



Investigation of burnout level of sport faculty students¹

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Abstract

The aim of this study is to investigate burnout level of last class sport faculty students. Our study was conducted on total 213 voluntary senior students who study Physical Education and Sports Teaching at Sakarya University Faculty of Sports Sciences, Firat University Faculty of Sports Sciences, Dumlupınar University School of Physical Education and Sports, Bartın University School of Physical Education and Sports, and Yuzuncu Yil University School of Physical Education and Sports. A personal information form and the Schaufeli, Leiter, Maslach and Jackson (1996) burnout scale was used. adaptation of burnout scale to Turkish made by Schaufeli, Martinez, Marques-Pinto, Salanova and Bakker (2002). A new adaptation form of burnout scale made by Capri, Gunduz ve Gokcakan (2011) for the students which composed of 13 questions. for the analyses microsoft windows and SPSS 22 packet program was used. In the study, Cronbach's Alpha was found as 0.78.

As a result, a significant changes has been found between last class students gender and depersonalization subdimension. the depersonalization level of male students found more than female students. Statistically a significant relation has been found between age and exhaustion subdimension. Also there is significant differences between students who plan to receive postgraduate education and both exhausted and depersonalization subdimension.

Keywords: Sports; Sports Sciences; Burnout; Students.

1. Introduction

In recent years with the development of technology in various areas, factors such as business tempo, movement rareness and people's anxiety about getting a job have started to affect people psychologically, and led to increased level of stress. Besides the anxiety and stress, one of the topics that has come up lately is burnout (Kocaekşi, 2016).

Burnout is a factor which influences the whole life of individuals and leaves a negative effect on not only their occupational performance but also their social life and privity. Considering its effect upon the students of sports faculty, burnout creates concern for future, which affects both educational and private life of individuals.

Burnout is a three-dimensional syndrome; emotional exhaustion, depersonalization and low sense of personal accomplishment (Maslach, 1982).

Burnout asserts itself in various ways. The effects and symptoms of burnout vary from person to person with regard to their life style. People who experience burnout usually think that life becomes meaningless and they do not have any expectation about life. The activities or hobbies they used to take pleasure in doing may lose their charm. In addition to these changes in their inner

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world, behavioral changes may be seen. For instance; they may lose their tolerance and become firm, aggressive, critical and close to innovations in the course of time. Consequently, they feel tired, exhausted, and dispirited all the time (Tuna, 2010).

Sharing other people's problems requires helping them solve these problem and this leads to necessity of struggling against negative feelings. People endeavor to get over the effect these negative feelings have left on themselves by using some self-made actions. For instance, an individual can conveniently execute what is to be done by keeping the people they serve at a distance. Individuals who have a highly successful career may not show their enthusiasm which they had in their first years in business as they have already passed that stage. Losing that enthusiasm subjects people to burnout (Baysal 1995).

Pines (1993) determined the symptoms of burnout as recurrent cold, headache, nausea, low sense of self, having problems in personal relations, substance abuse, concentration impairment, rigidity and blaming others for their own problems (Pines, 1993). Çam (1992) examined the symptoms of burnout as physical, affective and behavioral symptoms. The physical symptoms have been determined as fatigue, exhaustion, lasting cold and flu, insomnia, dyspnoea, losing weight, lethargy, general aches and pains. Affective and behavioral symptoms are temper, hating one's job, suspicion and anxiety, sensitiveness, occupational dissatisfaction, smoking or raising smoking, family conflicts, inclining away from family and friends, decreased self-confidence and self-esteem, helplessness and tendency to cry (Çam, 1992).

It has been determined that the risk of burnout has been mostly seen in individuals who have low self-confidence, lack of determination, are incapable of setting bounds, need to be approved by other people, high impatience and hostility (Babaoğlan, 2006).

Individual who experience burnout easily feel tension, stress and fatigue. The primary way to cope with this kind of negativity is to adapt oneself to new actions and have a strong constitution and psychology. Therefore, it is believed that individuals who know the effect of sport to renovate the body and relax the soul and do physical exercises at least 3 days a week can overcome burnout (Polat, 2014).

Turkey has a highly competitive exam system during formal school period and even before the preprofessional period. For this reason, students have become stressful and have hard times to plan their careers. Burnout which was originally stated as a phenomenon was reported to have been seen among Turkish students (Çapri, Gündüz & Gökçakan, 2011).

Burnout is regarded as a crucial cognitive variable which affects teaching and education experience. It's necessary to determine what factors affect this cognitive process and provide required support for the both educators and students. In the light of this information, it has been aimed to examine burnout level of last class sport faculty students.

2. Material and Method

2.1. The Research Group

In this research, aimed at describing screening method was used. The study has been conducted on in total 213 volunteer senior students who study at the School of Physical Education and Sports Teaching Department at Sakarya University Faculty of Sports Sciences (46), Firat University Faculty of Sports Sciences (46), Dumlupınar University the School of Physical Education and Sports (40), Bartın University School of Physical Education and Sports (42) and Yüzüncü Yıl University School of Physical Education and Sports (39).

2.2. Data Collection Tools

2.2.1. Maslach Burnout Inventory-Student Form (MBI-SF):

The inventory used in order to collect data from the students is an adapted version of the Maslach Burnout Inventory-General Survey (*MBI-GS*) which was developed by Schaufeli, Leiter,

Maslach and Jackson (1996) (Schaufeli, Leiter, Maslach & Jackson, 1996). The inventory adapted by Schaufeli, Martinez, Marques-Pinto, Salanova and Bakker (2002) is a 16-item, seven point likert scale (Schaufeli, Martinez, Marques-Pinto, Salanova & Bakker, 2002). Çapri, Gündüz and Gökçakan (2011) have been adapted that inventory to a 13-item five point likert scale. It was observed that the correlations of sub-scales, the scale varied between 0.32 and 0.83. The total item test correlations were calculated and the values of the sub-scale correlation were found out between 0.32 and 0.69. In MBI-SF's scale related validity research, the short version of burnout scale was applied and it was found out that the correlations between the total points of this scale and MEI-SF sub-scales were in order of 0.51, 0.45 and 0.38. While Cronbach alpha interior consistency coefficient calculated to determine validity of the scale was found as 0.76, 0.82, 0.61; and validity results of test- retest were 0.76, 0.74 and 0.73. This inventory is comprised of 3 sub-dimensions; exhaustion (4), depersonalization (4) and competence (4). Exhaustion and depersonalization sub-dimensions are measured in regular way while competence is measured reversely. (Çapri, Gündüz & Gökçakan, 2011).

2.3. The Data Analysis

The acquired data were computerized and analyzed through SPSS 22 program. Frequency distribution and arithmetic mean were calculated and t test and One -Way Anova were used. In the results which showed statistically significant differences, Tukey test was used to determine between which groups the difference was identified. The significance level was analyzed in level of $p < 0.05$. Cronbach's Alpha was found as 0.78.

3. Findings

In this section, the findings regarding the variables of our study are given. The findings which demonstrate the distributions of the participants with regard to their personal information were analyzed and interpreted.

Table 1: The Statistical Distribution Values of the Sports Faculty Students Regarding Their Burnout Sub-Dimensions Level With Regard to Gender Variable

	Gender	N	\bar{x}	Sd	t	p
Exhaustion	Female	111	13.80	4.90	1.65	0.99
	Male	102	12.75	4.25		
Depersonalization	Female	111	9.60	4.01	-2.02	0.04*
	Male	102	10.68	3.76		
Competence	Female	111	10.04	3.68	-1.11	0.26
	Male	102	10.59	3.52		

In Table 1, as the analysis results of the participants' level of burnout sub-dimensions with regard to gender variable were examined, it was not observed any statistically significant difference between the gender variable and exhaustion and competence sub-dimensions while statistically significant differences were identified between female and male participants in terms of depersonalization sub-dimension ($p < 0.05$).

Table 2: The Statistical Distribution Values of the Sports Faculty Students Regarding Their Burnout Sub-Dimensions Level With Regard to Age Variable

	Age	N	\bar{x}	Sd	F	p
Exhaustion	20 Years**	23	16.13	4.34	4.53	0.00*
	21 Years	37	14.02	4.65		
	22 Years *	58	12.77	4.44		
	23 Years	45	13.75	5.05		
	24 years and over*	50	11.66	3.85		
	Total	213	13.30	4.62		
Depersonalization	20 Years	23	11.39	4.62	1.38	0.23
	21 Years	37	9.32	3.63		
	22 Years	58	9.94	3.89		
	23 Years	45	10.73	3.79		
	24 Years and over	50	9.78	3.88		
	Total	213	10.21	3.92		
Competence	20 Years	23	10.26	3.46	0.46	0.76
	21 Years	37	10.29	3.49		
	22 Years	58	9.91	3.67		
	23 Years	45	10.24	3.07		
	24 Years and over	50	10.86	4.17		
	Total	213	10.30	3.61		

In Table 2, as the analysis results of the participants' level of burnout sub-dimensions with regard to age variable were examined, it was not observed any statistically significant difference between the age variable and depersonalization and competence sub-dimensions while it was identified statistically significant differences between 20 years old students and 22 years - 24 years and older students in terms of exhaustion sub-dimension ($p < 0.05$).

Table 3: The Statistical Distribution Values of the Sports Faculty Students Regarding Their Burnout Sub-Dimensions Level With Regard to Their Preference to Take Postgraduate Education

	Preference to Take		N	\bar{x}	Sd	t	p
	Postgraduate Education						
Exhaustion	Yes		139	12.71	4.28	-254	0.01*
	No		74	14.39	5.05		
Depersonalization	Yes		139	9.56	3.75	-2.90	0.00*
	No		74	11.17	4.05		
Competence	Yes		139	10.15	3.63	-0.83	0.40
	No		74	10.59	3.57		

In Table 3, as the analysis results of the participants' burnout sub-dimensions level with regard to their preference to receive postgraduate education were examined, any statistically significant difference was not determined between that variable and competence sub-dimension while it was identified statistically significant differences between the students who plan to take postgraduate education and the one who do not plan to continue postgraduate education in terms of exhaustion and depersonalization sub-dimensions ($p < 0.05$).

4. Discussion and Conclusion

In that section, the findings on whether the burnout sub-dimensions levels of 213 senior students of Physical Education and Sports Teaching Department who participated in our study vary with regard to certain variables are discussed and construed.

As the findings were examined, it was not observed any statistically significant difference between the gender variable and exhaustion and competence sub-dimensions while statistically significant differences were identified between female and male participants in terms of depersonalization sub-dimension ($p < 0.05$, Table-1). It was determined that the depersonalization level of male was higher than female's level. That finding asserts that male are mostly insensitive and their attitudes towards situations change quickly. When the findings of the study conducted by Adiloğulları (2013) are examined, it was observed that the physical education teachers' occupational burnout levels and its sub-dimensions did not change significantly with regard to the gender variable (Adiloğulları, 2013). This conflicts with our findings. Similarly, Yılmaz (2013) identified that the burnout level sub-dimensions of the teachers did not show a significant change in terms of the gender variable (Yılmaz, 2013).

While it was not observed any statistically significant difference between the age variable and depersonalization and competence sub-dimensions, it was identified statistically significant differences in exhaustion sub-dimension of the participants ($p < 0.05$, Table-2). It was determined statistically significant differences between 20 years old students and 22 - 24 years and older students. It is seen that the burnout out levels of the students decrease as they grow old. It can be said as individuals grow older, they become more resistive in their attitudes towards circumstances due to their life experience and age-related maturity. In the study of Kargün et al. (2012) which was conducted on the job satisfaction and burnout levels of football referees, any difference was not observed between the ages and burnout levels of the referees (Kargün et al., 2012). This result conflicts with our findings. Similarly, Akçamete, Kaner and Sucuoğlu (2001) asserted that age was not an effective variable regarding job satisfaction and burnout level in their study conducted on teachers (Akçamete, Kaner & Sucuoğlu, 2001).

As the analysis results of the participants' burnout sub-dimensions level with regard to their preference to receive postgraduate education were examined, any statistically significant difference was not determined between that variable and competence sub-dimension while it was identified statistically significant differences between the students who plan to take postgraduate education and the one who do not plan to continue postgraduate education in terms of exhaustion and depersonalization sub-dimensions ($p < 0.05$, Table-3). It was found out that the exhaustion and depersonalization levels of the students who do not plan to continue postgraduate education were higher than the levels of the ones who plan to take postgraduate education. That result demonstrates that students do not make an attempt regarding academic career after graduation. In a study conducted on academicians by Yıldırım (2010), any statistically significant differentiation was not identified between the academic title and the point averages related burnout sub-dimensions, which conflicts with our findings (Yıldırım, 2010). In another study conducted on the trainers working with handicapped athletes, statistically significant differences were determined in the personal accomplishment sub-dimension of the participants. It was found out the source of these differences were in favor of the graduates (Güneş, 2016).

Consequently; considering the gender variable, the burnout levels of the male students were found higher in our study. It was determined that the burnout levels decrease with increasing age. It was observed the exhaustion and depersonalization levels of the students who do not plan to continue postgraduate education were higher than the levels of the ones who plan to take postgraduate education.

It is believed that with the results of this study, a certain point of view will be created for the sports faculty students and regarding the psychological development of students, a much more qualified education life will be provided. Also, some kind of seminars should be given to increase

the motivation and confidence of the students. Additionally this result is considered important since the findings form a literature for further studies.

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