

Investigation on Relationship Between Burnout and Career Satisfaction of Physical Education Professors at Islamic Azad University of Eastern Azerbaijan Province, Iran¹

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Abstract: Affective mental stress can motivate human activities but unfavorable stress can destroy forces of organization in people. Recognition of psychological factors in PE jobs and among teachers will result in organizational development and country development, as well. Attention to job burnout and its frequency and intensity is a main step for mental health improvement in job environments. This paper aimed to investigate the relation between job burnout and satisfaction among PE teachers. Statistic society of this study included all PE teachers of Islamic Azad Universities of Eastern Azerbaijan that for the statistic society limitations, it was selected as the sample by a purposeful method. Average age of paid teachers and full time teachers were 30 and 35, respectively. For variable evaluation, three questionnaires including job burnout, satisfaction and personal qualities were used. The study method was descriptive and of correlative type. There was a significant difference between job burnout and satisfaction of paid and full time teachers. There was a reverse difference between emotional burnout frequency and job satisfaction for full time teachers rather than paid teachers. No significant relation was observed between personal performance regression frequency and job satisfaction among full time and paid teachers; But, a significant relation was found between personal quality loss frequency, intensity and job satisfaction among full time and paid teachers. Since more job burnout and less satisfaction was observed in paid teachers, some preventative ways should be used for it. Lack of support from authorities, too much responsibility, long work hour's cause focus decrease, mental stress and felling insecurity in those teachers.

Key words: Physical Education • Burnout • Career satisfaction • Professor

INTRODUCTION

Today mental pressure in work places and sensitivity of job type are highly considered in teachers' job satisfaction and burnout. Universities need motivated, healthy and efficient human sources to reach their educational goals. Investigating job burnout and its frequency among PE teachers is a further step in promoting mental health in work places.

Maslach [1] referred to burnout as a psychological response to the job stress which can be described by emotional burnout, personal performance regression and loss of personal qualities which may emerge in the people dealing with many clients. According to the studies more activities and demands in a job, the more burnout of its

employees. Since human resource efficiency cannot be predicted by economical calculations and for people's different characters and perspectives, organizational stress causing factors have different impacts on burnout. Job satisfaction refers to one's quantitative attitude to his job. In fact, the more satisfaction to a job causes a more positive attitude to a job and less burnout. As an example, the nurses willing to leave their work places, have more break time and not to accept patients, despite job quantity and quality decrease, can be mentioned. A study on the relation between burnout and control sources among physical education faculty managers and other managers revealed that there is a significant correlation between aging, job records and burnout. William [2] investigated the relation among burnout, gender, age and job records

in Taiwan and concluded that young experts show more job burnout than elders and women reveal more emotional burnout than men. Peirovani [3] investigated the relation between job burnout and dissatisfaction of Iranian football managers and coaches and concluded that the managers show less exhaustion than the coaches, but performance regression was significant in both groups. Paines [4] investigated the relation between organizational commitment and job satisfaction among teachers and showed that more organizational commitment causes more job satisfaction. A defect of present literatures is that they investigate job burnout and satisfaction in the field of medical care and conclude high burnout as a result of job dissatisfaction. This study aims to investigate the relation between job burnout, satisfaction and other factors like age, degree and records. Since PE lessons' nature is practical and technical and other fields' students should pass them (so, they refer to PE teachers), burnout and negative attitudes to work, appear in PE teachers and they get susceptible to burnout. The question that whether there is a relation between burnout and job satisfaction, has necessitated doing this research.

Methodology: This research was a correlative study in a statistical society including all PE teachers of Eastern Azerbaijan's Islamic Azad Universities. Statistical sample was statistical society by purposeful method. 3 questionnaires and one another were distributed among teachers to evaluate job satisfaction and burnout and

gather personal information, respectively by the field method.

Major Questionnaires: Maslach' s job burnout questionnaire [1] was used for investigating emotional burnout ,personal performance regression and loss of personal qualities with validity coefficients of 0.77,0.87 and 0.78, respectively and consistency coefficient of 0.78. Job satisfaction questionnaire of Veskoy and Krome including 41 questions and measuring 5 indices of job type, ,authority, coworkers, promotion, salary, and benefit raise was also used with consistency and reliability coefficient of 0.92. Personal character questionnaire, made by the author, contained the information about age, education, degree, job records and marital status. For data analysis, descriptive statistical methods, for statistical hypothesis, Pearson correlation coefficient tests at the level of $\alpha = 0.05$ and for investigating the difference among coefficients, Fisher ZV were used.

RESULTS

The results of Table 1 shows no significant relation was between age and burnout and job satisfaction of full time or paid teachers, significant relation was between job records and burnout of full time, Shows more correlation between the age and burnout of paid teachers, insignificantly.

Table 1: Investigating the relation among burnout, satisfaction, age and job records of full time and paid teachers.

Standard								
Age					Job records			
Variable	Result	Paid teacher	Result	Full time (p E)	Result	Paid teacher	Result	Full time (p E)
burnout	no Significance	0.65	no Significance	0.031	no Significance	0.084	Significance	0.213
Job satisfaction	no Significance	0.065	no Significance	0.5	no Significance	0.022	no Significance	0

Indicative of significance at error level of $\alpha = 0.05$

Table 2: The relation between job satisfaction and triple burnout parts in full time and paid PE teachers

Job satisfaction							
Burnout		Fulltime teachers	Significance level	Results	Paid teachers	Significance level	Results
burnout		0.047	0.735	no Significance	0.213	0.022	Significance
frequency	Emotional burnout	-0.42	0.002	Significance	-0.116	0.365	No Significance
intensity		-0.105	0.451	no Significance	0.19	0.047	Significance
frequency	personal performance regression	-0.38	0.127	no Significance	0.147	0.121	No Significance
intensity		0.237	0.023	Significance	0.233	0.031	Significance
frequency	Loss of personal qualities	0.059	0.624	no Significance	0.028	0.822	No Significance
intensity		0.14	0.311	no Significance	-0.107	0.394	No Significance

Indicative of significance at error level of $\alpha = 0.05$

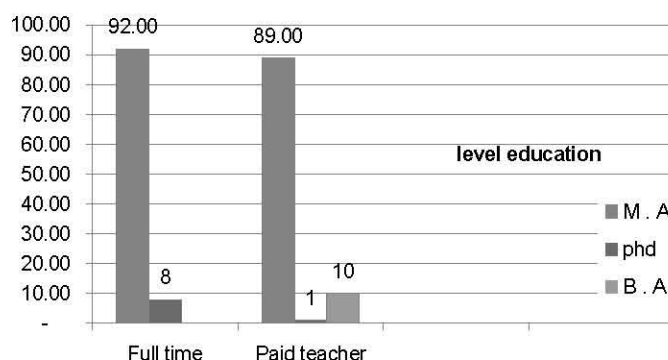


Fig. 1: Describing personal characteristics of PE teachers of Eastern Azerbaijan's Azad universities

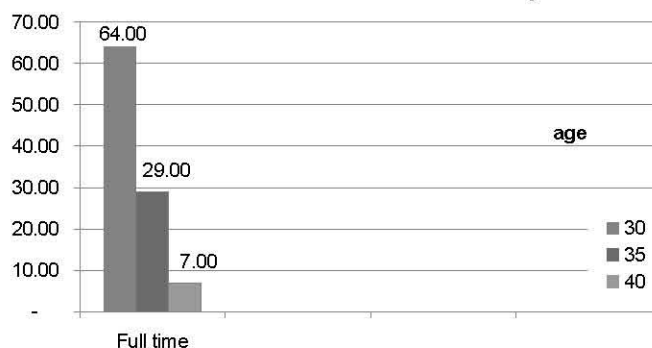


Fig. 2: Describing personal characteristics of full time PE teachers of Eastern Azerbaijan's Azad universities with attention to age class

It shows that age increases or decreases were not really effective in job burnout and dissatisfaction.

Figures (1,2) show that 29%,64% and 7% and the rest of full time teachers are 30,30-40 and over 40 years old ,respectively. In the field of education level of full time teachers, 92% were coaches and 8% were assistant professors and paid teacher 89% were coaches and 1% were assistant professors and 10% were B.A.

DISCUSSION

This paper showed a reverse and significant relation between emotional burnout frequency and job satisfaction of full time teachers. Comparing the means of triple burnout parts and seven Likert scales revealed that full time PE teachers undergo several gentle emotional burnout in a week, averagely; While emotional burnout frequency of paid teachers was less than full time teachers. These findings matched the findings of Onyett *et al.* [5], William [2], Peirovani [3], Keshtidar [6] and Shabaghian [7], in which the similarities were because of high amount of jobs of PE and medicine teachers. There was a significant relation between job burnout and satisfaction of paid teachers which matches with Peirovani [3], Pines [4] and Onyett [5] studies.

The investigations showed that the worst burnout impact at organizational level is destroying job satisfaction among the employees and experts of every field. Finding of the present literature showed that job satisfaction has a negative relation with burnout; so, there must be proper ways to reduce it and prevent its extension. Maybe, the lack of enough supports from authorities, many work hours and high mental pressure and the lack of job security can be also effective but preventable. In this study, there was a significant relation between personal performance regression intensity and job satisfaction of both teacher groups. This study results, parallel with the results of Peirovani [3] and Luthans [8], demonstrated that job satisfaction can occur by reducing burnout which is preventable with creating favorite job conditions, encouragement, reward, promotion, close relations in work place, organized sport equipment and social support. Emotional burnout intensity and job satisfaction of paid teachers were more than full time teachers, which this matches with results NSWACT [9] and Verdon *et al* [10].

If the findings of this paper get matched with a 3-factor model of Maslach [1], it can be seen that most teachers have experienced the most important burnout i.e.

Emotional burnout which is before the two others, chronologically. So, the early recognition of those teachers and exerting proper methods for removing this problem can prevent from occurring performance regression and loss of personal qualities.

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