



ISSN: 2148-9955

## **International Journal of Research in Education and Science (IJRES)**

[www.ijres.net](http://www.ijres.net)

### **Investigation of Job Satisfaction and Burnout of Visual Arts Teachers**

**Sema Kara**  
Kastamonu University

#### **To cite this article:**

Kara, S. (2020). Investigation of job satisfaction and burnout of visual arts teachers. *International Journal of Research in Education and Science (IJRES)*, 6(1), 160-171.

The International Journal of Research in Education and Science (IJRES) is a peer-reviewed scholarly online journal. This article may be used for research, teaching, and private study purposes. Authors alone are responsible for the contents of their articles. The journal owns the copyright of the articles. The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material. All authors are requested to disclose any actual or potential conflict of interest including any financial, personal or other relationships with other people or organizations regarding the submitted work.

## Investigation of Job Satisfaction and Burnout of Visual Arts Teachers

Sema Kara

---

### Article Info

#### Article History

Received:  
18 August 2019

Accepted:  
07 November 2019

---

#### Keywords

Visual arts teacher  
Job satisfaction  
Burnout  
Demographic factors  
School type

---

### Abstract

In this study, it is aimed to examine the job satisfaction and burnout of visual arts teachers in terms of some variables. Based on the causal comparative method; job satisfaction and burnout of visual arts teachers were compared according to variables such as gender, age, marital status, professional seniority and school type. In addition, the relationship between job satisfaction and professional burnout of visual arts teachers was tried to be explained with correlational research design. The sample of the study consists of 308 visual arts teachers working in Ankara, Istanbul, Konya, Mersin, Eskisehir and Sanliurfa. The Maslach Burnout Inventory and Minnesota Job Satisfaction scales were used to collect the research data. According to the findings of the research, job satisfaction and burnout of visual arts teachers show significant differences according to gender, marital status, professional seniority and school type. In addition, there is a significant but negative relationship between visual arts teachers' job satisfaction and burnout.

---

### Introduction

Visual arts teachers contribute to the development of students in all areas of learning in order to contribute primarily to their artistic and aesthetic sensibility, visual knowledge, skills and values. In addition, students need to make multifaceted efforts to develop their aesthetic and artistic potential, values, interests and attitudes and be effective in their artistic activities and processes at universal level (Visual Arts, 2018). In addition to their leading personal and professional lives that are enriched and interested in visual arts, visual arts teachers should also have job satisfaction and positive motivation while teaching. Studies have shown that art teachers with high job satisfaction and low burnout are effective in active arts and arts education, teamwork, active engagement with children and young people, effective classroom and workshop management skills, student-centered teaching approaches, and motivating students (Day, 1997; Sahin & Shelley, 2008; Walters, Gee, & Mohammed, 2019).

It has been observed that individuals working in jobs with high emotional demands such as teaching profession experience emotional reactions as a result of intensive work involving administrative, academic, educational and interpersonal interactions. The level of burnout and job satisfaction experienced by teachers working in all areas, in general, and in visual arts branch, in particular, is an important factor in learning-teaching process. Therefore, in the study, the concepts of burnout and job satisfaction are defined and then the profiles of visual arts teachers are determined by objective methods.

### Burnout

Physical, emotional, chronic and mental exhaustion resulting from persistent pressure and stress in the working environment is defined as burnout (Golembiewski, Munzenrider and Carter, 1983). It was stated that individuals with a high perception of burnout develop negative feelings towards life, in general, their work, in particular. These individuals cannot withstand the pressures related to their occupations and may often make negative decisions such as leaving their jobs (Chang, 2009). The concept of burnout was first used to explain the general situation characterized by frustrations, fatigue, exhaustion, and leaving job observed in health care workers. In some studies, the concept of burnout has been defined in relation to mental fatigue, low success, physical and emotional exhaustion, depersonalization and absenteeism observed in workers (Hardiman & Simmonds, 2013). Some studies have shown that burnout differs from other organizational causes of stress. It has been observed that the sense of burnout may appear as a result of frequent and intense interactions of workers with their colleagues (Gold & Bachelor, 2001). The sense of burnout in workers may occur at different stages of their lives and depending on working conditions. Excessive pressure of the working environment and stress of employees can lead to a constant feeling of exhaustion under organizational conditions (Nummela, 1982). The perception of

burnout is more common in individuals such as social workers, police officers and teachers depending on working conditions.

One of the most important problems of modern life is stressful working environments. Organizations are pushing their workers more in order to meet the increasing needs and expectations. Likewise, the education sector was also affected. In the studies conducted, it was revealed that teachers' perception of stress and burnout gradually increased. As a consequence of this situation, learning environments and the quality of education provided are also negatively affected. Some researchers see the teaching profession as an extremely stressful profession. It has been stated that teachers face many difficulties during their professional lives and they experience extreme stress when dealing with the difficulties they face (Abu Karsh, 2018; Harden, 1999; Marques, & Xavier, 2020).

One of the most accepted burnout definitions in literature belongs to Maslach and coworkers. Based on this definition, three dimensions of burnout are distinguished. The concept of burnout, which expresses negative feelings and thoughts for the individual, has three dimensions: emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach, Jackson, Leiter, Schaufeli & Schwab, 1986). Emotional exhaustion is related to the depletion of the emotional resources of individuals and the feeling of fatigue. The worker who experiences emotional exhaustion feels that he or she cannot act as responsible and constructive towards co-workers as he or she did in the past. For these individuals, going to work every day becomes unbearable because they feel more nervous and anxious day by day. As a consequence of this situation, individuals become more likely to develop intention to leave, not to come to work on time, to develop psychosomatic complaints and behaviors such as absenteeism. Research shows that, emotional exhaustion is observed mostly in employees working in occupations that require face to face interaction, such as education sector. Emotional exhaustion is regarded as the initial stage of feeling of burnout. In professions where personal relations are intense, employees have to force themselves to meet the continuous emotional needs of the people they are interacting. This causes employees to be emotionally drained (Örmen, 1993).

Another dimension of burnout is depersonalization. Main indicators of depersonalization are the fact that workers treat the individuals they provide service as an object, show reckless and cynical attitudes towards them, and use humiliating words. It was stated that the feeling of alienation and defense mechanisms lie beneath the employee's behaviors related to depersonalization. Employees who experience emotional exhaustion tend to feel insufficient to solve their problems. Thus, they display avoidance coping behaviors such as keeping interpersonal relations to a minimum level and interacting with fewer people (Demirer, Bozoglan, & Sahin, 2013; Hocaoglu Özkaya, 2006). The feeling of reduced personal accomplishment is another important indicator of burnout. As a consequence of this negative feeling, the employee makes negative evaluations about himself or herself, sees himself or herself as inadequate, and thinks that he or she is professionally behind than his or her colleagues. The employees with negative feelings think that their effort will be wasted and can adopt an attitude known as learned helplessness. These employees are dominated by feelings and thoughts that no one loves him, that he is inadequate in dealing with people and that their work is of no use. Employees compare their performance with the performance that managers and other people expect. The mismatch between actual and expected performance can lead to reduced personal achievement in employees (Kitaoka and Masuda, 2012).

### **Teaching Profession and Burnout**

Research has shown that teachers experience more stress during their professional lives than other professionals due to student-teacher relationships, school-family conflicts, and physical conditions of their schools, disciplinary problems, limitation of decision-making and promotion difficulties. Teachers experience more burnout as a natural consequence of this situation. Research shows that excessive demands on power, energy and other resources of the individual trigger the feeling of exhaustion (Bozoglan, Demirer, & Sahin, 2014; Skaalvik & Skaalvik, 2017). It has been observed that individuals in occupations with high emotional demands such as teaching profession experience emotional problems arising from working long hours. These employees may exhibit negative attitudes and behaviors such as physical deterioration, adopting negative attitudes towards life, and inability to get along with co-workers (Özkaya, 2006).

Many studies have shown that teachers experience high levels of stress and burnout (Friedman, 2000; McPherson, 2001; Tümkaya, 1999). It was stated that teachers develop a sense of burnout due to limited career opportunities, insufficient participation rate, increased student-based disciplinary problems, low income, high workload, bureaucratic and administrative pressures, role ambiguity and excessive demands from parents (Benevene & Fiorilli, 2015). These characteristics of the profession alienate teachers from their professions and discourage prospective candidates.

## Job Satisfaction

Job satisfaction is a key concept in industrial and organizational psychology and has been associated with many positive variables such as job performance, organizational citizenship behavior, job motivation, and life satisfaction (Heller, Judge & Watson, 2002). Most job satisfaction definitions focus on how employees feel and think about their jobs (Huie, Cassaberry, & Rivera, 2020; Weiss, 2002; Drafke, 2009). These definitions include emotional states, emotions, emotional reactions and cognitive evaluations of work in a very similar way to life satisfaction (Alonso, 2006). Job satisfaction represents “the positive emotional reactions and attitudes an individual has toward their job” (Faragher, Cass & Cooper, 2005, p. 106). According to Morrison (2008), job satisfaction is the result of individuals’ perception and evaluation of their job, influenced by their own unique needs, values and expectations, which they regard as being important to them. Job satisfaction leads to higher productivity, improves employee performance and reduces negative work experiences.

According to Maslach (2003), job satisfaction can be defined as the the state of satisfaction about individuals’ emotional feelings toward the job and about how satisfied they are in their job. It can be influenced by organizational policies, relationships with people in the organization, how employees contribute to their organizations and many uncontrollable factors. Job satisfaction occurs when an employee feels he or she is having job stability, career development and a comfortable work life balance. The job satisfaction increases as the work meets the expectations of the individual. Job satisfaction can be defined as a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences. Job satisfaction includes intrinsic and extrinsic dimensions. Intrinsic satisfaction is related to how people feel about the nature of the job duties engaged in, use of skills, and sense of accomplishment while extrinsic job satisfaction relates to how people feel about the external aspects of the job tasks or the work itself (job tasks or labor policies, human relations and job compensation) (Hirschfeld, 2000). Job satisfaction and dissatisfaction not only depend on the nature of the job, they also depend on the employee’s expectations of the job. Each profession has its own characteristics. Therefore, the working conditions of each profession create different effects on employees’ job satisfaction (Çakmur, 2011; Öztürk & Alper, 2019).

It is possible to examine the factors that affect job satisfaction as individual and organizational factors. Gender, educational background, socio-cultural environment, age, personality traits can be listed as the most important personal factors affecting job satisfaction. The functioning of the organization, wage, promotion opportunities, physical environment and the services provided to employees can be shown as the main organizational factors influencing job satisfaction (Aksu, 2012). In the studies on job satisfaction, individual factors such as age, gender, educational background, and personality traits were found to have an effect on job satisfaction. In addition, organizational factors such as wage, career opportunities, job characteristics, job security and working conditions directly affect job satisfaction. Gender is one of the most important factors influencing job satisfaction. In particular, some professions may suit a certain gender by nature. Studies have shown that factors affecting motivation may vary depending on gender. It has been stated that female employees give priority to household chores and childcare. It is understood that working conditions differ naturally due to the social roles adopted by male and female employees. This situation causes the gender variable to be among the most important factors affecting job satisfaction (Negiz et al., 2011). Another factor influencing job satisfaction is marital status. Research has shown that married employees have higher job satisfaction than single employees. The result was interpreted as a positive reflection of family order to business order (Yıldırım, Gülmez & Yıldırım, 2016).

Length of service and age are other important factors that affect job satisfaction. Many studies have examined the relationship between job satisfaction and length of service. Some researchers stated that there is a U-shaped relationship between length of service and job satisfaction. In other words, there is a positive correlation between service life and job satisfaction up to a certain period of time. Length of service has a significant relationship with job satisfaction and dissatisfaction (Oshagbemi, 2000). Regardless of the type of burnout and job satisfaction, experiences on this issue can affect the functionality of teachers’ both personal and work life. There is scarce study on the job satisfaction and burnout of teachers and employees working in different sectors either at national or international level. In addition, we can see that the number of studies on the job satisfaction and burnout of the teachers working in the visual arts field, whose affective aspect is at the forefront, is insufficient. Therefore, this study examined the professional burnout and job satisfaction of visual arts teachers in terms of demographic and school variables. The following questions were addressed in this study:

- What is the perception of the participants about burnout and job satisfaction?
- Is there a significant gender-related difference in the participants’ perception of burnout and job satisfaction?

- Is there a significant difference in the participants' perception of burnout and job satisfaction according to marital status?
- Is there a significant difference in the participants' perception of burnout and job satisfaction according to professional seniority?
- Is there a significant difference in the participants' perception of burnout and job satisfaction according to the type of school?
- Is there a significant age-related difference in the participants' perception of burnout and job satisfaction?
- What is the relationship between job satisfaction and burnout? How does job satisfaction affect burnout?

## Method

This study aimed to investigate the job satisfaction and burnout of visual arts teachers in terms of some variables. In the study, job satisfaction and burnout of visual arts teachers were compared on variables of gender, age, marital status, professional seniority and school type based on the causal comparative method. In addition, the relationship between job satisfaction and professional burnout of visual arts teachers was examined by using correlational survey model. Causal comparative studies aim to determine the causes and consequences of differences between groups of people without any intervention on conditions and participants (Büyüköztürk, et al., 2008; Yılmaz and Sünbül, 2002).

## Study Group

The study group of this research consists of 308 visual arts teachers working in Mersin, Konya, Ankara, Eskişehir, İstanbul, Osmaniye and Şanlıurfa. Teachers worked in secondary schools (35%) and high schools (65%). Teachers were selected from private schools (49.7%) and public schools (50.3%) using convenience sampling method. 54.2% of the teachers were female and 45.8% were male. 57.8% of the teachers were married, 27.6% were single and 14.6% were divorced. 14.9% of the teachers had a seniority of 0-5 years, 37.3% of them 11-15 years, 19.5% of them 11-15 years, 17.2% of them 16-20 years and 10% 21 years and more. Distribution of the participants according to age groups was as follows: 20-29 (29.9%), 30-39 (22.4%), 40-49 21.1%), 50-59 (15.9%) and 30 and older (10.7%). Participation was based on voluntary informed consent.

## Measuring Instruments

### *Short Form Minnesota Satisfaction Questionnaire (SFMSQ)*

The scale was developed by Weiss, Davis and England (1967) and its long form consists of 100 items. The short form of the scale consists of 20 items covering intrinsic and extrinsic job satisfaction dimensions. The Turkish version of the scale was conducted by Özdayı (1995). The items of the 5-point Likert scale are; I am not satisfied at all (1), not satisfied (2), undecided (3), satisfied (2), very satisfied (1). The total of the scores obtained from intrinsic and extrinsic job satisfaction dimensions constitutes the overall job satisfaction score. The perception of job satisfaction also increases as the scores obtained from the scale increase. In this study, internal consistency coefficients calculated for intrinsic and extrinsic job satisfaction were found to be 0.83 and 0.85, respectively.

### *Maslach Burnout Inventory*

This inventory was developed by Maslach et al. (1986) and adapted to Turkish by Ergin (1992). The scale, which consists of 22 items, evaluates burnout in three dimensions: emotional exhaustion, depersonalization and reduced personal success. The items in the five-point Likert-type inventory are answered as never (0), very rarely (1), sometimes (2), often (3) and always (4). High scores from the overall scale indicate that the perception of burnout is high. In this study, Cronbach Alpha internal consistency coefficients calculated for the dimensions of emotional exhaustion, depersonalization and reduced personal success were 0.82, 0.78 and 0.75 respectively.

## Data Analysis

Data were analyzed by using descriptive statistics, independent sample t-test and one-way ANOVA. In addition, Pearson correlation analysis and regression analysis were used to examine the relationships between job

satisfaction and burnout. The skewness and kurtosis values were calculated and the distribution of the scores obtained from the measuring instruments was examined. In order to meet the normal distribution assumption, the kurtosis coefficient should be less than 7 and the skewness coefficient should be less than 2 (Finney & DiStefano, 2006). The calculated values ( $-1.29 < \text{Skewness} < 0.72$ ;  $-1.41 < \text{Skewness} < 1.35$ ) indicated that the scale scores showed normal distribution. VIF (variance inflation factor) values were calculated to investigate multicollinearity. VIF values of 10 or greater indicate multicollinearity is present between independent variables (Çokluk et al., 2012). The highest VIF value calculated in regression analysis is 1.53. This value shows that there is no multicollinearity between the independent variables. LSD test was used to determine the source of the difference as a result of variance analysis. Data were analyzed using SPSS 25.0.

## Findings

According to Table 1, mean values for emotional exhaustion, reduced personal achievement, depersonalization, intrinsic job satisfaction, extrinsic job satisfaction and general job satisfaction are found as  $1.68 \pm 1.13$ ;  $1.67 \pm 0.75$ ;  $1.25 \pm 1.05$ ;  $3.43 \pm 0.76$ ;  $3.39 \pm 0.76$  and  $3.41 \pm 0.68$ , respectively. According to the mean scores obtained, visual arts teachers' perceptions of emotional exhaustion and reduced personal achievement are moderate and depersonalization feelings are low. In addition, visual arts teachers' extrinsic job satisfaction is at a moderate level, intrinsic job satisfaction and general job satisfaction are at a high level.

Table 1. Descriptive Values of Scores Obtained from Job Satisfaction and Burnout Scales

Variables	N	Min	Max	$\bar{X}$	Ss
Emotional exhaustion	308	0.00	3.75	1.68	1.13
Reduced personal achievement	308	0.00	3.25	1.67	0.75
Depersonalization	308	0.00	4.00	1.25	1.05
Intrinsic job satisfaction	308	1.17	4.67	3.43	0.76
Extrinsic job satisfaction	308	1.00	4.75	3.39	0.76
General job satisfaction	308	1.40	4.60	3.41	0.68

Table 2 indicates that there is no significant gender-related difference in the mean scores of reduced personal achievement ( $p > 0.05$ ). A significant difference is found in the mean scores of emotional exhaustion, depersonalization, intrinsic job satisfaction, extrinsic job satisfaction and general job satisfaction ( $p < 0.05$ ). While the mean scores of emotional exhaustion and depersonalization of female teachers are significantly higher, male teachers' intrinsic job satisfaction, extrinsic job satisfaction and general job satisfaction scores are significantly higher.

Table 2. Comparison of Scores Obtained from Job Satisfaction and Burnout Scales by Gender

Variables	Gender	N	$\bar{X}$	Std. Dev.	t	p
Emotional exhaustion	Female	167	1.89	1.08	3.54	<0.01
	Male	141	1.43	1.15		
Reduced personal achievement	Female	167	1.74	0.76	1.93	0.06
	Male	141	1.58	0.73		
Depersonalization	Female	167	1.43	1.04	3.35	<0.01
	Male	141	1.03	1.03		
Intrinsic job satisfaction	Female	167	3.24	0.84	-4.76	<0.01
	Male	141	3.64	0.58		
Extrinsic job satisfaction	Female	167	3.25	0.85	-3.61	<0.01
	Male	141	3.56	0.61		
General job satisfaction	Female	167	3.25	0.77	-4.83	<0.01
	Male	141	3.61	0.49		

Table 3 indicates that there is no significant difference in intrinsic job satisfaction scores depending on marital status ( $p > 0.05$ ). There is a significant difference in emotional exhaustion, reduced personal achievement, depersonalization, extrinsic job satisfaction and general job satisfaction scores depending on marital status ( $p < 0.05$ ). Emotional exhaustion, reduced personal achievement and depersonalization mean scores of divorced teachers are significantly higher than those of both married and single teachers. Emotional exhaustion, reduced personal success and depersonalization mean scores of married teachers are higher than the mean scores of single teachers. In addition, the mean scores of extrinsic job satisfaction and general job satisfaction of divorced teachers are higher than those of married teachers.

Table 3. Comparison of Scores obtained from Job Satisfaction and Burnout Scales according to Marital Status

Variables	Marital Status	N	$\bar{X}$	Std. Dev.	F	p	Post-Hoc
Emotional exhaustion	1. Married	178	1.74	1.10	13.21	<0.01	3>1. 3>2; 1>2
	2. Single	85	1.24	1.07			
	3. Divorced	45	2.25	1.09			
Reduced personal achievement	1. Married	178	1.68	0.68	10.05	<0.01	3>1. 3>2; 1>2
	2. Single	85	1.44	0.76			
	3. Divorced	45	2.04	0.82			
Depersonalization	1. Married	178	1.27	0.94	20.24	<0.01	3>1. 3>2; 1>2
	2. Single	85	0.82	0.91			
	3. Divorced	45	1.97	1.28			
Intrinsic job satisfaction	1. Married	178	3.34	0.82	2.46	0.09	-
	2. Single	85	3.52	0.65			
	3. Divorced	45	3.56	0.67			
Extrinsic job satisfaction	1. Married	178	3.27	0.79	5.32	0.01	3>1
	2. Single	85	3.52	0.72			
	3. Divorced	45	3.61	0.66			
General job satisfaction	1. Married	178	3.32	0.74	4.34	0.01	3>1
	2. Single	85	3.52	0.58			
	3. Divorced	45	3.58	0.55			

According to Table 4, it could be argued that there is no significant difference in emotional exhaustion, extrinsic job satisfaction and intrinsic job satisfaction scores according to professional seniority ( $p>0.05$ ).

Table 4. Comparison of Scores obtained from Job Satisfaction and Burnout Scales according to Seniority

Variables	Professional seniority	N	$\bar{X}$	Std. Dev.	F	p	Post-Hoc
Emotional exhaustion	1. 0-5	46	1.51	0.83	2.20	0.07	-
	2. 6-10	116	1.54	1.10			
	3. 11-15	60	1.65	1.55			
	4. 16-20	53	1.91	0.95			
	5. 21 and over	33	2.06	0.86			
Reduced personal achievement	1. 0-5	46	1.47	0.54	3.74	0.01	5>1
	2. 6-10	116	1.59	0.73			
	3. 11-15	60	1.70	0.81			
	4. 16-20	53	1.71	0.72			
	5. 21 and over	33	2.08	0.84			
Depersonalization	1. 0-5	46	0.96	0.78	3.11	0.02	5>1
	2. 6-10	116	1.18	1.01			
	3. 11-15	60	1.20	1.24			
	4. 16-20	53	1.40	1.00			
	5. 21 and over	33	1.73	1.07			
Intrinsic job satisfaction	1. 0-5	46	3.60	0.49	2.98	0.02	1>5
	2. 6-10	116	3.29	0.88			
	3. 11-15	60	3.62	0.72			
	4. 16-20	53	3.45	0.59			
	5. 21 and over	33	3.25	0.83			
Extrinsic job satisfaction	1. 0-5	46	3.52	0.48	1.01	0.40	-
	2. 6-10	116	3.31	0.85			
	3. 11-15	60	3.50	0.73			
	4. 16-20	53	3.35	0.68			
	5. 21 and over	33	3.34	0.94			
General job satisfaction	1. 0-5	46	3.57	0.36	2.12	0.08	-
	2. 6-10	116	3.30	0.81			
	3. 11-15	60	3.57	0.62			
	4. 16-20	53	3.41	0.52			
	5. 21 and over	33	3.29	0.79			

There is a significant difference in reduced personal achievement, depersonalization and intrinsic job satisfaction



Table 7 indicates that there are low and moderate negative correlations between the scores of emotional exhaustion and intrinsic job satisfaction ( $r=-0.350$ ;  $p<0.01$ ), extrinsic job satisfaction ( $r=-0.224$ ;  $p<0.01$ ) and general job satisfaction ( $r=-0.334$ ;  $p<0.01$ ).

Table 7. The Pearson Correlation Coefficient of the Relationships between Job Satisfaction and Burnout Scores

Variables	1.	2.	3.	4.	5.	6.
1. Emotional exhaustion	1					
2. Reduced personal achievement	.661**	1				
3. Depersonalization	.827**	.796**	1			
4. Intrinsic job satisfaction	-.350**	-.288**	-.316**	1		
5. Extrinsic job satisfaction	-.224**	-.245**	-.256**	.589**	1	
6. General job satisfaction	-.334**	-.302**	-.326**	.932**	.842**	1

\*\* $p<0.01$ ;  $N=308$

It can be argued there are low and moderate negative correlations between reduced the scores of personal achievement and internal job satisfaction ( $r=-0.288$ ;  $p<0.01$ ), extrinsic job satisfaction ( $r=-0.245$ ;  $p<0.01$ ) and general job satisfaction ( $r=-0.302$ ;  $p<0.01$ ). It can be suggested that there are low and moderate negative correlations between the scores of depersonalization and internal job satisfaction ( $r=-0.316$ ;  $p<0.01$ ), external job satisfaction ( $r=-0.256$ ;  $p<0.01$ ) and general job satisfaction ( $r=-0.326$ ;  $p<0.01$ ).

Table 8 shows a significant relationship between intrinsic job satisfaction and extrinsic job satisfaction and emotional exhaustion ( $R=0.352$ ;  $F=21.37$ ;  $p<0.01$ ). The components of job satisfaction account for 12% of the change in emotional exhaustion. Significance values of standardized beta coefficients are found to be the only significant predictors of emotional exhaustion of intrinsic job satisfaction ( $\beta=-0.33$ ;  $p<0.01$ ). Intrinsic job satisfaction negatively affects emotional exhaustion.

Table 8. Results of Regression Analysis to Determine the Effect of Job Satisfaction on Burnout

The dependent variable	Independent variable	B	SH	$\beta$	t	p
Emotional exhaustion	(Constant)	3.53	0.31		11.32	0.00
	Intrinsic job satisfaction	-0.50	0.10	-0.33	-5.03	0.00
	Extrinsic job satisfaction	-0.04	0.10	-0.03	-0.42	0.68
		$R=0.351$	$R^2=0.123$	$F=21.37$	$p<0.01$	
Reduced personal achievement	(Constant)	2.79	0.21		13.36	0.00
	Intrinsic job satisfaction	-0.22	0.07	-0.22	-3.25	0.00
	Extrinsic job satisfaction	-0.11	0.07	-0.12	-1.71	0.09
		$R=0.302$	$R^2=0.091$	$F=15.34$	$p<0.01$	
Depersonalization	(Constant)	2.94	0.29		10.12	0.00
	Intrinsic job satisfaction	-0.35	0.09	-0.25	-3.76	0.00
	Extrinsic job satisfaction	-0.15	0.09	-0.11	-1.61	0.11
		$R=0.327$	$R^2=0.107$	$F=18.31$	$p<0.01$	

There is a significant relationship between intrinsic job satisfaction, extrinsic job satisfaction and reduced personal achievement ( $R=0.302$ ;  $F=15.34$ ;  $p<0.01$ ). The components of job satisfaction account for 9% of the change in the reduced personal achievement. If we examine the significance values of standardized beta coefficients, only intrinsic job satisfaction is a significant predictor of reduced personal achievement ( $\beta=-0.22$ ;  $p<0.01$ ). Intrinsic job satisfaction negatively affects the reduced personal achievement.

There is a significant relationship between intrinsic job satisfaction and extrinsic job satisfaction and depersonalization ( $R=0.327$ ;  $F=18.31$ ;  $p<0.01$ ). The components of job satisfaction account for 11% of the change in depersonalization. When we examine the significance values of standardized beta coefficients, we observe that only intrinsic job satisfaction is a significant predictor of depersonalization ( $\beta=-0.25$ ;  $p<0.01$ ). Intrinsic job satisfaction negatively affects depersonalization.

## Discussion and Conclusions

Professional burnout and job satisfaction of the visual arts teacher candidates differ significantly according to demographic and job factors. According to the findings of the research, visual arts teachers' perceptions of emotional exhaustion and reduced personal achievement are moderate; burnout levels of depersonalization are

low. In addition, extrinsic satisfaction of visual arts teachers is at medium level, intrinsic job satisfaction and general job satisfaction are at high level. The findings corroborate the findings of Verdugo & Greenberg (1997) and Sarı (2000). According to Verdugo & Greenberg (1997), job content factors such as promotion may affect teachers' success, motivation, burnout, and job satisfaction. In addition, Dinham and Scott (2000) suggest that job-related factors such as payment, job security, working conditions including the nature of the work, management, work opportunities, student enthusiasm, lifestyle, and time flexibility are effective factors in teacher job satisfaction and burnout. As supported by the literature results, qualitative research that would reveal the reasons why visual arts teachers have partial burnout and job satisfaction perceptions would make important contributions to the field. In a study by Sarı (2000) carried out in Turkey teacher sample, it was found that teachers experienced lack of motivation, partial burnout especially in relation to variables that might arise from organizational factors such as injustice and had medium level of job satisfaction due to economic conditions.

One of the findings of the study is related to the comparison of the scores obtained from job satisfaction and burnout scales of visual arts teachers according to gender. Findings revealed that the mean scores of emotional burnout and depersonalization of female teachers were significantly higher than their male colleagues. However, intrinsic, extrinsic and general job satisfaction of male visual arts teachers was significantly higher. These findings are similar to those of Sünbül (2003), Tasner, Žveglic & Mencin (2017). According to Tasner et., al (2017), gender is an important factor for many occupations in job satisfaction and burnout of employees. In terms of gender, the nature of the work and differences in the cultural and social context are effective in employee satisfaction and burnout as well as physiological characteristics. Some researchers argue that societies associate men with more power and force-based professions while they associate women with family, service and human relations and with their maternal roles for the child in private life. Therefore, most of the studies found that women's burnout in teaching profession was higher than men because of the intensity of their responsibilities in family and life while job satisfaction was low (Asimaki & Vergidis, 2013).

One of the findings of this study is the comparison of visual arts teachers' job satisfaction and burnout according to their marital status. According to the findings, emotional exhaustion, reduced personal achievement, depersonalization, extrinsic and general job satisfaction showed significant differences depending on marital status. The scores of divorced teachers' emotional exhaustion, reduced personal achievement and depersonalization were significantly higher than the scores of both married and single teachers. Similarly, extrinsic job satisfaction and general job satisfaction of divorced teachers were higher than those of married teachers. These findings are similar to those of Nohe et al. (2015), Byron (2005), Mesmer-Magnus & Viswesvaran (2005) and Baka (2013). According to Nohe et al. (2015), work-family conflicts of employees show close relationships with their negative psychological symptoms such as burnout and depression. Similarly, the meta-analysis conducted by Mesmer-Magnus and Viswesvaran (2005) showed that many family-related stressors (eg. perceived family demand, parental demands, domestic conflict and divorce) triggered the burnout of employees. In this respect, it was found out that the burnout levels of separated or divorced visual arts teachers were higher than their married and single colleagues.

Another finding of the study is related to the comparison of job satisfaction and burnout of visual arts teachers according to professional seniority. According to the findings, it was seen that burnout with reduced personal achievement, depersonalization and internal job satisfaction scores varied depending on professional seniority. Further analyses showed that the teachers with professional seniority of 21 years and over have significantly higher mean scores of reduced personal achievement and depersonalization than the teachers with professional seniority of 0-5 years. Internal job satisfaction scores of the teachers with professional seniority between 0-5 years are significantly higher than the mean score of teachers with 21 years of professional seniority. However, the burnout and job satisfaction levels of visual arts teachers do not differ according to their age. These findings are similar to those of Capel et al. (1986), Friedman (1995), Gürsel, Sünbül & Sarı (2002) and Sünbül (2014). Studies Show that depersonalization and burnout at work increases with the time spent in the profession. Friedman (1995) explained that experienced and older teachers showed high average burnout scores especially in terms of depersonalization. The researcher proposes that bureaucratic processes and routine workload increase depersonalization and burnout among teachers and reduce their job satisfaction.

Another finding of the study is the comparison of job satisfaction and burnout of visual arts teachers working in private and public schools. According to the analyses, a significant difference was found among the mean scores of emotional exhaustion, reduced personal achievement, depersonalization and intrinsic job satisfaction depending on the type of school. While the mean scores of emotional exhaustion, decrease in personal accomplishment and depersonalization were significantly higher in visual arts teachers working in private schools, intrinsic job satisfaction of the ones working in public schools was significantly higher. It is possible to mention a number of studies in the literature that show that there is a linear relationship between income and

socio-economic status of employees and job satisfaction (Drafke, 2009; Thakur, 2007). In the research conducted by Thakur on private and public sector employees, the most important factors affecting the job satisfaction of individuals are the pay and income. According to the researcher, individuals receiving higher salaries, premiums and bonuses in the same sector had higher job satisfaction than their colleagues. In a study conducted by Thakur (2007) on private and state banks, it was found that the job satisfaction of employees working in both sectors was similar. However, in the study of Groot & Maassen Van Den Brink (1999), job satisfaction of employees was highly influenced by the social security, benefits and pay in their jobs, regardless of the sector. In this respect, the fact that visual arts teachers working in state schools in Turkey have higher social security, benefits and higher level of income compared to private school teachers is the reason for their high level of job satisfaction and low level of burnout.

Finally, it was found that there were significant but inverse relationship between visual arts teachers' job satisfaction and professional burnout. Further analysis showed job satisfaction of visual arts teachers explains 12% of change in emotional exhaustion, 9% of reduced personal achievement and 11% of depersonalization. In addition, only internal job satisfaction, one of the sub-dimensions of job satisfaction scale, predicted burnout in a significant but inverse way. In other words, as the internal job satisfaction of visual arts teachers increases, burnout generally decreases. The findings of this study are similar to those of Hui & Chan (1996) and Sünbül (2003). According to Hui & Chan (1996), especially feelings related to internal job satisfaction, such as loving the profession and dedication, contribute to teachers' lower occupational stress and burnout. Based on the findings of this research:

- Motivation increasing programs could be organized in educational institutions in order to reduce professional burnout and increase job satisfaction of visual arts teachers
- A large proportion of research on working conditions revealed significant relationships between job burnout and job satisfaction. Therefore, it has been stated that environments that make working in schools particularly difficult increase burnout and reduce job satisfaction. Thus, it is recommended to provide positive work environments and working conditions for visual arts teachers.
- Finally, a mixed qualitative research approach might be useful to examine the internal and external factors that affect burnout and job satisfaction of visual arts teachers for an in-depth analysis.

## References

- Abu Karsh, S. (2018). New technology adoption by business faculty in teaching: Analyzing faculty technology adoption patterns. *International Journal of Technology in Education and Science (IJTES)*, 2(1), 17-30.
- Aksu, N. (2012). İş Doyumunun Bazı Demografik Değişkenler Açısından İncelenmesi. *Polis Bilimleri Dergisi*, 14 (1), 59-80.
- Alonso P. (2006). Differences in the perception of job satisfaction in a sample of administrative staff. *Bol. Psicol.* 88, 49–63.
- Baka L. (2013). Relationships between work-family and family-work conflicts and health of nurses – buffering effects of social support. *Med. Pr.* 64, 775–784.
- Benevene, P., & Fiorilli, C. (2015). Burnout syndrome at school: A comparison study with lay and consecrated Italian teachers. *Mediterranean Journal of Social Sciences*, 6(1), 501-506.
- Bozoglan, B., Demirer, V., & Sahin, I. (2014). Problematic Internet use: Functions of use, cognitive absorption, and depression. *Computers in Human Behavior*, 37, 117-123.
- Büyüköztürk, S., Kılıç Çakmak, E., Akgün, O. E., Karadeniz, S., & Demirel, F. (2008). *Bilimsel araştırma yöntemleri*. Ankara: Pegem Akademi.
- Byron K. (2005). A meta-analytic review of work-family conflict and its antecedents. *J. Vocat. Behav.* 67, 169–198.
- Capel, S. (1986). 'Physiological and organisational factors related to burnout in athletic trainers', *Athletic Training*, 21, 322-327.
- Cassel, R. N. (1984). Critical factors related to teacher burnout. *Education*, 105(1), 102-106.
- Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21(3), 193-218.
- Çokluk, O., Şekercioğlu, G., & Büyüköztürk, Ş. (2012). *Sosyal bilimler için çok değişkenli SPSS ve LISREL uygulamaları*. Ankara: Pegem Akademi Yayıncılık.
- Day, M. D., (1997). *Preparing teachers of art*. VA: National Art Education Association.
- Demirer, V., Bozoglan, B., & Sahin, I. (2013). Preservice teachers' Internet addiction in terms of gender, Internet access, loneliness and life satisfaction. *International Journal of Education in Mathematics Science and Technology*, 1(1), 56-63.
- Drafke, M. (2009). *The human side of organizations*. NJ: Pearson Education, Inc.

- Ergin, C. (1992). Doktor ve Hemşirelerde Tükenmişlik ve Maslach Tükenmişlik Envanterinin Uygulanması. *7.Ulusal Psikoloji Kongresi Bilimsel Çalışmaları El Kitabı*, (143-154). Ankara: Psikologlar Derneği Yayınları.
- Faragher E. B., Cass M., Cooper C. L. (2005). The relationship between job satisfaction and health: a meta-analysis. *Occup. Environ. Med.*, 62, 105–112. 10.1136/oem.2002.006734
- Finney, S. J., & DiStefano, C. (2006). Non-normal and categorical data in structural equation modeling. In G. R. Hancock, & R. D. Mueller (Eds.), *Structural equation modeling: A second course* (pp. 269–314). Charlotte: Information Age.
- Friedman, I. A. (1995). Measuring school principal-experienced burnout. *Educational & Psychological Measurement*, 55 (4), 641-51.
- Friedman, I. A. (2000). Burnout in teachers: Shattered dreams of impeccable professional performance. *Journal of Clinical Psychology*, 56(5), 595-606.
- Gold, P., & Bachelor, P. (2001). Signs of burnout are evident for practice teachers during the teacher training period. *Education*, 108, 546–555.
- Golembiewski, R. T., Munzenrider, R., & Carter, D. (1983). Phases of progressive burnout and their work site covariants: Critical issues in OD research and praxis. *The Journal of applied behavioral science*, 19(4), 461-481.
- Groot, W. and Maassen van den Brink, H. (1999). Job satisfaction of older workers. *International Journal of Manpower*, 20(6), 343-360.
- Gürsel, M., Sünbül, A.M. ve Sarı, H. (2002). An analysis of burnout and job satisfaction between Turkish headteachers and teachers: A quantitative approach. *European Journal of Psychology of Education*, XVII, 1, 35-45.
- Harden, R. M. (1999). Stress, pressure and burnout in teachers: is the swan exhausted?. *Medical Teacher*, 21(3), 245-247.
- Hardiman, P., & Simmonds, J. G. (2013). Spiritual well-being, burnout and trauma in counsellors and psychotherapists. *Mental Health, Religion & Culture*, 16(10), 1044-1055.
- Heller D., Judge T. A., Watson D. (2002). The confounding role of personality and trait affectivity in the relationship between job and life satisfaction. *J. Organ. Behav.* 23, 815–835.
- Hirschfeld, R.R. (2000). Does revising the intrinsic and extrinsic subscales of the Minnesota satisfaction questionnaire short form make a difference? *Educ. Psychol. Meas.* 60, 255–270.
- Hocaoğlu Özkaya, G. (2005). *Öğretmenlerin kariyer sürecinde yaşadıkları sorunlara ilişkin görüşleri*. (Unpublished master dissertation). Çanakkale Onsekiz Mart Üniversitesi Sosyal Bilimler Enstitüsü, Çanakkale.
- Hui, E. & Chan, D. (1996). Teacher stress and guidance work in Honk Kong secondary school teachers. *British Journal of Guidance & Counselling*, 24 (2), 199-211.
- Huie, C. P., Cassaberry, T., & Rivera, A. K. (2020). The Impact of Tacit Knowledge Sharing on Job Performance. *International Journal on Social and Education Sciences*, 2(1), 34-40.
- Kitaoka, K. and Masuda, S. (2012) Academic Report on Burnout among Japanese nurses. *Japan Journal of Nursing Science*, 10, 273-279
- Lewin, J. E., & Sager, J. K. (2007). A process model of burnout among salespeople: Some new thoughts. *Journal of Business Research*, 60(12), 1216-1224.
- Marques, R., & Xavier, C. R. (2020). The Challenges and Difficulties of Teachers in the Insertion and Practice of Environmental Education in the School Curriculum. *International Journal on Social and Education Sciences*, 2(1), 49-56.
- Maslach, C., Jackson, S. E., Leiter, M. P., Schaufeli, W. B., & Schwab, R. L. (1986). *Maslach burnout inventory* (Vol. 21, pp. 3463-3464). Palo Alto, CA: Consulting Psychologists Press.
- Maslach, C. (2003). Job burnout: New directions in research and intervention. *Current Psychol Sciences*, 12, 189-92.
- McPherson, R. B. (1983). Teacher dignity: An antidote to burnout?. *Education*, 104(2), 199-203,
- Mesmer-Magnus, J., & Viswesvaran, C. (2005). Convergence between measures of work-to-family and family-to-work conflict: A meta-analytic examination. *Journal of Vocational Behavior*, 67(2), 215-232.
- Morrison R. (2008). Negative relationships in the workplace: associations with organizational commitment, cohesion, job satisfaction and intention turnover. *J. Manage. Organ.* 14, 330–344.
- Negiz, N., A. Oksay ve E. Akman. (2011). İşe bağlılık ve işten doyum açısından cinsiyet ve sektörel farklılık: kamu ve özel sektör kuruluşlarında karşılaştırmalı bir inceleme (Isparta Örneği). *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2(14), 207-229.
- Nohe C., Meier L. L., Sonntag K., Michel A. (2015). The chicken or the egg? A meta-analysis of panel studies of the relationship between work-family conflict and strain. *J. Appl. Psychol.* 100, 522–536.
- Nummela, R. M. (1982). The number of teacher adaptations can predict burnout. *Education*, 103(1), 79-81.

- Oshagbemi, T. (2000). Is length of service related to the level of job satisfaction? *International Journal of Social Economics*, 27(3), 213-226.
- Örmen, U. (1993). Tükenmişlik duygusu ve yöneticiler üzerinde bir uygulama. (Unpublished Master dissertation). Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Özdayı, N. (1995). *Resmi ve özel liselerde çalışan öğretmenlerin iş tatmini ve iş stresinin karşılaştırılmalı analizi*. (Unpublished doctoral dissertation). Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Özkaya, H. (2006). *Yatılı ilköğretim bölge okulu ve ilköğretim okullarında görev yapan öğretmenlerin tükenmişlik düzeylerinin öğretmen görüşleri açısından karşılaştırılması*. (Unpublished Master dissertation), Çanakkale Onsekiz Mayıs Üniversitesi, Çanakkale.
- Ozturk, S. & Alper, A. (2019). The effect of flipped learning method on the students' academic achievement, computer attitudes and self-directed learning skills in programming language teaching. *Science, Education, Art and Technology Journal (SEAT Journal)*, 3(1), 13-26.
- Sahin, I., & Shelley, M. C. (2008). Considering students' perceptions: The distance education student satisfaction model. *Educational Technology & Society*, 11(3), 216-223.
- Sarı, H. (2000). *An analysis of the policies and provision for children with SEN in England and Turkey*. ((Unpublished doctoral dissertation)). Oxford-England: Oxford Brookes University.
- Skaalvik, E. M., & Skaalvik, S. (2017). Dimensions of teacher burnout: Relations with potential stressors at school. *Social Psychology of Education*, 20(4), 775-790.
- Sunbul, A.M. (2003). An analysis of relations among locus of control, burnout and job satisfaction in turkish high school teachers. *Australian Journal of Education*, 47 (1), 58-72.
- Sünbül, A. M. (2014). Burnout of university academic staff in Turkey. *International Conference on Postgraduate Research-ICPR*, Malezya- Kuala Lumpur
- Taşner, V., Žveglic, M., Mencin, C. Metka. (2017). Gender in the teaching profession: university students' views of teaching as a career. *CEPS Journal* 7(2), 47-69
- Thakur, M. (2007). Job satisfaction in banking: A study of private and public sector banks. *The Icfai Journal Of Bank Management*, 6(4), 60-68.
- Tümkiye, S. (1999). Öğretmenlerin tükenmişlik düzeyleri ve kullandıkları başa çıkma davranışları. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 2(11), 26-36.
- Verdugo, R.; Greenberg, N. M. (1997). School governance regimes and teachers' job satisfaction; bureaucracy, legitimacy and community. *Educational Administration Quarterly*, 33(1), 38-67.
- Visual Arts (2018). Visual Arts. (10.9.2019) Retrieved from <https://canada.k12.tr/visual-arts-2/>
- Walters, M.G., Gee, D., & Mohammed, S. (2019). A literature review: Digital citizenship and the elementary educator. *International Journal of Technology in Education (IJTE)*, 2(1), 1-21.
- Weisberg, J., & Sagie, A. (1999). Teachers' physical, mental, and emotional burnout: impact on intention to quit. *The journal of psychology*, 133(3), 333-339.
- Weiss H. M. (2002). Deconstructing job satisfaction: separating evaluations, beliefs and affective experiences. *Hum. Resour. Manage. Rev.* 12, 173-194.
- Weiss, D. J., Dawis, R. V., & England, G. W. (1967). Manual for the Minnesota Satisfaction Questionnaire. *Minnesota Studies in Vocational Rehabilitation*, 22, 120.
- Yıldırım, B.I., M. Gülmez ve F. Yıldırım. (2016). The Relationship between the five- factor personality traits of workers and their job satisfaction: A study on five star hotels in Alanya. *Procedia Economics and Finance*, 39, 284- 291.
- Yılmaz, H. & Sünbül, A.M. (2002). *Öğretimde planlama ve değerlendirme*. Ankara: Mikro Yayınevi.

---

### Author Information

---

#### Sema Kara

Kastamonu University  
 Education Faculty, 37200, Kastamonu/Turkey  
 Contact e-mail: [karasema02@gmail.com](mailto:karasema02@gmail.com)

---