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A RESEARCH ON ACADEMICS ON LIFE SATISFACTION, JOB SATISFACTION AND PROFESSIONAL BURNOUT

YAŞAM DOYUMU, İŞ DOYUMU VE MESLEKİ TÜKENMİŞLİK KAVRAMLARINA YÖNELİK AKADEMİSYENLER ÜZERİNDE BİR ARAŞTIRMA

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ABSTRACT

A person spends significant part of his life at work. Therefore, satisfaction at work highly affects overall life of a person. The satisfaction of a person from job and its positive effect on personal life appears positively on physical as well as mental health of a person and shows itself up as happiness in family life and finally can be observed as increased performance in organizations.

In this regard, in order to be able to compete with each other and to survive, it is also important for organizations to utilize their sources effectively and efficiently. Therefore, job satisfaction is required for human resource in the organizations to be able to perform better and work efficiently. However, such concerns as daily hassle, intense relationships with other people, job loss, heavy work load and feeling incompetent results in emotional, behavioral and psychological exhaustion of people. Recent studies and researches emphasize the importance of this subject better.

This study has been developed to identify the effect of life and job satisfaction on professional burnout of academics employed at Uşak University. Respondents of the research are 170 academics employed at Uşak University between 2009-2010. Three different scales were used during data collection of the research which are Burnout Inventory, Life Satisfaction and Job Satisfaction and a personal data form created by the researchers was also used. Gathered data were analyzed by SPSS 18. In these analyses, Descriptive Statistical Techniques, Reliability Analysis, Factor Analysis, Multiple Regression Analysis and Pearson Correlation Analysis were used.

ÖZET

İnsan, yaşamının önemli bir bölümünü işinde geçirmektedir. Bu nedenle, çalışanların işinden duyduğu doyum, yaşamını büyük ölçüde

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etkilemektedir. Kişinin işinden aldığı haz ve bunun yaşamı üzerindeki olumlu etkisi, önce kişinin ruhsal sağlığının yanında, bedensel sağlığı üzerinde olumlu etkisini göstermekte, sonra aile yaşamında mutluluk olarak ortaya çıkmakta ve son olarak örgütlerde verimlilik artışı olarak gözlemlenmektedir.

Bu bağlamda örgütlerin rekabet edebilmeleri ve ayakta durabilmeleri için sahip oldukları kaynaklarını etkili ve verimli bir şekilde kullanabilmeleri ayrı bir önem kazanmıştır. Bu nedenle örgütlerde insan kaynağının, yüksek performans gösterebilmesi ve verimli bir şekilde çalışabilmesi için işlerinden doyum sağlaması gerekmektedir. Ancak günlük koşuşturma, insanlarla kurulan yoğun ilişki, işini kaybetme, aşırı iş yükü, yetersiz olma gibi endişeler kişilerin hem duygusal, hem de davranışsal ve psikolojik olarak tükenmelerine neden olmaktadır. Bu noktada özellikle son yıllarda yapılan çalışma ve araştırmalar konunun önemini daha iyi vurgulamaktadır.

Bu çalışma; Uşak Üniversitesi'nde görev yapan akademisyenlerde yaşam doyum ve iş doyumunun mesleki tükenmişlik üzerindeki etkisini belirlemek amacıyla gerçekleştirilmiştir. Araştırmanın örneklemini; 2008-2009 yılları arasında Uşak Üniversitesi'nde görev yapan toplam 170 akademisyen oluşturmaktadır. Araştırmada verilerin toplanmasında; Tükenmişlik Envanteri, Yaşam Doyumu ve İş Doyumu olmak üzere üç farklı ölçek ve araştırmacı tarafından düzenlenen kişisel bilgi formu kullanılmıştır. Elde edilen veriler SPSS 18 programında analiz edilmiştir. Bu analizlerde; Betimsel İstatistiksel Teknikler, Güvenilirlik Analizi, Faktör Analizi, Çoklu Regresyon Analizi ve Pearson Korelasyon Analizi kullanılmıştır.

Key Words: Life Satisfaction, Job Satisfaction, Professional Burnout, Academic, Organization

Anahtar Kelimeler: Yaşam Doyumu, İş Doyumu, Mesleki Tükenmişlik, Akademisyen, Örgüt

1. DISCUSSION ON CONCEPTS

1.1. Life Satisfaction

Described as a subjective phenomenon 'life satisfaction' means "a person's general attitude toward life" (Yetim, 1992: 51). The biggest factors enabling this attitude are desire and expectations that people have. In fact, life satisfaction is the situation or the result of comparison of expectations of a person (what one wants) and what one possesses (what one has). (Özer and Karabulut, 2003: 72).

Life satisfaction in other words can be described as a level of an individual's success in reaching one's own desired goals. (Aysan and Bozlurt, 2004: 2). The concept can also be described as "positive self evaluation of one's overall life in line with the criteria set forth by the individual" (Çeçen, 2008: 21). Life satisfaction can also be evaluated within the whole life itself of a person as well as satisfaction from each phase of life (work, family etc.). Because life satisfaction reflects general feelings in life and seen as a measure of emotional happiness (Aşan and Erenler, 2008: 206).

Life satisfaction is generally grouped in three categories: In the first group, life satisfaction is described based on external criterion such as morality and holiness. In the second group, factors that affect opinions of individuals on their lives have been analyzed by focusing on the question of what make people consider their life positively. In the third group, life satisfaction mainly focuses on the flow of daily life which means positive feelings in daily life dominates negative ones (Özer and Karabulut, 2003: 73).

Studies show that there are plenty of factors affecting life satisfaction. According to a study conducted by Dockery (2004) in 32 countries, elements affecting life satisfaction have been listed as follows: “to live in a prosperous and secure country where freedom and democracy have long been established; political stability, to be a part of majority instead of minority; to be a member of upper class society; to be married; to have good family relationships and friendships; to be in good mental and physical condition; to be open minded and active; to feel that one is taken control of his/her own life; to have desire to earn money, social status and moral values and do sports (Özdevecioglu and Aktaş, 2007: 7).

Apart from the listed ones, such factors also affect life satisfaction; *“to have a vehicle, to be healthy, to have personal confidence, family relationships, kids and to raise them, to feel intimacy between spouses, to help and assist others, to learn, to have self understanding, to have a job, to have self knowledge, to socialize, to read books and take part in exciting activities”* (Özdevecioglu and Aktaş, 2007: 7).

1.2. Job Satisfaction

Being an important ‘resource’, an individual’s job satisfaction has become one of the most important subjects of business life. Job satisfaction which is described as reaction of employees’ feeling toward their jobs was first presented in 1920s but gained importance in 1930-40s. Another reason why it is important is that the job satisfaction is connected with life satisfaction and this situation directly affects the individual’s physical and mental health (Sevimli and İşcan, 2005: 55).

As one of the common research subjects in organizational psychology, job satisfaction is accepted as the most important indicator of psychological health at work. In this respect, job satisfaction can be described as *“perception of values related with one’s job are met and these values are in a harmony with the individual’s needs”* (Telman and Ünsal, 2004: 12-13). According to Locke (1976), job satisfaction which is *“a result of a person’s evaluation of job and job experience”* can be described as *“pleasure or positive emotional satisfaction of a person’s evaluation of his job and work life”* (Anderson vd., 2009: 30, Telman and Ünsal, 2004: 13; Silah, 2001: 103; Yılmaz vd., 2010: 92).

1.3. Professional Burnout

Being an important social problem of modern life, burnout is a

popular subject among researchers. Described as “*spiritual and physical loss of energy*” burnout causes negative things both individually and organizationally. Organizations require healthy and happy individuals to carry out their duties properly. Therefore ‘burnout’ has gained popularity recently.

The most significant aspect related with burnout is that it is more widely seen in jobs that require face to face interaction. The most researched job groups are health employees, teachers, police officers, lawyers, social service workers and customer representatives in various companies. Research on education was mainly done on teachers. However, Melendez and Guzman’s book “*Burnout: The New Academic Disease*” (1983) suggests that academic staff are exposed to burnout due to intense communication with students and also due to pressure and obstruction on publishing and to be successful (Ergin, 1995: 37-38).

Those employed in this job group are exhausted while endeavoring to make others happy which force them to hide their feelings and pretend to behave in a way they do not feel like. For instance, flight attendants and call center employees always have to be cheerful and look friendly whereas judges and prosecutors try to create serious and determined impression but doctors try to be as objective as possible in order not to give a false impression and hope to patients by paying attention not to break their resistance against illnesses. The excessive number of people they take care (such as academics teaching in crowded classes) or problematic people they serve despite being less in number (such as psychologists and psychiatrists) exhaust those in such job groups and cause them to have physical and behavioral problems. (Torun, 2008: 33).

Burnout increases the possibility of an individual’s risk to acquire such sicknesses as chronic fatigue and strain, flu, headache and cold and it stops one’s ability to recover quickly. Therefore, a significant decrease in one’s energy can be observed. This increases sleeping disorder problems and makes people to use alcohol and drugs. Burnout also has important effects on professional life. These are; decrease in professional success, insufficient attention to customers, lack of continuity to work and desire to change jobs (Sürgevil, 2006: 89-91).

Burnout, which is also defined as an excessive tiredness and losing commitment and idealism for work has long been regarded as a social problem by social critics and implementers before it became an important subject of study by researchers (Maslach vd., 2001: 398).

Also meaning “*to have lost strength and state of not being able to exert*” the burnout concept was first defined by Freudenberger (1974) and it was characterized as fatigue, disappointment and quitting jobs among volunteer health employees (Yavuz Yılmaz vd, 2007: 41). Freudenberger also defined burnout as “*the state of exhaustion in one’s internal resources as a result of failure, wear, loss of strength and energy or unfulfilled desires* (Kaçmaz, 2005: 29).

The concept of burnout which is used in daily life to mention negative effects of chronic abuse was brought forward to define psychological condition of those working under serious and heavy stress in big corporations. It is a situation of constant fatigue, anger, depression and being emotional at work rather than being rare and occasional (Hayes and Weathington, 2007: 566). Burnout can be defined as a condition where frequent indications such as physical exhaustion, negative attitude toward other employees and the life itself are developed due to long time professional work in an emotionally demanding atmosphere (Aktuğ vd, 2006:91). It is the result of mental corrosion process where people with high motivation lose their excitement (Tümkiye vd., 2009: 389).

Burnout is also defined as one's alienation from the real meaning and purpose of their jobs and showing no interest to those who they are supposed to serve or can be defined as one's psychological withdrawal from his job upon a reaction to excessive stress and no satisfaction. It is more often seen among jobs which directly serve people and where satisfying people with service quality is really important (Kaçmaz, 2005: 29)

Cherniss defined burnout as *"a reaction upon one's alienation from his job as a result of excessive stress and dissatisfaction"* and also specified it as a sickness due to excessive commitment (Çetin vd., 2008: 109). Burnout is an attitudinal and emotional reaction due to individual lives. Burnout according to Cherniss is phenomenon showing negative changes on behaviors and attitudes related with job as a reaction to problems caused by work, also defined as decrease in interest to customers, anger toward colleagues and customers and loss of tolerance on failure, resistance to change, loss of patience to people and loss of creativity (Tümkiye, 2000: 128).

While Santinello (1990) defines burnout as a psychological problem including distance in interpersonal relations, insensitivity and unconcernedness, Fong (1993) identifies it as loss of empathy toward people, feeling of loss of personal success, frequent feeling of stress on job related matters and one's inability to cope with stress in work environment. Edelwich (1980) on the other hand, defines burnout as loss of development and improvement of idealism, energy, goal and thought as a result of working conditions (Akkan, 2007: 11-12).

While Dolan (1987) defines burnout as depletion of energy where personal resources are used up and there is hopelessness and negativism in normal daily events. Meher (1986) defines it as a syndrome consisting of psychosomatic illness, insomnia, negative attitude against work and customers, absenteeism, substance or alcohol abuse, guiltiness and pessimism, carelessness and depression (Girgin and Baysal, 2005:2). Rossiter defines it as a feeling of toughness, negative attitude, hate from work or role, questioning self and others' competence, decrease in creativity, not being able to free oneself from work stress, suppressing social relations and leisure time activities, feeling ostracized, disputes in marriage, talking about suicide, weakness, feeling of ineffectiveness, difficulties to cope with things, feeling

to be personally or professionally blocked (Çokluk, 2003: 115).

Those who spend most of their lives as workaholics and those who are bound to continue living under heavy work load are more exposed to burnout and very often feel like “*life is intolerable*”. This feeling is often seen on people who spend extra effort with a busy schedule in order to be successful and on those who do more work than they are supposed to do and who go beyond their limits (Baltaş and Baltaş, 2008: 77).

Burnout was defined as a syndrome characterized with physical, emotional and intellectual exhaustion which is a result of loss of self esteem, chronic fatigue, hopelessness and despair that cause problems with others and in one's professional and personal life (Taycan and others, 2006:101).

Burnout according to Daley is decrease of activity at work, failure despite increased effort, feeling of fatigue and being ostracized, constant failure to reach goals and internal turmoil as a result of obstacle, being full of hatred and perceiving customers not as individuals but as a situation (Akt: Çokluk, 2003: 114-115). According to Pines and Aranson (1988) it is loss of joy, energy, idealism, perspective and purpose and it is a state of physical, emotional and mental exhaustion which cause constant stress, despair, hopelessness and feeling of caught up in a trap (Çapri, 2006: 63).

The most widely accepted definition belongs to Christina Maslach who developed Maslach Burnout Inventory. Maslach defined burnout with three dimensions which are emotional exhaustion, depersonalization and low personal success-inefficiency on people who have excessive interaction with others for business purposes (Demerouti vd, 2000: 455). Intense emotional exhaustion and depersonalization along with low personal success (inefficiency) means high level burnout. Burnout originates as physical fatigue, long term tiredness, hopelessness and despair on people who are for professional purposes exposed to intense emotional requests and who have to work face to face with other people where these emotions are reflected to work, life and other people negatively (Maslach vd., 2001: 399).

In studies, the concept of burnout is associated with such concepts as stress, job satisfaction and job dissatisfaction (Dinç, 2008: 12; Çokluk, 2003: 118). In this study the concept will be evaluated within the concept of life satisfaction and work satisfaction.

1.4. Life and Job Satisfaction within the Concept of Professional Burnout

People choose jobs in line with the talents they have. They do so because they succeed easily on subjects they are talented at which make them happy and help them obtain success in their professions. Personal or work friendships that develop both at social and work atmosphere affect work satisfaction along with vocational satisfaction. The main reason for this is people's constant desire for peace.

Since life is a general concept it also contains in itself work environment or atmosphere. Therefore to be happy in life or to reach life

satisfaction through several positive elements will also increase job satisfaction. However, exact opposite can also occur. In other words, since decrease in job satisfaction brings about uneasiness and unhappiness, this can affect life satisfaction as well. Less job satisfaction prevents people fully concentrate on their professions which in turn, results in unhappiness on their jobs. This situation which is called as professional burnout will create an uneasy workplace environment that will prevent one doing his job efficiently.

2. RESEARCH

2.1. Purpose of the Research

In this research, relationships between life satisfaction, job satisfaction and exhaustion levels of academics will be evaluated. Within this concept, it is aimed to see whether life satisfaction, job satisfaction and professional burnout levels of academics differ with variables such as gender, age, marital status, working spouse, academic title, academic unit, income level, vocational seniority, desire to change jobs, level of participation in social life and weekly teaching hours and it is also aimed to see relations and bonds between the these variables.

2.2. Samples of Research

Study samples of this research are 170 academic staff worked in Uşak University between 2009 - 2010.

2.3. Data Collection Method and Used Scales

Questionnaire is used as a data collection method in the research. Literature has been searched before preparing questionnaires and appropriate scales have been identified with the light of previous studies.

2.3.1. Life Satisfaction Scale

“*Life Satisfaction Scale*” was developed by Diener, Emmons, Larsen and Griffin (1985) in order to identify life satisfaction of the sample and translated into Turkish by Köker (1991) and Yetim (1993).

The scale has 5 positive items which are “*by many aspects my life is close to my ideals, my life standard is very good, I am happy with my life, I have been able to achieve what I aspired so far and if I was born again I would change almost nothing in my life*”.

The questionnaire is prepared according to 7 point Likert method. Each respondent is requested to scale each item according to 7 point Likert method. When each scaled 7 items converted into points they get such grading; “absolutely inappropriate” 1, “inappropriate” 2, “slightly inappropriate” 3, “neutral” 4, “slightly appropriate” 5, “appropriate” 6, “absolutely appropriate” 7.

Total score varies between 5 and 35. Row width is 30. A scoring between 5 and 20 points will indicate low life satisfaction, 20 points average

life satisfaction, and a scoring between 20 and 35 will indicate a high life satisfaction.

2.3.2. Job Satisfaction Scale

Life satisfaction scale was developed by J. R. Hackman and C. Oldham (1980) in order to evaluate individual's job evaluation. To identify the staff's attitude toward their jobs "*Hackman and Oldham Job Satisfaction Scale*" is used. Adaptation of the scale to Turkish and its validity studies were conducted by Güler (1990).

The scale consists of 14 items and set up according to 7 point Likert method. All items at the scale are positive and left incomplete. Respondents are asked to complete these sentences with a reasonable manner. For instance, respondents are asked to complete a sentence such as "the opportunity of personal development and promotion provided by job" with one of these; "completely dissatisfied" 1, "mostly dissatisfied" 2, "somewhat dissatisfied" 3, "neither satisfied or dissatisfied" 4, "somewhat satisfied" 5, "mostly satisfied" 6, "completely satisfied" 7.

Since all items in the scale are positive, no extra converting has been done during scoring. As there are 14 questions, the lowest point is 14 and the highest point is 98. Row width is 84. The lowest point which can be obtained is 14 while the highest is 98. A Score of 56 points indicates average job satisfaction.

2.3.3. Burnout Scale

In order to identify the burnout level of academic staff "*Maslach Burnout Inventory*" is used. The scale was developed by Christina Maslach and Susan Jackson and its Turkish adaptation, validity and reliability studies were done by Ergin (1992).

The original 7 point scale answer options are converted to 5 point scale as they are thought to be not applicable to Turkish culture. The items in the scale are asked to be answered by one of these; "never" 0, "rarely" 1, "sometimes" 2, "often" 3, "always" 4.

Maslach Burnout Inventory consists of 22 items. This inventory has 3 sub-factor which are emotional exhaustion, depersonalization and personal success. Emotional exhaustion and insensitivity in the scale are comprised of negative expressions but personal success has positive expressions. For this reason, opposite loading is applied to personal success item. The third sub-factor, personal success, takes place as personal failure or low personal success in some scales and as personal success in some others. However, in this research this sub-factor is reflected as "personal failure".

Emotional exhaustion sub-factor defines the feelings of exhaustion by one's job or profession or means excessive workload and it consists of 9 items.

Depersonalization sub-factor consists of 5 items and defines behaving others emotionlessly as if they are not individuals who have their

own personality.

Personal failure sub-factor defines lack of competence and success feelings in one who works face to face with others and it consists of 8 items.

Burnout is not evaluated as an existent or nonexistent phenomenon but it can be stated as lower, average and higher level exhaustion. High scores from emotional exhaustion and high scores from depersonalization sub-scales and low scores on personal success indicate high burnout level. However, since personal success sub-factor is regarded as personal failure, high scores on each sub-factor indicate high level exhaustion level.

2.3.4. Demographic Characteristics

A “personal information” form is used to gather information about the demographic characteristics of the respondents which consists of questions such as; gender, age, marital status, seniority, academic title, weekly working hours, income level and etc.

2.4. Model of the Study

In this study, Life Satisfaction and Job Satisfaction scales are independent variables and professional burnout (Total Burnout, Emotional Exhaustion, Depersonalization and Personal Failure) is dependent variable. The relationship among these concepts is given on Table-1 as the model of the study.

2.5. Statistical Analysis of Data

The analysis of data received from respondents is conducted by SPSS 18.0 (Statistical Packages for the Social Sciences).

While analyzing, descriptive statistical methods, reliability analysis, factor analysis, Pearson Correlation Analysis and multiple regression analysis are used.

2.6. Data Related with Research Respondents

Demographic data such as gender, age, marital status, working spouses, academic title, vocational seniority, academic agency, department, weekly class hours, income level and frequency and percentage rates to desire to change jobs and level of participation in social life of respondent academics are indicated on Table-2.

44,1 percent of respondents are single and 55,9% are married. This data shows that most of the academics are married. 60% of married academics have “working spouses” either at cooperation or an institution and 40% of married academics’ spouses are not working.

The income levels of the respondents are as follows; 24,1% has a monthly income between 1000-1499 TL, 44,7% between 1500-1999TL, 18,8% between 2000-2400TL, 6,5% 2500-2900TL and 5,9% has an income more than 3000 TL. In order to observe the difference among academic titles cross tables is used.

2,4% of academics in the research are Prof. Dr; 5,9% are Assoc. Prof. Dr.; 28,8 % are Asst. Prof. Dr.; 36,5% are Res. Asst., 24,7% are instructors, 1,8% are specialists. 51,8% of respondents have an experience between 0-5 years, 19,4% have 6-10 years, 14,7% have 11-15 years, 14,1 % have experience more than 16 years as a matter of vocational seniority.

70% of academics in the research work at faculties, 5.3% work at institutions, 20% work at two year colleges, and 4,7% of them work both at faculties and two year colleges. The rate of academics who do not lecture is 35,3%, those who lecture less than 10 hours are 7,6%. The academics who lecture between 10-20 hours weekly are 18,2%, those who lecture 21-20 hours weekly are 26,5%, and those who lecture more than 31 hours are 12,4%.

Participating social activities is divided into categories such as; going to theatre or movies, meeting with friends and taking part in activities. In this respect 14,1% of academics indicated that they have very little participation in social life. 21,2% have little participation, 48,8 % have normal, 12,4% have high and 3,5% have really high participation in social life. When asked whether they would like to change jobs, 84,1% answered no and 15,9% answered yes.

Gender	Frequency	Percentage	Marital Status	Frequency	Percentage
Female	66	38,8	Single	75	44,1
Male	104	61,2	Married	95	55,9
Total	170	100,0	Total	170	100,0
Age	Frequency	Percentage	Working spouse	Frequency	Percentage
20 – 30	69	40,6	Yes	57	33,5
31 – 40	61	35,9	No	38	22,4
41 – 50	32	18,8	Singles	75	44,1
51 and more	8	4,7	Total	170	100,0
Total	170	100,0			
Income	Frequency	Percentage	Academic Title	Frequency	Percentage
000TL-1499TL	41	24,1	Prof. Dr.	4	2,4
500TL-1999TL	76	44,7	Assoc.Prof.Dr.	10	5,9
000TL-2499TL	32	18,8	Asst. Prof.Dr.	49	28,8
500TL-2999TL	11	6,5	Res. Asst.	62	36,5
000TL and more	10	5,9	Instructor	42	24,7
Total	170	100,0	Specialist	3	1,8
Vocational Seniority	Frequency	Percentage	Academic Unit	Frequency	Percentage
0 – 5 Years	88	51,8	Faculty	119	70,0
6 –10 Years	33	19,4	Institute	9	5,3
11 – 15 Years	25	14,7	2 Year College	34	20,0
16 Years and more	24	14,1	Faculty & Institute	8	4,7
Total	170	100	Total	170	100,0

Weekly teaching hours	Frequency	Percentage	Level of social life participation	Frequency	Percentage
I do not teach	60	35,3	Very High	6	3,5
Less than 10	13	7,6	High	21	12,4
10 – 20 Hours	31	18,2	Normal	83	48,8
21 – 30 Hours	45	26,5	Little	36	21,2
31 Hours and More	21	12,4	Very Little	24	14,1
Total	170	100,0	Total	170	100,0
Desire to Change Jobs	Frequency	Percentage			
Yes	27	15,9			
No	143	84,1			
Total	170	100,0			

2.7. Findings and Comment

The reliability analysis of life satisfaction, job satisfaction and professional burnout is shown at Table 3.

N=170	Number of Items	Cronbach Alpha Coefficient
Life Satisfaction	5	0,83
Job Satisfaction	14	0,93
Emotional Exhaustion	9	0,81
Depersonalization	5	0,61
Personal Failure	8	0,75
Burn out	22	0,84

After reliability analysis, factor analysis is applied to life satisfaction, job satisfaction and burnout scales. Following method is applied whether to eliminate an item on reliability analysis:

Items whose total corrected item correlation value is negative is eliminated until there is no item whose total corrected correlation value is negative. When the correlation of all items is positive with total correlation, the items with the lowest value is analyzed. If an item with the lowest positive correlation value causes significant increases on alpha value that item is also deleted.

Upper limit is decided as 0.25 whether to delete or not. Items whose corrected total item correlation is under 0.25 is subjected to elimination screening. No scoring is identified with negative value or below 0.25 on life satisfaction and job satisfaction questions. Analyses are proceeded with 5 items on life satisfaction and 14 items on job satisfaction. There are no items on burnout whose correlation value is negative.

The correlation values of question #4 (as a part of my job I can quickly understand what other people feel) and question #14 (I feel like working too much in my job) are below 0.25 ($r=0,13$ for question #4 and

$r=0,05$ for question #14). The correlation value of question #7 (as a part of my job, I can easily find the most applicable solution to people's questions) is 0,23 but this has not been included in rotation since there is no major difference on alpha value (with item #7 $\alpha=0,860$, without item #7 $\alpha=0,861$).

After reliability analysis the remaining items are analyzed by principal component analysis. Varimax Rotation is conducted to burnout subscales. KMO sampling qualification and Barlett's Test of Sphericity is conducted in order to determine the applicability of factor analysis. The applicability of factor analysis is decided upon KMO sampling qualification (0,85) and Barlett's Test of Sphericity (1013,84 and $p=0,000$). Negative loaded items are also eliminated.

Elimination examination of items, which is not in its own scale and items attributed to other scales, is conducted. A revision is done and those values under 0,40 is eliminated as well. Finally, these number of questions remain; emotional exhaustion 8, depersonalization 2, personal failure and 53,11 of total variability is explained by three factors. However, when these items remain, reliability coefficient comes off as follows; emotional exhaustion ($\alpha=0,83$), depersonalization ($\alpha=0,45$) and personal failure ($\alpha=0,62$). Therefore, without removing an item and because of reaching similar and close results to previously conducted and tested reliability analysis results, analysis are continued with 22 questions in reliability scale.

Findings are obtained as result of reliability analysis related with life satisfaction, job satisfaction and burnout is applied in accordance with values accepted in social sciences (if $0,60 \leq \alpha \leq 0,80$ scale is notably reliable, if $0,80 \leq \alpha < 1,00$ highly reliable) (Kalaycı, 2008: 405).

2.7.1. Relationship between Life Satisfaction, Job Satisfaction and Professional Satisfaction

To identify whether there is any relationship between life satisfaction, job satisfaction, burnout and burnout sub-factors, Pearson Product Moment correlation coefficient (r) is calculated. Three sub-factors is included in evaluation; life satisfaction and job satisfaction as single factors, exhaustion as emotional exhaustion, depersonalization and personal failure. With the help of correlation analysis, whether there is a meaningful relationship between factors and if there is one, the direction and the strength of the relationship is identified. Pearson Correlation coefficients is evaluated as follows; 0,00-0,25 relationship is very weak, 0,26-0,49 relationship is weak, 0,50-0,69 relationship is average, 0,70-0,89 relationship is high, 0,90-1,00 relationship is very high (Kalaycı, 2008: 116). Correlation value of the relationship between life satisfaction, job satisfaction and burnout factors are shown at Table 4.

Table 4: Correlation Analysis between Life Satisfaction, Job Satisfaction and Exhaustion Sub-Factors

	LS	JS	EE	D	PF	E	B
Life Satisfaction (LS)	r	1	0,266**	-0,317**	-0,294**	-0,411**	-0,440**
	p		0,000	0,000	0,000	0,000	0,000
Job Satisfaction (JS)	r		1	-0,409**	-0,348**	-0,159*	0,397**
	p			0,000	0,000	0,038	0,000
Emotional Exhaustion (EE)	r			1	0,575**	0,293**	0,845**
	p				0,000	0,000	0,000
Depersonalization (D)	r				1	0,370**	0,776**
	p					0,000	0,000
Personal Failure (PF)	r					1	0,706**
	p						0,000
Burn out (B)	r						1
	p						

** Correlation value around $p=0,01$ dual meaning

* Correlation value around $p=0,05$ single meaning

According to Table 4, the correlation value between life satisfaction and job satisfaction is $r=0.266$. $p<0,01$ is found meaningful in significance level ($p=0,000$). This finding indicates that there is a statistical meaningful, positive and weak relationship between life satisfaction and job satisfaction. The relationship of life satisfaction with burnout and burnout sub-factors (emotional exhaustion, depersonalization and personal failure) is significant ($p=0,000$), weak and negative. When the level of these relationships is examined, a weak relationship can be observed with emotional exhaustion $r=-0,317$, depersonalization $r=-0,294$, personal failure $r=-0,411$ and total burnout $r=-0,440$.

There is a meaningful ($p<0,01$) and negative relationship between job satisfaction and burnout and between two sub-factors of burnout which are emotional exhaustion and depersonalization. The relationship $p<0,05$ between job satisfaction and personal failure is negative and meaningful in significance level. While the relationship between job satisfaction and emotional exhaustion ($r=-0,409$) and relationship between depersonalization ($r=-0,348$) and total burnout ($r=-0,397$) is weak, relationship between job satisfaction and personal failure ($r=-0,159$) is very weak.

With the correlation analysis, the direction and strength of relationship between life satisfaction, job satisfaction, burnout and burnout sub-factors are identified. In order to identify the effects of variables "Multiple Linear Regression Analysis" is conducted. Since there are a few independent variables, Enter model is used. At the method, total burnout and burnout sub-factors emotional exhaustion, depersonalization, personal failure

dependent variable, life satisfaction and job satisfaction are identified as independent variables. Firstly, regression analysis between total burnout, life and job satisfaction is examined. The results of this analysis are indicated at Table 5.

Table 5: Regression Analysis of Relationship between Total Burnout, Life Satisfaction and Job Satisfaction

Factors	Beta (β)	p (B)	R ²	F	p (F)
Life Satisfaction	-0,360	0,000	0,278	32,090	0,000
Job Satisfaction	-0,301	0,000			

Table 5 shows, 27,8% of total burnout level is explained by life satisfaction and job satisfaction variables. According to results of variance analysis, the model is meaningful in each level (F=32,090 and p=0,000). Total burnout can be explained by both life satisfaction (p=0,000) and job satisfaction (p=0,000) in 5% meaningfulness level. Since life satisfaction β unit is negative. When life satisfaction increases one unit, total burnout level will decrease 0,360 units. Likewise, job satisfaction β level is a negative unit. One unit increase on life satisfaction will decrease total exhaustion level 0,301 units. The more satisfied a person from his job and life, the less burnout he/she will feel.

After regression analysis between total burnout, life satisfaction and job satisfaction is examined, burnout sub-factors is respectively examined. Regression analysis between emotional exhaustion, life and job satisfaction are indicated at Table 6.

Table 6: Regression Analysis of the Relationship between Emotional Exhaustion, Life Satisfaction and Job Satisfaction

Factors	Beta (β)	p (B)	R ²	F	p (F)
Life Satisfaction	-0,224	0,002	0,214	22,755	0,000
Job Satisfaction	-0,350	0,000			

Table 6 shows that life satisfaction and job satisfaction can clarify emotional exhaustion level, one of the sub-factors of burnout, by 21,4%. According to results of variance analysis it is seen that the model is meaningful in every aspect (F=22,755 and p=0,000). Emotional exhaustion, is explained by both life satisfaction (p=0,000) and job satisfaction (p=0,000) with 5% significancy level. Since life satisfaction β value is a negative one; as life satisfaction rises emotional exhaustion decreases (β= -0,224). Similarly, job satisfaction β value is a negative one. One unit increase on job satisfaction will decrease emotional exhaustion level by 0,350 units.

Table 7: Regression Analysis of the Relationship between Depersonalization, Life Satisfaction and Job Satisfaction

Factors	Beta (B)	p (B)	R ²	F	p (F)
Life Satisfaction	-0,217	0,004	0,165	16,470	0,000
Job Satisfaction	-0,290	0,000			

According to table 7 life satisfaction and job satisfaction can clarify depersonalization level, which is one of the sub-factors of burnout, by 16,5%. In the variance analysis results, it is seen that model is meaningful in every aspect ($F=16,470$ and $p=0,000$). Depersonalization is explained by both life satisfaction ($p=0,004$) and job satisfaction ($p=0,000$) with 5% significancy level. Since life satisfaction β unit is a negative one; when life satisfaction increases one unit, depersonalization level decreases 0.217 units. Similarly, job satisfaction β is a negative one. One unit increase on job satisfaction will decrease depersonalization level by 0.290 units.

Finally, regression analysis between personal failure, life and job satisfaction has been analyzed. The results of this analysis are indicated at Table 8.

Table 8: Regression Analysis of the Relationship between Personal Failure, Life Satisfaction and Job Satisfaction

Factors	Beta (B)	p (B)	R ²	F	p (F)
Life Satisfaction	-0,397	0,000	0,172	17,304	0,000
Job Satisfaction	-0,054	0,463			

According to table 8 it is shown that, life satisfaction and job satisfaction factors can clarify personal failure by 17,2%. According to variance analysis, it is seen that the model is meaningful in every aspect ($F=17,304$ and $p=0,000$). It is seen via life satisfaction and job satisfaction, only life satisfaction can explain personal failure level ($p<0,05$). Job satisfaction has no effect on personal failure ($p>0,05$).

3. RESULT

It is seen that the academics with high life satisfaction level also have high job satisfaction. In addition, the negative feelings such as emotional exhaustion, depersonalization, personal failure and burnout tend to decrease with the increase on life and job satisfaction.

Life satisfaction and job satisfaction which academics can acquire either through work environment or through interpersonal communication have significant importance obtaining a mass success. The most important reason behind this fact is that people can negatively or positively affect each other.

Creating a good team work by improving work environment and

providing an atmosphere where people socialize will highly contribute both to job satisfaction and life satisfaction. This is because academics spend most of their time working at university. Improving work environments at universities also affect a person's family life. Accordingly, it is a well-known fact that psychological condition of individuals arising from family matters can also decrease job satisfaction by affecting life satisfaction negatively.

As a result, excluding family matters, providing job satisfaction for academics who spend most of their time at universities will highly contribute providing them life satisfaction. Those individuals who are happy at work will be known in his community as highly tolerant, considerate and in favor of reconciliation rather than conflict.

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