

Development of the Teacher's Burnout Scale

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ABSTRACT An organization's strength weakens and disappears when benefit and interest of people inside and outside the organization reduces. In this study, teachers who are inevitable pieces of education are taken into the basis of the study to search the organizational burnout levels at the secondary level schools of North Cyprus. Four concepts are used as the independent variables (organizational justice, trust, commitment, depersonalization) and the concept of burnout is used as the dependent variable. The overall aim of this study is to develop a scale that will determine levels of organizational justice, trust, commitment and depersonalization levels of teachers and to sort out whether these variables directly or indirectly affect the burnout levels of teachers. After ending up with the pilot practices, 8 non-working items were removed from the scale and "Teacher's Burnout Scale" is said to be developed to measure the burnout levels of the teachers.

INTRODUCTION

The organisational justice is considered as a value that holds conflicting parties among various groups such as workers, managers, shareholders together and ensures to establish balances social structures (Konovsky 2000). Yet justice may also be considered at micro levels individual relationships as well as wide organisational policies. The terms of burnout is summarised that an individual is psychologically alienated from his/her job as a reaction to intense stress and dissatisfaction.

From the education perspective and given these two concepts in North Cyprus, this is a field that has not been researched sufficiently. The primary duty of education is to facilitate the resolution of problems of society and individuals. Today, individuals feel the need to humanely live more than ever. The provision of such condition requires the administrators and teachers as primary workers to be efficient and qualified in terms of quantitative and qualitative aspects (Oztug and Bastas 2012). Since being efficient cannot be fulfilled through the improvement of external factors, the introduction of moral-psychological factors that bind administrators and teachers to their organisation is crucial for meeting the aims and expectations (Balay 2000).

The feature, which differentiates burnout from other organizational source of stress, is that it occurs as a result of frequent and intense interactions between workers and people that they meet due to their profession (Konovsky et al.

2010). Therefore, the burnout is not a source of stress but a result of unsuccessful managed stress. Burnout that indicates the mode of having constant exhaustion feeling under organisational conditions bringing stress may develop at various phases of life. According to researches, burnout is encountered among professions that particularly give charity service and among members of profession that work in workplaces with condensed emotional demands and that are idealist with high ambitions to serve people (Weisberg and Sagie 1999; Rice 2002).

The burnout is the chronic, physical, emotional and mental exhaustion observed due to constant stress or pressure at workplace. Therefore, increasing alienation, reluctance to go to work, feeling of drowning under extensive workload, alienation from others, intolerance, leaving negative impressions and showing negative behaviours arise.

Given that burnout is considered as a general exhaustion feeling to be encountered among the professions based on face-to-face communication and emotional demands (Maslach and Jackson 1981), burnout may be considered as a significant danger for teachers. Regardless of emotional status of teachers, teachers should and are expected to listen the problems or concerns of students. Moreover; teachers are obliged to give students recommendations, show sincerity and love, keep their calmness towards problem creating students or get the attention of students for effective education. According to Ju et al. (2015) neither gender nor age moderated

the relationship between trait emotional intelligence and teacher burnout. All such circumstances remain incapable over time to meet emotional demands and led teachers to feel a general burnout.

Objectives of the Study

The assessment of burnout status of teachers, who are members of one of the fundamental professions in North Cyprus and have the biggest role in society to raise new generations, identification of associated factors or variables, development of policies to eliminate such factors or variables have a major significance from the perspective of education management in North Cyprus. The necessities to identify the variables that cause burnout in teachers and take required measures have been a matter of discussion among many people. The burnout is not only about teachers but also students, personnel, parents and families of teachers. The professional burnout among teachers has a deteriorating effect in education process such as for personal health of teachers and distribution of student services. Thus; there is deterioration in quality and quantity of education as well as mental health of students is negatively affected from it. This study is important to establish modelling that would diminish the burnout, make recommendations regarding its reasons, shed light to the reasons of miscommunication about school administrators and feature human factor for the efficient lessons. Moreover, "Teacher's Burnout Scale" that is developed during research is regarded to be an inspiration for the data foreseen to be collected in the future.

The Concept of Burnout

The concept of burnout was first introduced to the literature in 1974 with an article written by Freudenberger. The article defines burnout as "an occupational danger". Freudenberger (1974) defines burnout as "loss of strength and energy caused by failure, worn-out, over-engagement or state of exhaustion in resources of an individual due to not meeting the demands". There are various definitions concerning burnout that are similar in general but different in terms of expression. According to Maslach (2003), a theoretician who is known the most through his studies following Freudenberg and the scale that he developed regarding burnout, the burnout is a psy-

chological syndrome arising in long-term as a response to stressors in the workplace. Pines and Aranson (1988) define burnout as a state of physical, emotional and mental exhaustion caused by prolonged exposure to circumstances that require emotional demands (Schaufeli and Salanova 2007). Some authors consider burnout as a result of failure in effective stress management. The feature, which differentiates burnout from other organizational source of stress, is that it occurs as a result of frequent and intense interactions between workers and people that they meet due to their profession. Therefore, the burnout is not a source of stress but a result of unsuccessful managed stress.

Reasons of Burnout

When the factors that have an impact on burnout are assessed, it is possible to see that various reasons are indicated. Some of the reasons are personal while some are organisational. Since it is not possible to review all reasons of burnout, some of the personal and organisational reasons are covered under this study. Maslach et al. (2012) reviewed the reasons of burnout from personal and environmental perspectives and pointed out various differences. Many personal characteristics such as age, marital status, number of children, over-engagement to work, personal expectations, motivation, personality, performance, stress in personal life, professional satisfaction, informal support, support from seniors are most common features that given under burnout studies and observed in burnout. "Aggregate externalizing behaviors co-varied positively with depersonalization and negatively with personal accomplishment and overall classroom quality, including emotional support and organization. In turn, teacher burnout interacted with aggregate externalizing behaviors to predict change in child social and academic adjustment." (Hoglund et al. 2015)

Chronic fatigue, loss of energy, exhaustion and weakness are the symptoms of physical exhaustion, desperation, hopelessness, sense of deceived and disappointment for emotional exhaustion, and inefficiency, unworthiness, guilt, being negative on one's self for mental exhaustion. The individuals with high motivation levels perceive work environment as supportive. Thus such individuals get the chance to realize their expectations and yet themselves together. How-

ever, under the circumstances when the workplace has high stress levels and low support and reward aspects, failure becomes the major reason for burnout. Once burnout is experienced, the motivation levels start to diminish. Such circumstances are culminated to leaving work or changing work (Özdevecioglu 2003).

Remarks of Gaines and Jermier on Burnout

According to Gaines and Jermier, the burnout is at the core of process. Although emotional burnout is similar with exhaustion, it shows continuity so it may be identified as chronic exhaustion. Individuals perceive such chronic exhaustion as normal. The workers feel individually insufficient in the fulfilment of their duties (Demirbas 2006).

Remarks of Cherniss on Burnout

Cherniss (1998) emphasizes that stress is the factor underlying burnout; and notes that stress arises when demands go beyond coping resources. Burnout happens in time. An individual who starts working with specific occupational qualifications interacts with individuals who have different expectations from him. The challenges or problems cause stress sources that are experienced at different levels. Individuals cope with these sources of stress in different ways. While some choose to resolve it effectively, some choose to cope with the problem by changing their negative attitudes. An individual faced with stress firstly wants to eliminate the source of stress. If there was no success, then he stops the psychological relation with work in order to decrease the emotional load. In case of an improvement in negative situation because of stress-coping techniques, then positive behavioural changes occur in individual. When such techniques have no impact, then negative behavioural changes may arise (Burke and Richardsen 1993).

Remarks of Meier on Burnout

The theory of Meier (1983) recommends a new approach to the concept of burnout by taking the study of Bandura (1977) as a basis. Burnout is defined as a state caused by the expectations of individuals to get small reward or big punishment due to lack of significant reinforcement,

controllable life or individual sufficiency (Baören 2005). Under this approach, burnout is reviewed as a state caused by the repetition of work experiences and explained in three phases:

1. Individual has low expectations for positive reinforcer behaviour and high expectations for punishment regarding work,
2. Individual has high expectations regarding to control existing reinforcers,
3. Individual has low self-sufficiency expectations for the performance of required behaviours to control reinforcers.

METHODOLOGY

This part gives information regarding the research model, selection of population and sample, data collection tools and analysis methods, and it elaborates the activities performed under each sub-title.

Research Model

Qualitative research was taken as a basis in this study. Qualitative research objectifies facts and cases and presents them in a measurable and numeric way. The aim is to objectively measure the social behaviours of individuals via observation, experiment and test and explain with numeric data (Büyüköztürk 2008; Karasar 2008). In this perspective, relational screening model, a type of quantitative research, was selected to respond to problem sentence and sub-problems. In the use of this model, "Teacher's Burnout Scale" was developed and also information on demographical characteristics of participants such as gender, education status, branch and professional seniority were asked in personal information form. A correlation activity has also been conducted for the introduction of inter-variable relations during the scale development process. Such qualitative approach based model was used to measure the inter-variable relations and -if any- level of such relation (Kalayci 2009). At the scale development phase, this research aims to identify whether there is any relation between organisational justice, organisational trust, organisational commitment and depersonalisation factors as the independent variables, and burnout as dependent variable through multiple regression. It also aims to describe the burnout status of teachers through its application of general secondary education and vocational techni-

cal education school after the scale reached to its final state following the validity, reliability and pilot application.

Population of Research

The population of research is comprised of all 1620 permanent, candidate and contracted teachers in public schools of 5 districts (Nicosia, Famagusta, Kyrenia, Morphou and Iskele) under the Turkish Republic of Northern Cyprus Ministry of National Education, and private secondary and high schools for the 2014-2015 academic year.

Sample of Research

Random stratified sampling that was considered to represent the population in research and that is more suitable for qualitative researches was used rather than reaching in population to all 1620 teachers (public and private) who work in secondary education across North Cyprus. Stratified sampling is a method aiming to identify the sub-groups in population and ensure their representation in sample together with their ratios within population size (Büyüköztürk et al. 2010). Through this method, sub-stratums that would represent the secondary school teachers in North Cyprus and that are deemed as the population of this research were established. Socio-economic statuses of districts were taken into account during the formation of these sub-stratum and they were organised in the most heterogeneous way. The formula for the calculation of sample size in continuous variables recommended by Büyüköztürk (2008) was used and consequently it aimed to reach 310 teachers with different branches. 27 teachers out of 310 did not attend to the study (10.32%) and 5 of them did not answer the questions (1.80%). Therefore 274 teachers that were 87.88 percent of targeted number of students have participated in the research.

RESULTS

Teacher's Burnout Scale and Development Phases

In the framework of scope, this study aims to develop a valid and reliable data collection tool regarding the burnout statuses of secondary school teachers. The development phases for the scale developed as a measuring tool in this research are as follows (Karasar 2008): 1. Item Pool

2. Expert Opinion 3. Preliminary Trial (Pilot Application) 4. Factor Analysis 5. Reliability Calculation.

As a result of factor analysis conducted to ensure structural validity, a scale with 4 factors and 40 items that all describe a different teacher perception was generated. The sub-dimensions, under which these concepts were gathered, were determined as "organisational justice", "organisational commitment", "organisational trust" and "depersonalisation" respectively. This scale, which explains 54 percent of total variance and has high reliability with 0.918 Cronbach Alpha value, can be easily used for scientific research in the field of education to identify the burnout levels of teachers.

Validity and Reliability of the Teacher's Burnout Scale

This part describes the activities regarding the validity and reliability of developed scale as well as pilot application validity analysis are shared and discussed. For the identification of burnout levels of teachers under the Departments of General Secondary Education and Vocational Technical Education, firstly literature research was performed and item pool was created. All 96 items in the pool were organized in the framework of 5-point likert scale and it is aimed to ensure scope validity by taking feedback from 8 domain experts (Education Management Experts and Assessment and Evaluation Experts) on whether the items measure the levels that are desired to be measured. After ensuring scope validity following expert opinions on Teacher's Burnout Scale, the clarity and spelling compliance of items were checked by a lecturer from the Department of Turkish teaching. Thus, expert opinions were taken, 5-point likert scale (1= Strongly Disagree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree, 5= Strongly agree) was used and the scale with 49 items became ready for application.

When the averages are taken from the five-point likert scale, the average score range for the burnout levels of teachers is "Very Low" for 1.00-1.80, "Low" for 1.81-2.60, "Average" for 2.61-3.40, "High" for 3.41-4.20 and "Very High" for 4.21-5.0 (Table 1).

Reliability Calculations of TBS

SPSS 20.0 package program was used for the analysis of data and statistics such as internal consistency coefficient, item test total correlation values as well as skewness and kurtosis

Table 1: Option scores and option remarks on teacher's burnout levels

<i>Option</i>	<i>Option score for positive proposition</i>	<i>Option score for negative proposition</i>	<i>Option score range</i>	<i>Score remarks</i>
Strongly agree	1	5	1.00-1.79	Very low
Agree	2	4	1.80-2.59	Low
Neither agree nor disagree	3	3	2.60-3.39	Average
Disagree	4	2	3.40-4.19	High
Strongly disagree	5	1	4.20-5.00	Very high

coefficients, reliability coefficient from a part of test, Barlett and Kaiser-Meyer-Olkin (KMO) tests to test whether the structure of scale is suitable for factor analysis, item factor weights were analysed and correlational assessment to assess the relation between items were conducted and discussed.

The correlation values for the items given under Table 2 are between 0.422 and 0.718. Since correlation values are above 0.20, all items may be used in future statistical analysis (Büyüköz-türk 2008). Cronbach Alpha coefficient over all items was calculated as 0.918. Apart from the Cronbach alpha coefficient, the reliability coefficient regarding a part of test and whole test was given in Table 3.

As it can be seen from Table 3, the reliability coefficient for a part of form is $r = 0.786$. Yet this coefficient does not indicate any idea on the reliability of whole test. The reliability coefficient for whole test is generated by Spearman-Brown formula. This value in Table 3 is (r) 0.875. This value as other values show that this test has high reliability (Akdag 2011).

Table 2: Total correlation values of items

<i>Item</i>	<i>(Corrected item)-Total correlation</i>	<i>Item</i>	<i>(Corrected item)-Total correlation</i>	<i>Item</i>	<i>(Corrected item)-Total correlation</i>	<i>Item</i>	<i>(Corrected item)-Total correlation</i>
oJ1	.532	oJ13	.628	oC12	.613	oT12	.649
oJ2	.526	oC1	.565	oT1	.542	oT13	.628
oJ3	.539	oC2	.633	oT2	.624	D1	.718
oJ4	.558	oC3	.639	oT3	.643	D2	.629
oJ5	.459	oC4	.626	oT4	.642	D3	.671
oJ6	.549	oC5	.656	oT5	.611	D4	.712
oJ7	.429	oC6	.522	oT6	.625	D5	.634
oJ8	.568	oC7	.622	oT7	.512	D6	.596
oJ9	.579	oC8	.587	oT8	.550	D7	.552
oJ10	.572	oC9	.619	oT9	.579	D8	.577
oJ11	.592	oC10	.591	oT10	.631	D9	.627
oJ12	.571	oC11	.595	oT11	.550	D10	.656

Table 3: Reliability coefficients of teacher's burnout scale

<i>Reliability</i>	<i>r</i>
Cronbach Alfa	0.918
Inter-form Correlation	0.786
Spearman-Brown (r)	0.875

Factor Analysis

The data generated during research may not be suitable for factor analysis. Therefore; in order to understand the factorability of scale, correlation matrix found above .30. Moreover, the normal distribution is important for the analysis of data.

When "Total Variance Explained" table is reviewed to decide the factor of scale, its own value is above 1 as 9 factors. The total contribution of these 9 factors on variance is 72.28 percent. Pursuant to the contributions of each factor on variance as given in table (initial Eigen values), the contribution diminishes after the fourth factor and gap becomes closer between

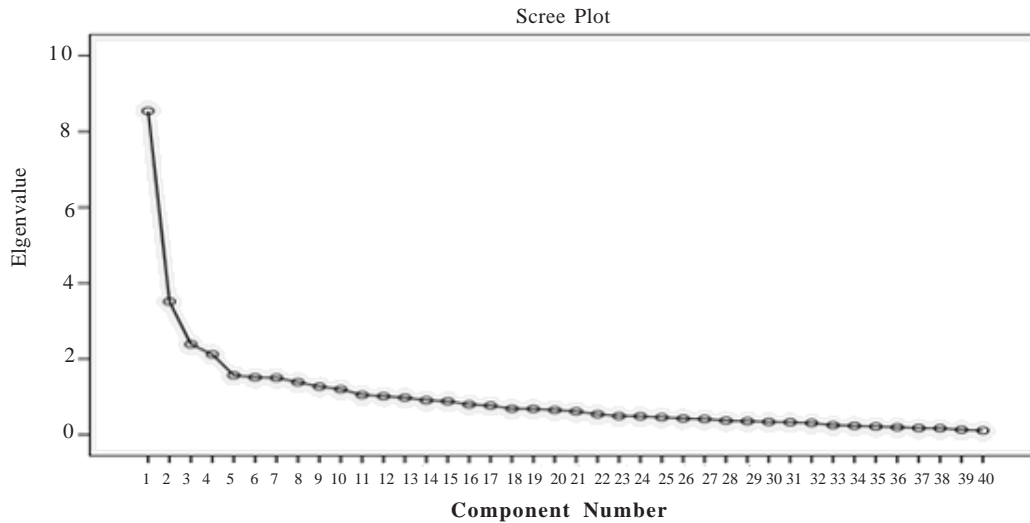


Fig. 1. Scree plot diagram

them. This indicates that there might be 4 factors. However, "Screeplot" graph also assessed to make an exact decision. According to the Figure 1 the variance between breaking points allows us to assess our scale with 4 factors.

Varimax vertical rotation technique is used in exploratory factor analysis conducted in accordance with the agreed number of factors. As a result of rotation, the items with less than 0.40 threshold weight value and that take weight from other factors as well as cyclical items were excluded from the scale. For the selection of best item, the factor weight is expected to be above 0.45 (Comrey and Lee 1992). Thus, 8 items with less than 0.45 factor weight were excluded from the analysis. The factor weights of remaining items are above 0.45. The factor formations are given in Table 4.

The 4 factors can be seen from Table 5. The contribution of these 4 factors on total variance is 53.612 percent. The declared variance in factor 1 is 19.48 percent and 35.72 percent in factor 2. Total variance of above 50 percent indicates good factoring. The approach of naming the factors that is a common act is widely performed in accordance with the meaning and content of item that give the highest weight to the factor. Therefore factor 1 is named as organisational justice, factor 2 as organisational commitment, factor 3 as organisational trust and factor 4 as depersonalisation. When their reliabilities are assessed, the Cronbach alpha coefficient of factor 1 is .973,

.917 for factor 2, .920 for factor 3 and .901 for factor 4.

When Table 5 and Figure 2 are assessed, they show a positively significant relation between factors. According to Kline (2005), the correlation values between factors should not be high for the validity of model. Pearson correlation coefficient shows the strength of linear relation between two variables, yet the coefficient value that was found as an estimate is not that sufficient to explain this relation. Figure 2 presents the diagram developed for the predicted values that are standardised by multiple regression analysis to make final decision and create the model.

DISCUSSION

Teacher's burnout scale's skewness and kurtosis values of all variables are between -1 and +1. This shows that the distribution of data is suitable for analysis (Büyüköztürk 2008). The compliance of data for exploratory factor analysis can be assessed by Kaiser-Meyer-Olkin (KMO) coefficient and Barlett Sphericity Test. Data can be considered as sufficient for factor analysis when KMO is higher than 0.60 and Barlett test is significant (Büyüköztürk 2008). Akçamete (2001) stated in his studies related to the comparison of burnout rate of teachers who work with both disabled and regular children that the special education teachers' burnout rates are

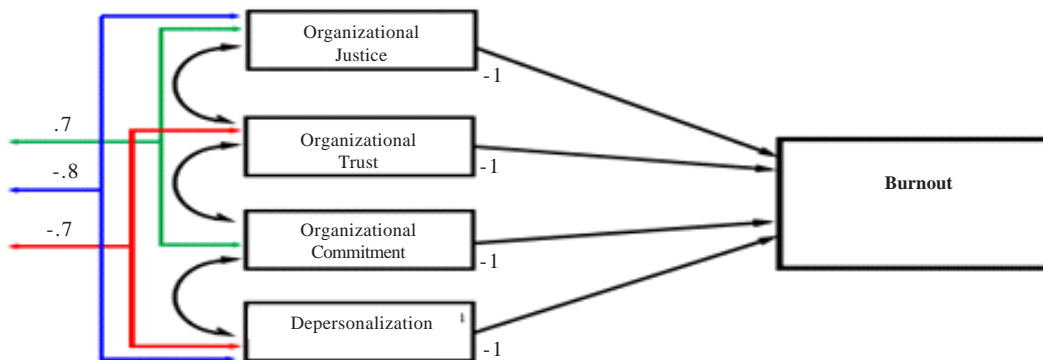
Table 4: Factor weights of scale

<i>Factors</i>	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>
OJ1Our school administrators explain his decisions regarding our work to teachers in a logical way	.729			
OJ2Our school administrators present information regarding his decisions to the teachers definitely without any exception.	.705			
OJ3Our school administrators are nice to all teachers.	.701			
OJ4I don't think that our school administrators give fair responsibilities to teachers.	.654			
OJ5Our school administrators are subjective in the implementation of binding provisions such as law, regulation.	.654			
OJ6Our school administrators are consistent in the implementation of binding provisions such as law, regulation.	.652			
OJ7I don't think that the teachers get equal responsibilities in my school.	.637			
OJ8I think that my school administrators prepare fair school programs.	.630			
OJ9Our school administrators try to get the opinions of all teachers without exceptions regarding the issues of our concern.	.612			
OJ10Our school administrators distribute our lessons to branch teachers rightfully in the beginning of year.	.605			
OJ11I don't think that extracurricular activities are distributed equally among teachers.	.581			
OJ12Our school administrators don't need to consult us in making any decision about teachers.	.569			
OJ13I think that the salary differences among teachers are normal.	.565			
OC1I feel like that I am a member of family at school.		.553		
OC2I would regret if I leave my school now.		.531		
OC3I don't feel as if I owe something to my school.		.508		
OC4I would be difficult to leave this school even if I want it.		.489		
OC5I don't have any sense of belonging towards my school.		.691		
OC6This school have a significant personal meaning for me.		.681		
OC7One of the negative outcomes of leaving this school is the scarcity of existing alternatives.		.674		
OC8I feel less sense of belonging to my school due to its distance to my house.		.656		
OC9I don't feel as if I am emotionally attached to this school.		.648		
OC10I feel like that the problems of school are my problems.		.637		
OT1 Students are safe at school.			.595	
OT2The teachers at school always cover for each other.			.587	
OT3The teachers at school are sincere towards each other.			.575	
OT4 School administrators act significantly in favour of teachers.			.558	
OT5The teachers in this school believe in the honesty of their colleagues.			.556	
OT6 The commitment of principal to school activities increase my trust towards school.			.555	
OT7 It is possible to trust the parents of this school that they will keep their words.			.542	
OT8There is a mutual trust between teachers and students.			.529	
OT9 Teachers feel comfortable when they share their failures with principal.			.519	
OT10 Teachers feel hard to believe that parents would keep their words.			.515	
OT11 In my school, they believe that someone else would do my job as well as I do.				.744
OT12 The mistakes that I may do at school would diminish the trust of school administrators for me.				.738
OT13 The lack of trust that I have in the execution of school activities make me feel worn-out emotionally.				.728
D1 I feel like as if I have become emotionally alienated from my profession.				.724
D2 I feel tired in the morning when I have to face with a new workday.				.715
D3 I feel like that I positively affect the lives of my students through my profession.				.698
D4 I feel like that I am much more strict to people since I start this profession.				.667
D5 I think that teaching have disappointed me.				.659
D6 Direct working with people does not create any stress on me.				.541
D7 I have done many great things in this profession				.724
D8 I instantly know what my students feel.				.715
D9 Working directly with students create a lot of stress on me.				.698
D10 Dealing with all students is very backbreaking for me.				.667
D11 I don't feel like as if my work restricts me.				.659
D12 I feel mentally exhausted on the way back from school.				.541
D13 I think that each hour spent at school is tiring for me.				.724

KMO (Kaiser-Meyer-Olkin Test)→ 0.894 Bartlett's Test →6245,218 p<0.0001

Table 5: Correlational values between factors

		<i>O. Justice</i>	<i>O. Commitment</i>	<i>O. Trust</i>	<i>Depersonalisation</i>
O. Justice	PearsonCorrelation Sig. (2-tailed)	1			
O. Commitment	PearsonCorrelation Sig. (2-tailed)	.673**	1		
O. Trust	PearsonCorrelation Sig. (2-tailed)	.599**	.701**	1	
Depersonalisation	PearsonCorrelation Sig. (2-tailed)	-.791**	-.702**	-.693**	1

**Fig. 2. Correlation values between factors**

higher than the regular education teachers'. Zabel (2011) found that secondary school teachers' burnout dimension is generally at medium-rate desensitization while in the sub-dimension teachers indicate much more attrition.

The medium-level perception of teachers oriented to the burnout rate at the organizational justice sub-dimension indicates that some improvements are required. As a result, the administration attitude related with the organizational justice requires more research and study in order to increase the level from mid to high. When the factors which increase the level are examined, especially the application of diverse wages, it is seen that the differences in income are not acceptable and in this sense, teachers feel injustice considerably.

Similar to the study's findings Maele and Houtte (2015) stated that teachers' trust in students demonstrates the strongest association with burnout compared to trust in principals or colleagues. Exploring relationships of trust in distinct school parties with different burnout di-

mensions yield interesting additional insights such as the specific importance of teacher-principal trust for teachers' emotional exhaustion. However contrary to this study, they assert that burnout is further an individual teacher matter to which school-level factors are mainly unrelated.

A recent scale developed by Karsli and Sahin (2015) similarly show how it is possible to determine and evaluate organizational variables like administrative effectiveness in university organizations. Through administrative effectiveness scale that is developed by them synthesizing four levels in universities and aspects of organizational effectiveness become possible similarly to that of burnout.

Parallel to the results of this study, Wong and Laschinger (2015) find out final model fit ($\chi^2 = 6.62$, $df = 4$, $p = .16$, $IFI = .99$, $CFI = .99$). Stating that job strain was significantly positively associated with burnout which contributed to both lower organizational commitment and higher turnover intention. Organizational commitment was also negatively associated with burnout in gener-

al. Shen et al 2015 also suggests that teachers' status of burnout is an important environmental factor associated with students' quality of motivation.

CONCLUSION

In this study, the development phases of the teacher's burnout scale is shared above. It used to be consisting of 48 items in total and at the last instance and after the completion of the pilot application and validity and reliability analyses, 8 items with less than 0.45 factor weight were excluded from the scale. The factor weights of remaining items are above 0.45. The significance of the study was that all the burnout studies in the literature were done in different areas like psychology, business management or economy and all the scales like Maslach's burnout scale were tried to be adopted into the education. There is no scale in the educational literature to directly measure "Teacher's burnout levels". After ending up with the practices and eliminating the non-working items were removed from the scale and together with the Cronbach alpha reliability results (.918), "Teacher's Burnout Scale" is developed to measure the burnout levels of the teachers.

RECOMMENDATIONS

The importance must be given to the generalization of information sharing related with the decision and application on the subjects which form the basis of teachers' organizational justice perceptions. Applications connected to the administration belonging to the information sharing generalization will provide the consolidation of the teachers' organizational justice perceptions.

Lower levels of burnout may be achieved where school principals show more importance to cooperation, collaboration and fairness, which will then strengthen teachers' justice and equality perception.

All school administrators, especially those managing vocational high schools must be educated on how to implement the organizational justice during the management period and it is assumed that adapting curriculum accordingly will be beneficial.

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