place of work. The table below shows the t-test results.

Table 1. T-Test Results on the Difference between Emotional Exhaustion and Different Place of Residence than Place of Duty

	Place of Duty		N	Mean	p
	Same District as My Residence	Different District with My Residence			
Emotional Exhaustion	99	76	18.82	24.80	.00

When Table 1 is examined, there is a significant difference between teachers' perceptions of emotional exhaustion and the fact that the district in which they reside differs from the district in which they work ($p < .05$). The mean scores of the teachers whose place of duty and residence were in different districts regarding their emotional burnout perceptions were significantly higher than those of the teachers whose place of employment and residence were in the same district. In order to determine the significant difference between the other sub-dimensions of depersonalization and perceptions of personal achievement and the variable of teachers' place of residence being different from their workplace, Mann-Whitney U analysis was performed on the data, since there was no normal distribution. The table below contains data from the related Mann-Whitney U analysis.

Table 2. Mann-Whitney U Analysis Results on the Difference between Depersonalization and Perceptions of Personal Success and Different Place of Residence than Place of Duty

	Place of Duty		N	Mean	p
	Same District as My Residence	Different District with My Residence			
Depersonalization	99	76	78.71	100.11	.00
Emotional Exhaustion	99	76	89.74	85.73	.60

When Table 2 was examined, it was determined that there was a significant difference between the teachers' place of duty and the district they resided in and their perceptions of the depersonalization sub-dimension ($p < .05$). On the other hand, there was no significant difference between the teachers' perceptions of the sub-dimension of personal achievement ($p > .05$) and the fact that the place of duty and the district in which they reside are the same. The depersonalization perceptions of teachers whose place of work and residence are different are significantly higher than those of teachers whose place of work and residence are in the same district.

In the continuation of the research, it was attempted to reveal qualitatively the data collected through interviews, why the difference between the place of duty and residence of the teachers increases their emotional exhaustion and depersonalization. The causes and their frequencies are listed in the table below.

Table 3. The Reasons for Teachers' Emotional Exhaustion and Depersonalization Increase in Teachers' Emotional Exhaustion and Depersonalization

Emotional Exhaustion and Depersonalization	Participants	f	Sample Opinion
The road takes a long time	P1, P2, P3, P9, P10, P11, P12	7	“We experience the ordeal of getting on the bus and we travel for an hour from there” (P1).
The financial burden of inter-district travel	P1, P2, P3, P4	4	“We pay 900 lira per month, if we come with our own vehicle, it will cost 2000 lira per month. From this point of view, it also forces us financially” (P2).
Getting up early in the morning and insomnia	P1, P4, P9	3	“Since it is dawn in the district where I work and we live, I have to get on the road every day in the morning, and this requires waking up very early. Sometimes I feel more tired

Not being able to spare enough time for family and students	P4, P5, P14	3	because I go to school without sleep and spend 2 hours on the road every day. Therefore, I believe that this situation increases my emotional burnout level” (P9). “My previous place of residence and school was far away, and this negatively affected my family life and my communication with my child was very weak. I was always nervous and anxious because I had to go to a place far from my child” (P14).
Difficulties of traveling by bus	P1, P15	2	“I feel tired because I travel in the morning and evening due to the difference between the district I work in and the district I reside in. I am feeling completely restless. This situation greatly affects my burnout level” (P15).
Problems related to nutrition	P2, P3	2	“Likewise, if we are close to our house, we can go to and from our house, but here I always eat from outside” (P2).
Different place of residence and duty for many years	P8, P13	2	“The fact that my place of work and residence address is different, and I have been working in this way for eight years is sometimes very tiring” (P13).
Returning home late	P4	1	“On top of these, being on the way to school before it gets light in the morning and returning home in the dark in the evening reduces my motivation and energy” (P4).

The situation that the participants stated to affect their burnout the most is the long journey between home and work, and the least expressed situation is returning home late as a result of the time spent on the road. As a result of the long journey, the participants became tired both physically and emotionally. In addition, time spent on the road causes burnout because teachers cannot spare enough time for their families and students. According to the participants, these trips triggered depletion as a financial burden. In addition, because the road is long, the participants wake up very early and set out before the weather becomes brighter. This prevents them from using their time efficiently and sometimes causes them to go to school in a sleepy manner. Another problem expressed by the participants was nutritional problems. Participants think that, as they are deprived of the comfort of eating at home, they also create a financial burden by spending extra money on food. In addition, the participants stated that the food was not healthy or good enough. In addition to getting up early in the morning because of the time spent on the road, the participants stated that they returned home late. The participants, who returned home late from school, stated that they could not allocate enough time to their families and that they could not prepare enough for the next day's lesson. Finally, participants stated that their residences and places of duty in different districts have continued for many years. More importantly, they do not know when they will end, which increases their exhaustion. They expressed that their hopes for a change of duty to their place of residence have been dashed because it is very difficult to change their place in the MoNE appointment system.

The second sub-problem of the research was arranged as "Is there a significant difference between teachers' perceptions of their gender and burnout levels?". Mann–Whitney U analysis, which is a non-parametric test, was used to determine the difference between the perceptions regarding this sub-problem. The table below contains data on the results of the analysis.

Table 4. Results of Mann-Whitnet U Analysis on the Relationship Between Perceptions of the Sub-Dimensions of Occupational Burnout and the Variable of Gender

	Gender	N	Mean	p
Emotional Exhaustion	Female	118	94.54	.01
	Male	57	74.46	
Depersonalization	Female	118	88.12	.96
	Male	57	87.75	
Personal Success	Female	118	88.43	.087
	Male	57	87.11	

When Table 4 was examined, it was determined that there was a significant difference between the perceptions of male and female teachers only in terms of the emotional exhaustion sub-dimension ($p < .05$), and

no difference in the depersonalization and personal achievement sub dimensions ($p > .05$). Female teachers' perceptions of emotional exhaustion were higher than those of the male teachers. Regarding other dimensions, female and male teachers had similar perceptions. The reason why female teachers have higher emotional burnout perceptions than male teachers has been revealed with the data collected through qualitative interviews. The causes and their frequencies are listed in the table below.

Table 5. Reasons Why Female Teachers Have Higher Perceptions of Emotional Burnout Than Male Teachers

Emotional Exhaustion	Participants	f	Sample Opinion
The fact that women are more emotional	P3, P6, P7, P10, P11, P12, P14, P15	8	"I think that women feel more burnout because they are more emotional than men" (P6).
The fact that women are more detailed	P1, P10, P13, P15	4	"We female teachers think more because we are more detailed, and this can be very tiring" (P13).
Roles that social judgments impose on women at home	P4, P5, P8, P9	4	"Due to some judgments accepted by the society, even if women play a role as much as male teachers in business life, this equality cannot be achieved in home life and that the responsibilities of housework, childcare and child education are mostly women. I think it remains. I observe from myself and my environment that women are stuck between home and work life and lead a more stressful life because they cannot find time to improve themselves or relax mentally and physically" (P4).

The situation that the participants stated to affect emotional burnout the most in female teachers was the emotional structure specific to women, and the situation that they stated to affect the least was the increase in the burden on women after becoming a mother. According to the participants, women are more affected by emotional states because they are emotional, whereas men are less affected because they are more indifferent. Participants stated that in parallel with the emotional nature of women, their detailed nature increased their emotional exhaustion levels. However, according to the participants, there were additional roles that social judgments imposed on women in the family. Women who fulfill these roles experience more stress and become emotionally exhausted. The last reason stated by the participant, coded K5, was the natural ability of women to be mothers. According to the participant, the fact that women become mothers increases their emotional exhaustion levels by placing additional responsibilities on them.

The third sub-problem of the research was arranged as "Is there a significant difference between teachers' marital status and teachers' perceptions of their burnout levels?". Mann-Whitney U analysis, which is a non-parametric test, was conducted to determine the difference between teachers' perceptions of professional burnout and their marital status. The table below contains data on the results of the analysis.

Table 6. Mann-Whitnet U Analysis Results on the Relationship Between Perceptions of the Sub-Dimensions of Occupational Burnout and the Variable of Marital Status

	Marital Status	N	Mean	p
Emotional Exhaustion	Single	53	93.25	.36
	Married	122	85.72	
Depersonalization	Single	53	89.02	.85
	Married	122	87.56	
Personal Success	Single	53	99.85	.04
	Married	122	82.85	

When Table 6 was examined, it was determined that there was a significant difference between married teachers and single teachers only in their perceptions of the sub-dimension of personal achievement ($p < .05$), while marital status did not make a difference in the perceptions of the sub-dimensions of emotional exhaustion and depersonalization ($p > .05$). The single teachers' perceptions of the personal achievement sub-dimension were significantly higher than those of married teachers. This study attempted to reveal why single teachers have

higher perceptions of personal success than married teachers, using qualitative data collected through interviews. The causes and their frequencies are listed in the table below.

Table 7. The Reasons for Higher Perceptions of Personal Success of Single Teachers than Married Teachers

Reasons for Singles to Perceive Themselves Successful	Participants	f	Sample Opinion
Single teachers have less responsibilities than married teachers	P1, P2, P5, P7, P8, P9, P13	7	“From another point of view, it may be that married people have more responsibilities in failing themselves more” (P2).
Single people do not have responsibility for their children and families	K3, P4, P5, P6, P14, P15	6	“Since marriage is a responsibility, married people have a more intense life than singles because they have to take care of their spouses and children in private life” (P15).
Single teachers have more free time	P11, P12	2	“Single teachers may find themselves more successful because they can act more individually and spend more time on their work in a temporal sense” (P12).
The fact that single teachers have less future anxiety than married teachers	P6	1	“Since single teachers have less responsibilities and future concerns than married ones, they give themselves to the profession better and can be more successful” (P6).

The most expressed by the participants about the higher perceptions of single teachers' personal success is that single teachers have fewer responsibilities than married teachers, and the least expressed is that single teachers have less future anxiety than married teachers. The fact that single teachers have fewer responsibilities than married teachers can be explained as follows: while single teachers can live in a one-room house, apartment, hotel, or teacher's house, married teachers have to live in a house with two rooms, one living room, or larger, and their responsibilities increase. Routine tasks, such as cleaning in this house, take more time and prevent the teacher from developing himself or herself and feeling successful. Another reason frequently mentioned by the participants was that single teachers do not have responsibility for their children and their families, increasing their sense of personal achievement. While a single teacher is only responsible for himself, a married teacher is responsible for both his wife and his child or children. Another reason expressed by the participants who coded K11 and K12 is that single teachers feel more successful as a result of being better equipped and more prepared by using their spare time in educational and professional studies because single teachers have less responsibilities and more free time. Finally, Participant K6 stated that single teachers' perception of themselves as more successful is the fact that they have less future anxiety than married teachers. While a single teacher only has thoughts about her own future, a married teacher is busy thinking about both her and her family's future and experiences stress.

The fourth and last sub-problem of the research was arranged as follows: "Does the district where the teachers live differ from the district, they work in predicting the professional burnout levels of the teachers?". A regression analysis was conducted to determine the effect of different places of residence from the place of work related to this sub-problem on emotional exhaustion. The table below presents the findings regarding the results of the regression analysis.

Table 8. Regression Analysis Results on the Effect of Different Place of Residence from Place of Duty on Emotional Exhaustion

		R	F	p
Emotional Exhaustion	Place of Duty	.22	9.52	.00

When Table 8 is examined, the fact that the teachers' place of residence is in a different district from the place of duty predicts professional burnout of the teachers ($p < .05$), and the fact that the teachers' place of residence is in a different district from the place of duty explains 22% of the professional burnout of the teachers.

Results, Conclusions and Recommendations

This section presents the results of the study. The results were classified based on the sub-problems of the research. The first sub-problem of the research was arranged as follows: Is there a significant difference between the fact that the district where the teachers live is different from the district they work in and the teachers' perceptions of

their professional burnout levels?". As a result of this research, it was concluded that there is a significant difference between the teachers' perceptions of emotional exhaustion and the fact that the district they reside in is different from the district where they work, and that the emotional burnout score averages of the teachers whose places of work and residence are in different districts are significantly higher than those of the teachers whose places of work and residence are in the same district.. It has been determined that there is a significant difference between the depersonalization sub-dimension and the difference between the teachers' place of work and the town in which they reside; the depersonalization perceptions of the teachers who have different places of duty and residence are significantly higher than those of teachers whose place of duty and residence are in the same district. In addition, the results of the research show that there is no significant difference between the teachers' place of duty and the district in which they reside and their perceptions of the sub-dimension of personal achievement.

The participants listed the reasons why the place of duty and residence in different districts increased burnout more than the place of duty and residence in the same district, the long journeys between home and work, the physical and mental tiring of the journey, the fact that teachers cannot spare enough time for their families and students due to the time spent on the road; these journeys are also a financial burden for the participants, because the road is long, they wake up very early and set off before the weather gets bright, nutrition problems, the comfort of eating at home, being deprived of money, spending extra money for food, financial burden, food not being healthy and good enough, returning home late, returning late, not being able to spare time for the family, and not being able to prepare enough for the next day's lesson, being in different districts of residence and duty for a long time to continue, and the unknown when it will end. Teachers, whose places of duty and residence are different, are both physically worn out as a result of long journeys and indirectly negatively affect both materially and spiritually. These negative effects can also trigger professional burnout. The research conducted by Önen and Altındal Doğaner (2017) concluded that teachers have some financial and moral problems due to coming and going to their institutions, and that most teachers have a low level of professional satisfaction, which overlaps with the findings of the research. At the same time, Aran's (2020) study, which concluded that teachers who have to travel every day wear out financially and morally, and this situation negatively affects their professional and personal lives, is in line with the findings of the research.

The second sub-problem of the research was arranged as "Is there a significant difference between teachers' genders and teachers' perceptions of their burnout levels?". The results showed that there was a significant relationship between female teachers and male teachers only in terms of the emotional exhaustion sub-dimension, and it was concluded that female teachers' perceptions of the emotional exhaustion sub-dimension were significantly higher than male teachers. However, no significant relationship was found between depersonalization and the personal achievement sub-dimensions and teachers' gender variables. The participants listed the reasons that affect the emotional burnout of female teachers as women being more emotional, women's detailed structure, some additional roles that social judgments impose on women in the family, and additional responsibilities for women as a result of them becoming mothers. As a result of the research conducted by Ersoy Yılmaz, Yazıcı, and Yazıcı (2014), women experience more exhaustion than men in both general burnout and emotional exhaustion, depersonalization and low personal achievement dimensions. Şanlı and Tan (2017) found a significant relationship between the gender variable and the depersonalization dimension in their snack. Akman's (2019) thesis study concluded that gender affects the level of burnout. These studies support the findings of the present study. In the study conducted by Polat, Ercengiz, and Tetik (2012), it was concluded that there was no significant relationship between the gender of teachers and their burnout levels. According to Akyürek (2020), teachers' perceptions of burnout did not show a significant difference according to gender. In a master's thesis study conducted by Çetinkaya (2017), no significant difference was found between the burnout sub-dimensions of teachers and their gender. Kayabaşı's (2008) study concluded that there was no significant relationship between the gender of teachers and their level of emotional exhaustion and depersonalization. However, these studies do not coincide with the results of the present study. As a result of the research conducted by Cemaloğlu and Erdemoğlu Şahin (2007), it was concluded that there was no significant relationship between the gender of the teachers and their burnout level and that there was a significant difference between the teachers in the gender variable in the level of emotional burnout. However, the fact that emotional burnout in men was high does not support the results of this study. In the study conducted by Soba, Babayigit, and Demir (2017), it was concluded that the gender factor differed significantly from the burnout dimensions only with the tendency to depersonalize, but the conclusion

that male teachers showed more depersonalization tendencies than female teachers did not support the findings of the research. According to Durak and Seferoğlu's (2017) research, although there is a significant difference in the burnout of teachers according to gender, this difference shows that male teachers experience higher levels of burnout.

The third sub-problem of the research was arranged as "Is there a significant difference between teachers' marital status and teachers' perceptions of their burnout levels?". As a result of the research, it was concluded that there is a significant relationship between married teachers and single teachers only in terms of the personal achievement sub-dimension, and the single teachers' perceptions of the personal achievement sub-dimension were significantly higher than those of married teachers. No significant relationship was found between the emotional exhaustion and depersonalization sub-dimensions and the teachers' marital status variables. The participants listed the reasons why single teachers have higher perceptions of personal achievement, that single teachers have fewer responsibilities than married teachers, have no responsibility for the child and family, have more free time, and that single teachers have less future anxiety than married teachers. Çetinkaya's (2017) thesis study determined that the decrease in teachers' sense of personal achievement differed according to their marital status. Married teachers are more likely to experience a decrease in their sense of personal accomplishment than single teachers. In a study conducted by Uslu and Acar (2020), it was concluded that there is a significant relationship between the burnout levels of teachers being married or single, and personal achievement, depersonalization, and emotional exhaustion, which are sub-factors of burnout. As a result of the research conducted by Şanlı and Tan (2017), a significant relationship was found between the marital status variable and the depersonalization dimension. In a study conducted by Filiz (2014), it was concluded that there is a statistically significant difference between burnout levels in terms of work environment according to marital status. As a result of the research conducted by Cemaloğlu and Erdemoğlu Şahin (2007), it was concluded that there is a significant relationship between the marital status of teachers and their burnout levels. All these studies support the results of this study. However, some studies do not coincide with the research findings. As a result of the research conducted by Polat, Ercengiz, and Tetik (2012), it was concluded that there is no significant relationship between the marital status of teachers and their burnout levels. As a result of the research conducted by Akyürek (2020), teachers' perceptions of burnout did not show a significant difference according to marital status. Kayabaşı (2008) concluded that there was no significant relationship between teachers' marital status and burnout levels. In the thesis study prepared by Karaman (2009), burnout did not differ according to the marital status of teachers. In the study conducted by Ersoy Yılmaz, Yazıcı and Yazıcı (2014), it was concluded that there was no significant difference between the burnout levels of the participants and their marital status. In a thesis study conducted by Akman (2019), it was concluded that there was no significant difference between the burnout levels of participants and their marital status. However, these studies do not coincide with the results of the present study. According to research conducted by Başol and Altay (2009), according to marital status, single teachers exhibit higher burnout levels than married teachers in the sub-dimensions of emotional exhaustion and depersonalization in total, except for the sub-dimension of personal achievement. Başol and Altay's research results gave completely opposite results with the research results.

The fourth and last sub-problem of the research was arranged as follows: "Does the district where the teachers live differ from the district, they work in predicting the professional burnout levels of the teachers?". As a result of the research, it was concluded that the residence of the teachers in a different district from the place of duty predicts their professional burnout, and the fact that the place of residence of the teachers is in a different district from the place of duty explains 22% of the professional burnout of the teachers. According to the results of the research, practitioners can assign teachers in the same district as their residences if possible. In cases in which this is not possible, teachers can provide financial support. Entry and exit times can be arranged so that teachers can leave their homes on time and return home on time. A rotation application can be introduced so that the teachers can move more easily. It can be ensured that female teachers have priority over men in subjects such as course load and program adjustment. Similarly, because married teachers feel more exhausted, they may have priority in matters such as preparing a program.

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