

**Research Article**

## **THE RELATIONSHIP BETWEEN BURNOUT AND JOB SATISFACTION OF PHYSICAL EDUCATION TEACHERS IN SHABESTAR CITY**

**\*Ramin Ahmadian, Mahlaga Farshbaf and Mahmoud Vafaieian**

*Department of Sport Management, Islamic Azad university, Karaj Branch, Karaj, Iran*

*\*Author for Correspondence*

### **ABSTRACT**

The aim of this study was to identify the relationship between burnout and job satisfaction of physical education teachers in the schools of Shabestar city. The study was descriptive and correlation. 92 teachers were selected randomly relative class in the research, burnout questionnaire (MBI) of Maslesh and Jackson has been used in order to measure job burnout and job satisfaction questionnaire of Visoki (JDI) has been used to measure the job satisfaction of managers. Collected Data has been analyzed by using the Pearson correlation coefficient, t-test for independent groups and multiple linear regressions. The results show that the mean of emotional exhaustion of sports teachers was average and the means of their depersonalization and personal success were at a low level and there is a significant difference between the degree of depersonalization among male and female sports teachers. Also, the mean of job satisfaction among sports teachers was higher than the average level and there is no significant difference in the Job satisfaction among male and female sports teachers. Results of regression analysis indicate that individual success and depersonalization were the most effective in predicting job satisfaction respectively and explain % 44 percent of the changes in the job satisfaction.

**Keywords:** *Job Burnout, Job Satisfaction, Emotional Exhaustion, Depersonalization, Personal Success*

### **INTRODUCTION**

Today, the manifestation of areas of threat to human resources in different organizations has been recognized as inevitable pests in the efficiency of organizations. One factor that reduces the efficiency of valuable human capital is the phenomenon of job burnout. The destructive effects of this phenomenon are evident on the individual and social life and staffs of educational offices are considered as one of the most vulnerable segments of society against job burnout (Ozan, 2008). The term job burnout was defined as emotional exhaustion and feelings of weakness for the first time by Freud Neuberger in 1974 and it has been studied largely in the area of applied psychology and occupational health in recent years (Banagupan and Fish, 2006). The commonest definition of job burnout are widely used in the studies of burnout is the definition of Maslesh *et al.*, (2001). According to this definition, job burnout is syndrome which is manifested as emotional exhaustion, depersonalization and low sense personal success; it is created by severe job stress (Seigall and Donald, 2004). Job burnout occurs when inconsistencies exist between the nature of job and how to do it by someone. Therefore job burnout is not a personal problem, rather it is a social-environment problem related to one's job (Kuruuzum *et al.*, 2008). And in jobs that require more face-to-face communication with others such as the jobs of health services, teaching and management is more common (Ozan 2008). Empirical evidence indicates that severe state of job burnout has enormous costs both for organizations and for individuals. The probable effects of burnout in the organization increase staffs' leaving at work and their absence and reduce job satisfaction, organizational commitment and productivity. Burnout is also associated with a variety of health problems such as depression, anger, anxiety, insomnia, fatigue, and headache (Togia, 2005). Other factors that determine the mental health include job satisfaction which has been recognized as one of the most important and the most common research subjects in the field of organizational behavior studies and its study has a long history of industrial and organizational psychology (Wright, 2006). Job satisfaction can be defined as a positive or pleasant emotional state made by the job evaluation or job experience (Zefan *et al.*, 2008). Jamal (2008) investigated the relationship between job stress and job burnout, mental health and job satisfaction among employees of a multinational company and he found that there is a negative relationship between job

## **Research Article**

stress and job satisfaction but a positive relationship exists job stress and job burnout. Also, the correlation was observed between job satisfaction and job burnout ( $r = -0.36$ ). The importance of this study is that it clarifies the various components of job burnout of physical education teachers and investigates its relationship with job satisfaction because the reduction of mental stress plays a major role in providing favorable conditions of work which can lead to greater efficiency and job satisfaction. The main problem is that how is the condition of job burnout and job satisfaction among physical education teachers? Is there a difference between burnout and job satisfaction of physical education teachers in terms of gender? What is the relationship between the components of burnout and job satisfaction of physical education teachers? What is the share of each component of job burnout in explaining job satisfaction among physical education teachers? Takada *et al.*, (2009) through using path analysis method showed that there is a relationship between job dissatisfaction, job burnout and mental health. Ahmadi and Sultani (2002) reported in a research that job burnout of school principals in Isfahan was lower than the average. Mohammadi and Zahedi (2006) in a research confirmed the relationship between Maslow's hierarchy of needs and job satisfaction of school principals. Results of this study also showed that there isn't any relationship between gender and education of managers and their job satisfaction. Nasr Abadi *et al.*, (2009) concluded that there is a positive and significant relationship between the value of the work, independence, job opportunities, job opportunities, job challenge and job satisfaction.

## **MATERIALS AND METHODS**

### **Research Methodology**

As this study describes the phenomena, it is a descriptive research and regarding that it seeks to explore the correspondence relationship between one or more variables with changes in one or other multiple variables, it is correlative. The sample of this study consists of all physical education teachers in the schools of Shabestar city in the academic year of 1392-93 and their number equals 122 people, including 66 male and 56 female teachers. The sample size has been determined based on the sampling table of Krejcie and Morgan (Naderi and Naraqi, 2007) which equals 92 participants who were selected by using relative stratified random sampling method.

### **Statistical Methods**

To analyze the data, the appropriate descriptive statistics such as frequency table, percentage, mean, standard deviation and inferential statistical methods such as t-test for independent groups, Pearson's correlation and multivariate linear regression were used.

### **Research Tools**

Two questionnaires were used to collect data:

#### **1- Job Burnout Questionnaire (Mbi) Of Maslesh & Jackson**

This questionnaire is the most common tool to measure job burnout which consists of 22 articles and it measures all three components of job burnout. Maslesh & Jackson reported the internal reliability of components: emotional exhaustion, depersonalization and personal success respectively as 0.90, 0.79, and 0.7. The internal reliability of job burnout questionnaire in the present study was calculated by the method of Cronbach alpha and the reliability coefficient of emotional exhaustion was 0.78, for depersonalization was 0.83 and personal success was 0.83.

**2- Job Satisfaction Questionnaire (JDI):** This tool provides a list of five different aspects of the job that there are a number of criteria for any aspect to measure the feelings of each person toward his job. This questionnaire has been developed by Visocki and Kurum (Moghimi, 2001). This questionnaire has been used by many researchers and it has high reliability and validity, the reliability of the questionnaire was calculated by Cronbach's alpha as 0.89.

### **Findings**

#### **a. Descriptive Findings**

According to the results, %54.3 of the physical education teachers are male and 45.7 percent of them were female, 16.3 percent of the physical education teachers have work experience between 1-10 years, 65.2 percent of them have work experience ranging from 11 to 20 years and 18.5 percent of managers have a

**Research Article**

work experience of 21 years and more. Also, 34.8 percent of physical education teachers have diploma and associate degree of education, 63 percent Bachelor of art and 2.2 percent have master of art degree at the graduate level.

**B - The Findings Based the Research- Questions**

1. The first question of the research: how is the condition of burnout and job satisfaction among physical education teachers?

Table 1 shows the mean and standard deviation of score components of burnout and job satisfaction among physical education teachers.

**Table 1: The mean and standard deviation of score components of burnout and job satisfaction among physical education teacher**

Group and Variable Index	Female teachers		male teachers		Sum	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
Emotional exhaustion	23.36	7.72	20.62	6.79	21.87	7.32
Depersonalization	3.60	1.69	4.56	2.28	4.12	2.08
Individual success	18.52	6.91	18.58	6.34	18.55	6.57
Job satisfaction	144.47	20.08	143.60	22.37	144.12	21.25

The second research question: Is there any difference between burnout and job satisfaction among physical education teachers in terms of gender?

As can be seen in Table 2, there is only a significant difference between the mean scores of depersonalization among male and female physical education teachers out of the components of job burnout ( $p < 0.5$ ), this means that depersonalization of male physical education teachers were more than female ones. Also, no significant difference was reported between the level of job satisfaction among male and female physical education teachers.

**Table 2: Results of t-test comparing the scores of burnout and job satisfaction components among male and female teachers**

Variable	Index/ Group	Mean	Standard deviation	df	t	p
Emotional exhaustion	Female teachers	23.36	7.72	90	-1.80	0.074
	Male teachers	20.62	6.79			
Depersonalization	Female teachers	3.60	1.69	90	2.26	0.026
	Male teachers	4.56	2.28			
Individual success	Female teachers	18.52	6.91	90	0.041	0.968
	Male teachers	18.58	6.34			
Job satisfaction	Female teachers	144.74	20.08	90	-0.255	0.799
	Male teachers	143.60	22.37			

Third research question: how is the relationship between emotional exhaustion, depersonalization personal success and job satisfaction of the physical education teachers? As can be seen in Table 3, there is a negative correlation between emotional exhaustion and job satisfaction ( $r = -0.331$ ,  $p < 0.001$ ), there is also a negative correlation between depersonalization and job satisfaction ( $r = -0.353$ ,  $p < 0.001$ ). There is a positive correlation between job satisfaction and individual success of physical education teachers ( $r = 0.618$  /,  $p < 0.001$ ).

**Research Article**

**Table 3: The results of the Pearson correlation coefficient between the components of job burnout and job satisfaction**

Variables of Research	Number	Correlation coefficient	Significance
Emotional exhaustion and job satisfaction	92	-0.331	0.001
Depersonalization, and job satisfaction	92	-0.353	0.001
Personal success and job satisfaction	92	0.618	0.000

*The Fourth Question is this*

How much is the share of each component of job burnout in expressing job satisfaction of physical education teachers?

The results of the regression analysis have been shown in Tables 4, 5, 6.

**Table 4: Regression analysis of job satisfaction in terms of components of job burnout**

Criterion Variable	Predictive Variables	Multiple Correlation	Determination coefficient	The coefficient of Adjusted determination	Criterion of Error	Watson camera test
Job satisfaction	Individual success	0.618	0.382	0.376	24.707	
	Depersonalization	0.665	0.442	0.429	23.622	1.751

The results of Table 5 shows that the obtained values of F (55.722 and 35.206) at  $p < 0.001$  is meaningful and this suggests that there is linear relationship between the criterion Variable and predictive variables. Information about regression coefficients has been stated in Table 6.

**Table 5: Variance Regression analysis test of job satisfaction on the components of job burnout**

Model	The source of changes	Total squares	Degree of freedom	Mean squares	F test	Significance level
1	Effect of the regression	34013.244	1	34013.244	722.55	0.000
	remaining	54937.224	90	610.414		
	total	467.88950	91	-		
2	Effect of the regression	39289.099	2	19644.550	35.206	0.000
	remaining	49661.368	89	557.993		
	total	88950.467	91			

Information in Table 6 shows that according to the scores of job burnout we can predict job satisfaction of physical education teachers and predictive power of individual success is more than depersonalization.

**Research Article**

**Table 6: Information about regression analysis coefficients**

Model	Predictive Variables	Non-standard coefficients		Standard coefficients $\beta$	t	Significance level
		B	Standard Error			
1	Fixed	163.331	6.464		25.268	0.000
	Individual success	2.296	0.308	0.618	7.465	0.000
2	Fixed	171.774	6.764		25.397	0.000
	Individual success	2.127	0.299	0.573	7.110	0.000
	Depersonalization	-0.893	0.290	-0.247	-3.075	0.003

**RESULTS AND DISCUSSION**

**Discussion and Conclusion**

The results of the present study show that the mean of emotional exhaustion of physical education teachers according to cutting lines of Maslesh and Jackson questionnaire is in average, and Mean of depersonalization and individual success is low. These results are consistent with all or part of the results of Kuruzuum *et al.*, (2008), Takada *et al.*, (2009), Behnia (2000), Rostami *et al.*, (2008). It can be said that the job burnout is basically a phenomenon which is common among human services such as teaching and management professions. The results indicate that job satisfaction of teachers is higher than average. The difference is probably due to the different sample groups and different geographical location. The results showed that there is no perceptible difference between male and female physical education teachers in terms of job satisfaction, as well as in terms of job burnout in the components of emotional exhaustion and individual success but the Mean of burnout in the components of depersonalization among male physical education teachers is more than female ones. Maslesh *et al.*, (2001) also believe that the demographic Variable of sex isn't important predictive of job burnout of women. For example, in some studies, the rate women's burnout in some studies is high as well as for men in other studies. It also seems that among the components of job burnout, men in depersonalization and women in emotional exhaustion get more scores. The results indicate that there is a relationship among three components of job burnout and job satisfaction.

The relationship between individual success and job satisfaction is also significant. The results showed that individual success and depersonalization influence on job satisfaction. It can be said that both variables of burnout and job satisfaction are related to the nature of job and working conditions so that low levels of authority and lack of participation in decision-making, lack of efficient methods of control over work, lack of relations of labor group (poor interpersonal communication), lack of positive feedback, work without challenge, lack of reward and appropriate appreciating and the lack of organizational confidence lead to the creation of job burnout in school physical education teachers and thus create their job dissatisfaction. In general, we can say obstacles and the stress of constantly changing needs and existing resource constraints bother physical education teachers in all schools. In such circumstances, the teachers who have positive feedbacks toward their jobs and treat reasonably against the problems and stressors, have less job burnout and job dissatisfaction. Due to the conditions of work, school and education departments are influential in reducing job burnout and increasing job satisfaction of school physical education teachers, the more conditions and working environment is stimulating, the more mental health and job satisfaction is increasing. Many factors affect on providing good working conditions and satisfactory work environment, creating a organizational supportive condition, creating career advancement opportunities for physical education teachers in schools, giving them authority commensurate with responsibility and asking physical education teachers to participate in meetings to decide on matters relating to school, adequate training, implementing an appropriate system of salary are the factors that can reduce job burnout and improve job satisfaction of physical education teachers in schools and provide their mental health.

## **Research Article**

### **REFERENCES**

- Ahmadi A and Khalifa Sultani E (2002).** Investigating job burnout education managers in three education sections of the Isfahan city. *Journal of Human Sciences of Isfahan University* **13**.
- Antoniou A, Ploychroni F and Vlachakis AN (2006).** Gender and age differences in occupational stress and professional burnout between primary and high – school teachers in Greece. *Journal of Managerial Psychology* **21**(7).
- Behnia G (2000).** The relationship between job burnout and job satisfaction and mental health in relation to adjusting variable of hardiness among male teachers in the courses of mathematics, social sciences, physics and literature, a new system of secondary education in the province of Khuzestan in the academic year of 77. 78, research projects in Khuzestan Province Education department.
- Bhanugopan R and Fish A (2006).** An empirical investigation of job burnout among expatriates. *Personal Review* **36**(4).
- Burke R and mikkelsen A (2005).** Burnout, Job stress and attitudes towards the use of force by Norwegian police officer Plicing. *An international Journal of police strategies & Management* **28**(2).
- Chang S Lee M (2007).** A study on relationship among Leadership, organizational culture, the operation of Learning organization and employees' job satisfaction. *The Learning Organization* **14**(2).
- Domuri D (1994).** Adjusting factors of the relationship between job stress and job satisfaction and exhaustion among managers of Transportation Department. M.A thesis of Business Administration. MOGHIMI Tehran University
- Gmelch W and Gates G (1998).** The impact of personal, professional and organizational characteristics on administrator burnout. *Journal of Educational Administration* **36**(2).
- Jamal Muhammad (2008).** Burnout among employees of a multinational cooperation in Malaysia and Pakistan. *An Empirical Examination International Management Review* **4**(1).
- Kuruuzum A, Anafarta N and Irmak S (2008).** Predictors of burnout among middle managers in the Turkish hospitality industry. *International Journal of contemporary Hospitality Management* **20**(2).
- Maslach C and Jackson SE (1981).** *Maslach Burnout inventory Research Edition Manual*"CA (consulting psychologists press).
- Mirza Mohammadi MH and Zahedi Z (2006).** Relationship between Maslow's needs hierarchy and education managers' job satisfaction. *Journal of Behavior* **21**.
- Naderi E and Seif Naraqi M (2007).** *Research Methods in The Humanities With Emphasis On Education*, (Tehran: Badr Pub).
- Nasr Abadi B, Ali Hassan et al., (2009).** Investigation of the relationship between the nature of the job and job satisfaction. *Bulletin of Executive Management* **33**.
- Piko Bettina (2006).** Burnout, role conflict, Job satisfaction and psychosocial health among Hungarian health care staff: A questionnaire survey. *International Journal of Nursing* **43**.
- Ran dall, Mary Scott and William A (1988).** Burnouts, Job satisfaction, and job performance. *Australian Psychologist* **23**(3).
- Siegall M and McDonald T (2004).** Person – organization value congruence, burnout and diversion of resources. *Personal Review* **33**(3).
- SM (2001).** *Organization and Management Approach*, (Tehran: Termeh Pub).
- Spector PE (2000).** *Industrial And Organizational Psychology*. (John Wiley & Sons, Inc).
- Sunbul AM (2003).** An analysis of relations among locus of control, burnout and job satisfaction in Turkish high school teachers. *Australian Journal of Education* **58**.
- Togia A (2005).** Measurement of burnout and the influence of background characteristics in Greek academic librarians. *Library Management* **26**(3).
- Tokuda yasuharu et al., (2009).** The Internationships between working conditions, Job Satisfaction, Burnont and Mental Heath among Hospital physicians in Japan: a path Analysis. *Industrial Health* **47**.
- Tsigilis N, Koustelios A and Togia A (2004).** Multivariate relationship and discriminate validity between job satisfaction and burnout. *Journal Of Managerial Psychology* **19**(7).
- Whitaker KS (1996).** Exploring causes of burnout. *Journal of Educational Administration* **34**(1).

**Research Article**

**Wolpin Jacob, Burke Ronald J, Reenglass Esther R (1996).** Is job satisfaction an antecedent or a consequence of psychology burnout? *Human Relations* **44**(2).

**Wright TA (2006).** The emergence of job satisfaction in organizational behavior: A historical overview of the dawn of job attitude research. *Journal of Management History* **12**.

**Zeffan Rachid et al., (2008).** Exploring the differential impact of job satisfaction on employee attendance and conduct. *Employee Relations* **30**(3).