



**DETERMINING THE FACTORS THAT AFFECT BURNOUT AND  
JOB SATISFACTION AMONG ACADEMICIANS: A SAMPLE  
APPLICATION ON THE HITIT UNIVERSITY**

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**ABSTRACT**

Academicians are the most important components of the universities. Therefore, aim of this study is to identify the burnout and job satisfaction levels of academic personnel in Hitit University, and to evaluate the relationship between some variables of academic personnel's job satisfaction and burnout level. For this reason, 81 questionnaires were applied to academicians from the faculties of Engineering, Theology, Science and Letters, Economic and Administrative Sciences, School of Physical Education and Sports and School of Health and the finally Vocational Higher Schools in Hitit University in 2011-2012 educational year. Data collection instruments implemented are The Maslach Burnout Inventory (MBI) (Maslach and Jackson, 1981) and The Job Satisfaction Survey (Hackman and Oldham, 1975). The Personal Information Form was used to get some information about university academicians. Results indicate that, among the demographic variables, gender was significantly related to depersonalization burnout subscales. Found that these study male academicians have significantly higher mean scores on depersonalization than females. It is observed that academics job satisfaction and burnout sub dimensions are not varied with the variables of age, marital status, and weekly lesson load. This research indicates that job satisfaction level of middle revenue level is significantly higher than that of lower level. The results indicated that lecturer reported a higher level of depersonalization than professors/associate professor and assistant professor. Also, job satisfaction was found that inversely meaningful correlated with emotional exhaustion. According to this study result while emotional exhaustion is increasing job satisfaction decreases, while emotional exhaustion is decreasing job satisfaction increases.

**Key Words:** Burnout, job satisfaction, academic personnel.

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## **AKADEMİSYENLERİN TÜKENMİŞLİK VE İŞ DOYUMUNU ETKİLEYEN FAKTÖRLERİN BELİRLENMESİ: HİTİT ÜNİVERSİTESİ İLE İLGİLİ ÖRNEK BİR UYGULAMA**

### **ÖZET**

Akademisyenler üniversitelerin en önemli bileşenleridir. Bu nedenle çalışmanın amacı, Hitit Üniversitesi akademik personelinin tükenmişlik ve iş doyumunu düzeylerinin belirlenmesi ve akademik personelin iş doyumunu ve tükenmişlik düzeylerinin bazı değişkenler ile arasındaki ilişkiyi değerlendirmektir. Bu nedenle, 81 anket 2011-2012 öğretim yılında Hitit Üniversitesi'nin Mühendislik, İlahiyat, Fen-Edebiyat, İktisadi ve İdari Bilimler Fakülteleri, Beden Eğitimi ve Spor Yüksekokulu ve Sağlık Yüksekokulu ve son olarak Meslek Yüksek Okullarından akademisyenlere uygulandı. Veri toplama araçları olarak Maslach Tükenmişlik Ölçeği (MTÖ) ve İş Doyumu Anketi uygulandı.

Üniversite öğretim üyeleri hakkında bazı bilgileri almak için Kişisel Bilgi Formu kullanılmıştır. Sonuçlar, demografik değişkenler arasında, cinsiyet değişkeni ile tükenmişlik alt ölçeklerinden duyarsızlaşma arasında anlamlı ilişkili olduğunu göstermektedir ( $p<0.05$ ). Bu çalışmada erkek akademisyenlerin duyarsızlaşma puanlarının kadın akademisyenlere göre daha yüksek olduğu bulundu. Akademisyenlerin iş doyumunu ve tükenmişlik alt boyutlarında yaş, medeni durum ve haftalık ders yükü değişkenleri ile anlamlı bir ilişki olmadığı görülmektedir. Araştırma sonuçları, orta gelir düzeyinde olduğunu düşünen akademisyenlerin iş tatmini düzeyinin düşük gelir düzeyinde olduğunu düşünen akademisyenlerden anlamlı ölçüde yüksek olduğunu göstermektedir. Sonuçlar, öğretim görevlilerinin profesör/doçent ve yardımcı doçentlerden daha yüksek düzeyde duyarsızlaşma tükenmişlik puanlarına sahip olduklarını göstermiştir. Ayrıca, iş doyumunu ile duygusal tükenmişlik arasında negatif yönde anlamlı bir ilişki bulunmuştur ( $p<0.01$ ). Buna göre, duygusal tükenme artarken iş doyumunu azalmakta, duygusal tükenme azalırken iş doyumunu artmaktadır.

**Anahtar Kelimeler:** Tükenmişlik, iş doyumunu, akademik personel

### **1. Introduction**

Burnout is defined as a syndrome mostly seen among individuals working on jobs with people face to face feeling exhausted, feeling inconsiderate for people they come across due to their jobs, a decrease in the senses of individual success and efficiency (Demerouti et al., 2000; Demerouti et al., 2001). The term of burnout was first used by Freudenberger in 1974. The most widely accepted definition burnout is a syndrome of emotional exhaustion, depersonalization and a sense of low personal accomplishment that leads to decreased effectiveness at work (Maslach, 1976; Schaufeli et al., 1993; Maslach, Schaufeli, & Leiter, 2001). According to Maslach Burnout Model (1981) there are three components of burnout; emotional exhaustion, depersonalization and deficient sense of personal accomplishment (Maslach et al., 2001). Emotional Exhaustion which means energy discharge and consumption of emotional resources (Maslach & Leiter, 2005). Depersonalization a tendency to respond to others in callous, detached, emotionally hardened, uncaring, and dehumanizing ways (Maslach & Jackson, 1981) and the third dimension of burnout.

### **Turkish Studies**

Deficient sense of personal accomplishment by which the person comes to a negative self-assessment (Maslach & Leiter, 2005).

Burnout is an important problem in the working life. Burnout may result in really serious changes like the decrease in the attendance and satisfaction of the job, an increase in the number of resignations, lower performance, descending of group dependence (Golembiewski et al., 1998). One of the effects of burnout on working life is the effect of workers on job satisfaction. An individual who is dissatisfied by his/her job and cannot find the peace he/she desires within the organization, a high degree of morale and motivation disorder (Rocca & Kostanski, 2001). Burnout is defined as a risk factor that individuals, working on jobs which require intense communication and interaction with people such as health, education and police forces, frequently come across (Evers et al., 2005; Croom, 2003; Togia, 2005). Burnout also has a special significance in higher education because academicians can susceptible to burnout. Melendez and Guzman (1983), emphasize that academicians is a profession group that faces severe burnout both as a result of the intense communications of academicians with students and depending on the pressure and obstacles of publishing and succeeding (cited by Ergin, 1995).

High burnout has been linked to poor job satisfaction (Evans & Huxley, 2006; Gürsel & Sünbül, 2002; Koustelios & Tsigilis, 2005; Ogresta, Rusac & Zorec, 2008; Özyurt, Hayran & Sur, 2006; Renzi et al., 2005). Singh, Finn and Goulet (2004) defined it as a worker's positive thoughts about his/her job. Job satisfaction means the emotions, behaviors and the preferences about work (Chen, 2008). According to Gibson, Ivancevich and Donnelly (2000), job satisfaction is defined as the good feeling of an individual about their professions.

When the related literature is studied, it has been seen that in some studies on the relation between burnout and job satisfaction; the sub-levels of burnout and job satisfaction level within demographic qualities are studied (Tsigilis et al., 2006; Arches, 1991; Camilli, 2004; Piko, 2006; Erdem et al., 2008). Tsigilis et al. (2006) inspected the relation between job satisfaction and burnout and established that test subjects experience a medium level of burnout and there is a meaningful relation between burnout and job satisfaction. Doyle and Hind (1998) studied whether the levels of stress and burnout depending on job among male and female academicians working in psychology departments is different. As a result, it is stated that among women have a greater work stress but less burnout level.

The factors such as alleged decrease in professional interests of academic staff, the thought of lacking professional integrity, heavy work load, position congestion, inadequate payments (Gillespie et al., 2001), also strengthens the idea that burnout and job satisfaction has become a problem that needs to be considered among academicians. In this respect, we examined job satisfaction, burnout and the also factors which affected on academic staff of the university in this research, and tried to find a solution for this issue.

## **2. Method**

### **2.1. Participants and Procedure**

The instruments were sent to 257 academic staff which constitutes the universe of the study through electronic mail. Data collection was initiated in May, 2012 by sending data collection tools by post and e-mail and ended in August, 2012. 81 of the questionnaires were included in evaluation. Participants are full-time faculty members. The participation in the study was voluntary. General survey model is used in this research. General survey models are the scanning arrangements on the whole universe which consisted of many elements or on a

sample or a group from that universe in order to get a general idea of the universe (Karasar, 1991).

## 2.2. Data Instruments

Data used in this research were collected with three instruments;

The first instrument prepared by the researcher, aims to gather demographic information regarding gender, age, marital status, academic title, being an administrator, revenue level, occupational seniority, weekly lesson load.

The Maslach Burnout Inventory (MBI) which was originally developed by Maslach and Jackson (1981) for measuring burnout has been translated and adapted into Turkish and its validity-reliability studied by Ergin (1992). Ergin (1992) turned the 7-point-likert scale into 5-point-likert scale as he thought 7-point-scale is not appropriate for the Turkish people. It consists of 22 items forming three subscales: The emotional exhaustion subscale consists of nine items which describe feelings of being emotionally over extended and exhausted by one's work. The five items on the depersonalization subscale describe unfeeling and impersonal responses to co-workers or recipients of services. Personal accomplishment subscale defines the emotions of competence and overcoming with success of an individual who works with people and is composed of 8 items. The items in the scale are scored on a five-point scale ranging from "never" (0) to "always" (4). Reliability analysis was evaluated by Cronbach's alpha coefficient for internal consistency. Cronbach's alpha coefficient was .65 for general burnout, .79 for emotional exhaustion, .60 for depersonalization, and .74 for personal accomplishment.

The third questionnaire was "Job Satisfaction Scale" which was developed by Hackman and Oldham (1980) to be used for apprising the individual about their job. The Turkish version Güler (1990) of the Job Satisfaction Scale was used. The job satisfaction scale, used to measure the perception and evaluation of the individuals, is composed of 14 items and arranged in 5-point likert scale. Current study for internal consistency was found .91.

## 2.3. Analysis of Data

Having completed tests for reliability and validity, one-way variance analysis and Scheffe test and independent sample t test were computed to determine differences in means for the three dimensions of burnout and job satisfaction by academic titles, marital status, age, and gender such as. It was tested whether there is a relation between the job satisfaction level and burnout level of academicians by Pearson Product Moment Coefficients' technique. The data were analyzed by using SPSS 19 (The Statistical Package for Social Sciences).

## 3. Results

Demographic characteristics of the sample are shown in Table 1. The table shows the distribution of respondents by gender, age, and marital status, academic title, being an administrator, revenue level, occupational seniority, and weekly lesson load.

**Table 1. Demographic Characteristics of the Respondents**

Variables	n	%	Variables	n	%
<b>Gender</b>			<b>Revenue Level</b>		
Female	27	33.3	Lower	25	30.9
Male	54	66.7	Middle	56	69.1
<b>Age</b>			<b>Occupational Seniority</b>		
21-30	18	22.2	1-5 years	34	42.0
31-40	32	39.5	6-10 years	8	9.9
41-50	31	38.3	11-15 years	32	39.5

### Turkish Studies

			16-20 years	7	8.6
<b>Marital Status</b>					
Married	59	72.8	<b>Weekly Lesson Load</b>		
Single	22	27.2	1-5 hours	3	3.7
			6-10 hours	5	6.2
<b>Academic Title</b>			11-20 hours	27	33.3
Professor/Associate professor	6	7.4	21-30 hours	43	53.1
Assistant professor	24	29.6	31-40 hours	3	3.7
Lecturer	51	63.0			
<b>Being an Administrator</b>					
Yes	28	34.6			
No	53	65.4			

The socio-demographic details of respondents are given in Table 1. 33.3% of the respondents were female and 66.7% of the respondents were male. Concerning age of the respondents, 39.5% were between 31-40 years, 38.3% were between 41-50 years and 22.2% were between 21-30 years. Most of the participants were married (72.8%). In terms of academic title, 63.0% of the respondents were lecturers, 29.62% of the respondents were assistant professors, 7.4% of the respondent were professors and associated professors. According to the result 65.6% of the academicians were administrators. Distribution of the revenue level of the respondents was as follows: 69.1% middle level and 30.9% lower level. Concerning years in occupational seniority of the participants, 42.0% of the participants had been in higher education between 1-5 years, 9.9% of the participants had been in higher education between 6-10 years, 39.5% of the participants had been in higher education between 11-15 years and 8.6% of the participants had been in higher education between 16-20 years. Distribution of the weekly lesson load of the respondents was as follows: 53.1% were between 21-30 hours, 33.3% were between 11-20 hours, 6.2% were between 6-10 hours and 3.7% were between 1-5 and 31-40 hours.

The mean scores for each variable and the gender distribution of the participants are shown in Table 2.

**Table 2. Burnout sub-dimensions and job satisfaction points of the t test scores according to gender variable**

Variables	Female N=27	Male N=54	t	p
Emotional exhaustion	19.07±5.64	19.92±5.47	-.65	.51
Depersonalization	6.81±1.84	8.62±2.47	-3.36	.00*
Personal accomplishment	31.70±3.13	32.59±3.81	-1.04	.29
Job satisfaction	42.85±12.61	46.92±8.23	-1.74	.08

\*p<0.05, \*\*p<0.01

Table 2 shows that, emotional exhaustion, personal accomplishment sub-dimensions and job satisfaction levels of academicians do not vary according to gender (p>0.05). On the other hand, depersonalization levels sub-dimensions of male academicians are higher than the female academicians a significant level (p<0.05).

**Table 3. Burnout sub-dimensions and job satisfaction points of the t test scores according to marital status**

Variables	Married N=59	Single N=22	t	p
Emotional exhaustion	19.05±5.05	21.22±6.45	-1.59	.11
Depersonalization	7.98±2.44	8.13±2.43	-.25	.80

**Turkish Studies**

Personal accomplishment	32.52±3.65	31.68±3.49	.93	.35
Job satisfaction	46.72±8.75	42.45±12.52	1.72	.08

\*p<0.05, \*\*p<0.01

According to Table 3, there is no significant difference between married and single in terms of all sub dimensions burnout and job satisfaction ( $p>0.05$ ).

**Table 4. Burnout sub-dimensions and job satisfaction points of the t test scores according to being an administrator**

Variables	Yes N=28	No N=53	t	p
Emotional exhaustion	19.07±5.37	19.94±5.56	-.67	.50
Depersonalization	8.78±2.82	7.62±2.11	2.09	.00*
Personal accomplishment	32.28±4.26	32.30±3.25	-.01	.98
Job satisfaction	49.25±7.20	43.62±10.78	2.48	.01*

\*p<0.05, \*\*p<0.01

Table 4 suggests that depersonalization levels sub-dimension and job satisfaction levels of being an administrator for yes is significantly higher than that of no ( $p<0.05$ ). There is no significant difference in terms of emotional exhaustion and personal accomplishment ( $p>0.05$ ).

**Table 5. Burnout sub-dimensions and job satisfaction points of the t test scores according to revenue level**

Variables	Lower N=25	Middle N=56	t	p
Emotional exhaustion	20.60±5.37	19.21±5.56	1.04	.29
Depersonalization	8.36±2.30	7.87±2.48	.82	.41
Personal accomplishment	32.52±3.72	32.19±3.58	.37	.71
Job satisfaction	41.20±12.96	47.51±7.75	-2.72	.00**

\*p<0.05, \*\*p<0.01

Table 5 indicates that job satisfaction level of middle level is significantly higher than that of lower level ( $p<0.01$ ). In addition, there is no significant difference between lower and middle revenue in terms of emotional exhaustion, depersonalization and personal accomplishment sub-dimensions of burnout ( $p>0.01$ ).

**Table 6. One-Way ANOVA and Post Hoc Multiple Comparison Tests Burnout sub-dimensions and job satisfaction points of the accountants according to age variable**

		Sum of Squares	Df	Mean Square	F	P
EE	Between Groups	8.753	2	4.377	.141	.86
	Within Groups	2421.864	78	31.050		
	Total	2430.617	80			
DP	Between Groups	16.304	2	8.152	1.396	.25
	Within Groups	455.646	78	5.842		
	Total	471.951	80			
PA	Between Groups	23.855	2	11.927	.913	.40
	Within Groups	1019.034	78	13.065		
	Total	1042.889	80			
Job Satisfaction	Between Groups	473.828	2	236.914	2.445	.09
	Within Groups	7558.048	78	96.898		
	Total	8031.877	80			

Notes: EE: Emotional exhaustion, DP: Depersonalization, PA: Personal accomplishment

\*p<0.05, \*\*p<0.01

### Turkish Studies

Table 6 also shows the difference in means for the three dimensions of burnout and job satisfaction by age groups. No significant differences were found in the emotional exhaustion, depersonalization, personal accomplishment and job satisfaction subscale among the four age groups.

**Table 7. One-Way ANOVA and Post Hoc Multiple Comparison Tests Burnout sub-dimensions and job satisfaction points of the accountants according to academic titles variable.**

		Sum of Squares	Df	Mean Square	F	P	Mean	Post hoc
EE	Between Groups	.679	2	.339	.011	.98	1=2.54	
	Within Groups	2429.939	78	31.153			2=2.40	
	Total	2430.617	80				3=1.38	
DP	Between Groups	36.764	2	18.382	3.295	.04*	1=1.83	3-1 3-2
	Within Groups	435.186	78	5.579			2=1.42	
	Total	471.951	80				3=1.01	
PA	Between Groups	1.009	2	.504	.038	.96	1=1.66	
	Within Groups	1041.880	78	13.357			2=1.57	
	Total	1042.889	80				3=1.55	
Job Satisfac tion	Between Groups	473.828	2	236.914	2.445	.96	1=	
	Within Groups	7558.048	78	96.898			2=	
	Total	8031.877	80				3=	

Notes: 1= Professor/Associate professor, 2= Assistant professor, 3= Lecturer

Notes: EE: Emotional exhaustion, DP: Depersonalization, PA: Personal accomplishment

\*p<0.05, \*\*p<0.01

As can be seen in Table 7, the difference in means of depersonalization for lecturer was [F=3.29, p<.05] was statistically different and higher than professors/associate professor and assistant professor.

**Table 8. One-Way ANOVA and Post Hoc Multiple Comparison Tests Burnout sub-dimensions and job satisfaction points of the accountants according to occupational seniority variable.**

		Sum of Squares	Df	Mean Square	F	P	Mean	Post hoc
EE	Between Groups	65.078	3	21.693	.706	.55	1=2.17	
	Within Groups	2365.539	77	30.721			2=1.36	
	Total	2430.617	80				3=2.30	
DP	Between Groups	11.564	3	3.855	.645	.58	1=2.17	
	Within Groups	460.387	77	5.979			2=2.19	
	Total	471.951	80				3=2.86	
PA	Between Groups	62.598	3	20.866	1.639	.18	1=1.40	
	Within Groups	980.291	77	12.731			2=1.41	
	Total	1042.889	80				3=1.48	
Job Satisfac ion	Between Groups	920.170	3	306.723	3.32	.02*	1=3.86	3-1 3-2
	Within	7111.707	77	92.360			2=6.98	
							3=3.12	3-4

	Groups				1		
	Total	8031.877	80				

Notes: 1=1-5years, 2=6-10 years, 3=11-15 years, 4=16-20 years

Notes: EE: Emotional exhaustion, DP: Depersonalization, PA: Personal accomplishment

\*p<0.05, \*\*p<0.01

Table 8 also shows the difference in means for the three dimensions of burnout and job satisfaction by occupational seniority variable. The relationships between the job satisfaction and the occupational seniority are statistically significant. A post-hoc test was used to explore the difference in means among 1-5 years, 6-10 years, 11-15 years and 16-20 years over occupational seniority variables. The difference in means of job satisfaction for 11-15 years was statistically different and higher than 1-5, 6-10 and 16-20 years. No significant differences were found in the three dimensions of burnout among the four occupational seniority variables.

**Table 9. One-Way ANOVA and Post Hoc Multiple Comparison Tests Burnout sub-dimensions and job satisfaction points of the accountants according to weekly lesson load.**

		Sum of Squares	Df	Mean Square	F	P
EE	Between Groups	213.833	4	53.458	1.833	.13
	Within Groups	2216.784	76	29.168		
	Total	2430.617	80			
DP	Between Groups	44.465	4	11.116	1,976	.10
	Within Groups	427.486	76	5.625		
	Total	471.951	80			
PA	Between Groups	16.982	4	4.245	.315	.86
	Within Groups	1025.907	76	13.499		
	Total	1042.889	80			
Job Satisfaction	Between Groups	514.131	4	128.533	1.299	.27
	Within Groups	7517.746	76	98.918		
	Total	8031.877	80			

Notes: EE: Emotional exhaustion, DP: Depersonalization, PA: Personal accomplishment

\*p<0.05, \*\*p<0.01

Table 9 suggests that the difference in means for the three dimensions of burnout and job satisfaction by weekly lesson load. No significant differences were found in the emotional exhaustion, depersonalization, personal accomplishment and job satisfaction subscale among the weekly lesson load variables.

Correlation matrix for burnout subscales and job satisfaction is shown in Table 10.

**Table 10. Correlations between Burnout Sub-dimensions and Job Satisfaction**

Subscales	1	2	3	4
1. Emotional Exhaustion	-	.51**	-.31**	-.52**
2. Depersonalization		-	-.34**	-.05
3. Personal Accomplishment			-	.12
4. Job Satisfaction				-

\*\* p<0.01

There were significant inter-correlations among burnout subscales. The emotional exhaustion had positive and significant correlation with depersonalization ( $r=0.51$ ) and negative and significant correlation with personal accomplishment ( $r=-0.31$ ). The relationship between personal accomplishment and depersonalization was negative significant ( $r=-0.34$ ).

### Turkish Studies



Job satisfaction was inversely correlated with emotional exhaustion ( $r=-0.52$ ). As the level of participation in job satisfaction academics increases emotional exhaustion level decreases. There were no significant correlations between job satisfaction and depersonalization and personal accomplishment. An interesting result of this study is that, no significant correlation was found between job satisfaction and personal accomplishment.

#### **4. Discussion and Suggestions**

The purpose of this research was to determine whether job satisfaction and burnout levels of the university academicians vary according to some variables. For this reason, three different scale were used (socio-demographic data form, Maslach Burnout Inventory and Job Satisfaction Scale) and these instruments sent to 257 academic staff through electronic mail. The total of 81 academicians who worked between 2011-2012 years at Hitit University forms the sampling unit for the research. This study investigated the levels of job satisfaction and burnout among 81 university academicians including, professors/associate professor, assistant professor and lecturers.

It is observed that academics job satisfaction and burnout sub dimensions are not varied with the variables of age, marital status, and weekly lesson load. Also, in the study done by Shanafelt et al. (2009) it has been established that there is no difference of burnout level according to marital status. Nonetheless, among the demographic variables, gender was significantly related to depersonalization burnout subscales. Found that these study male academicians have significantly higher mean scores on depersonalization than females. In the studies done, it is seen that usually men have a higher depersonalization sub-level than women (Maslach & Jackson, 1981; Burke & Greenglass, 2001). Evers et al. (2004) argued that male teachers scored significantly higher on emotional exhaustion than their female counterparts.

According to the result of this study, depersonalization subscale levels and job satisfaction levels of being an administrator (for yes) is significantly higher than that of no. There is no significant difference in terms of emotional exhaustion and personal accomplishment. On the other hand the findings of the study indicate that there were significant differences between the burnout dimensions and academic titles. Lecturers have a higher level of depersonalization as compared to professors/associate professor and assistant professor. In addition to the research results showing that the higher the rank, the more job satisfaction is, and the research assistants have the least job satisfaction among academicians (Esen, 2001; Karlıdağ et al., 2000) some research showed no relation between job satisfaction and academic title (Tosunoğlu, 1998 ; Yıldız et al., 2003). Serinkan and Bardakçı (2009) have found out that there are essential differences in the levels of depersonalization between research assistants and full time professors in a university.

This research indicates that job satisfaction level of middle revenue level is significantly higher than that of lower level. In addition, there is no significant difference between lower and middle revenue in terms of emotional exhaustion, depersonalization and personal accomplishment sub-dimensions of burnout. In occupational seniority variable, 11-15 years have significantly higher mean levels of job satisfaction than 1-5 years and, 6-10 and 16-20 years. There was no significant difference between dimensions of burnout and occupational seniority variables.

In this study, it is found out that the higher score of job satisfaction, the higher score of emotional exhaustion point which are sub dimensions of burnout. In their studies Azeem and Nazır (2008) have inspected academicians' depersonalization levels. As a result, it has been noted that there is a meaningful difference of emotional depersonalization among academicians. In contrast, no meaningful difference between depersonalization and individual failure.

The result of burnout is not only its negative effects on an individual and working life; but also, it negatively affects family life since it causes mental problems, behavioral disorders and dispute between people. Burnout syndrome is not a sudden situation; on the contrary, it is a cluster of symptoms developing slowly and slyly. In addition, ignoring burnout also causes it to advance and to make it unable to cope with. Thus, it is crucial to know the symptoms of burnout and to take necessary precautions by diagnosing on time.

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