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Araştırma Makalesi

**A STUDY OF CAREER BARRIERS AND OCCUPATIONAL BURNOUT LEVELS OF
ACADEMICIANS IN EDUCATION FACULTY ACCORDING TO VARIOUS
DEMOGRAPHIC VARIABLES**

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Abstract

Occupational burnout, which is a situation frequently experienced by individuals working in the service sector, can occur as a state of exhaustion with symptoms such as failure, constant fatigue, lack of energy and loss of strength, decrease in work efficiency, loss of motivation, and wear and tear. The aim of this study is to reveal the relationship between the professional burnout levels of the instructors working in education faculties and career barriers with some variables. The sample of the research in the relational survey model consists of 306 faculty members. While determining the sample, criterion sampling technique was used. The participants of the research are faculty members working in the education faculties of various state universities in Turkey. The data of the research were collected with Maslach Burnout Scale and Career Barriers Scale through the google form sent online. As a result of the research, a moderately significant relationship was found between the occupational burnout levels of faculty members and career barriers. The findings show female faculty members' burnout levels and career barriers were higher than males and there was a significant difference between gender groups. It was concluded that the academic titles of the faculty members also caused a significant difference between the groups.

Keywords: Occupational burnout, career barriers, faculty members, higher education.

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Araştırmanın Etik Kurulu İzni: Araştırmanın verileri 2019 yılına ait olması nedeniyle etik kurul izin zorunluluğu olmayan çalışmalar arasındadır.

EĞİTİM FAKÜLTESİ ÖĞRETİM ELEMANLARININ KARIYER ENGELLERİ VE MESLEKİ TÜKENMİŞLİK DÜZEYLERİNİN ÇEŞİTLİ DEMOGRAFİK DEĞİŞKENLERE GÖRE İNCELENMESİ

Öz

Hizmet sektöründe çalışan bireylerin sıklıkla yaşadığı bir durum olan mesleki tükenmişlik, başarısızlık, sürekli yorgunluk, enerji eksikliği ve güç kaybı, iş veriminde azalma, motivasyon kaybı, yıpranma gibi belirtilerle tükenme durumu olarak ortaya çıkabilmektedir. Bu çalışmanın amacı, eğitim fakültelerinde görev yapan öğretim elemanlarının mesleki tükenmişlik düzeyleri ile kariyer engelleri arasındaki ilişkiyi bazı değişkenler açısından ortaya koymaktır. İlişkisel tarama modelindeki araştırmanın örneklemini 306 öğretim üyesi oluşturmaktadır. Örneklem belirlenirken ölçüt örnekleme tekniği kullanılmıştır. Araştırmanın katılımcılarını Türkiye'deki çeşitli devlet üniversitelerinin eğitim fakültelerinde görev yapan öğretim üyeleri oluşturmaktadır. Araştırmanın verileri ise çevrim içi ortamda gönderilen Google Form aracılığıyla Maslach Tükenmişlik Ölçeği ve Kariyer Engelleri Ölçeği ile toplanmıştır. Araştırma sonucunda öğretim elemanlarının mesleki tükenmişlik düzeyleri ile kariyer engelleri arasında orta düzeyde anlamlı bir ilişki bulunmuştur. Bulgular, kadın öğretim üyelerinin tükenmişlik düzeylerinin ve kariyer engellerinin erkeklere göre daha yüksek olduğunu ve cinsiyet grupları arasında anlamlı bir fark olduğunu göstermektedir. Öğretim üyelerinin akademik ünvanlarının da gruplar arasında anlamlı farklılığa neden olduğu sonucuna ulaşılmıştır.

Anahtar Sözcükler: Mesleki tükenmişlik, kariyer engelleri, öğretim elemanları, yükseköğretim.

Introduction

The prerequisite of being a modern, prosperous and developed country is possible with a society whose education level is parallel to the conditions required by the age. In addition to their duties such as producing scientific knowledge, conducting scientific research, and raising the manpower needed by the society, it can be stated that universities appealing to the youngest part of the society are among the indispensable institutions in terms of the dynamics of the society. Higher education is one of the most important tools that will bring individuals equipped with sufficient knowledge, skills and education to the society. The demand for universities, which have many contributions to society in terms of social, economic and development, is increasing day by day (Uysal & Ersun Aydemir, 2016). As a matter of fact, according to the 2023 Higher Education Institutions (HEI) data, there are a total of 208 universities in Turkey, of which 129 are state universities and 79 are foundation universities. While the number of students studying at all levels of higher education in these universities is 6.950.142 the number of faculty members working in these universities is 184.566 (HEI, 2023). When examined in terms of the number of students studying at higher education level, Turkey is ahead of many European countries.

Faculty members are one of the most important factors in the success of universities. As a matter of fact, as of 2006, the number of faculty member working in higher education institutions has increased gradually, thanks to the policy of opening a university in every city in Turkey. Teaching staff consists of lecturers, lecturers and research assistants responsible for research and teaching in higher education (HEI Law No. 2547 Art. 3). Hattie & Marsh (2002) emphasized that the main duties of faculty members are teaching, research, management and community service. Faculty members, who are responsible for many duties in universities, are expected to do teaching and research on the one hand, and to solve social problems with their

experiences on the other (İnandı et al., 2013). There are some problems that can affect their work efficiency, quality, private and social lives, physical and psychological health for academics who have a high expectation of individual and social expectations in terms of solution to problems. Occupational burnout and career barrier problems associated with burnout are a few of them (İnandı et al., 2013; Tetik, 2011).

Although we encounter the concept of burnout more frequently today in professions where people communicate face to face, burnout began to be perceived as a problem for the first time in the 1970s and was described by Freudenberger (1974, p. 159) as “failure, wear out, loss of energy and power.” It is defined as the “exhaustion of the individual’s internal resources as a result of unsatisfied desires or desires.” The World Health Organization (1998), on the other hand, stated that burnout in the World Health Report it published; It is defined as the extreme emotional fatigue that occurs with overwork and the inability to fulfill its responsibilities as a result. On the other hand, by Maslach and Jackson (1981), who have a lot of work on occupational burnout, burnout is defined as physical, emotional and cognitive exhaustion syndrome, which includes physical fatigue, helplessness, hopelessness, negative self-concept development, negative attitudes towards work, life and people. Burnout can be a symptom of some negative feelings experienced by the individual regarding the work environment (Yan & Jian-xin, 2007), as well as include physiological, emotional and cognitive fatigue symptoms that cause emotional damage (Goddard & Goddard, 2006). According to Maslach et al., (1997) burnout can be of individual origin or organizational origin. In this case, measures can be taken against burnout only by examining the working areas of individuals by considering both factors. There are models in the literature that deal with this situation with different perspectives in the field of burnout. However, the most accepted model in this field is the Maslach model put forward by Maslach and Jackson (Maslach & Jackson, 1981). In the pointed study, the Maslach model was also taken as a basis and at the same time, the Maslach Burnout scale, which consists of three dimensions: “emotional exhaustion, depersonalization and low sense of personal accomplishment” was used.

The main source of emotional exhaustion, which is defined as the feeling of frustration and tension (Seyyar & Öz, 2007), that occurs as a result of energy, responsibility, lack of activity and the individual’s belief that his or her emotional feelings are over, may be the excessive workload or conflicts in the work environment (Leiter & Maslach, 1988). Emotional exhaustion is seen as the heart of the burnout syndrome (Maslach, 2003). Emotional exhaustion: It includes feelings such as becoming apathetic, weak, hopeless, dissatisfied, passive, unresponsive to people, losing enthusiasm (McDonald-Fletcher, 2008). Depersonalization means that employees humiliate or belittle the people they serve (Seyyar & Öz, 2007). It represents the interpersonal dimension of burnout and occurs against extreme emotional exhaustion (Maslach & Leiter, 1997). In order to alleviate the emotional load that the person is carrying, he constantly seeks escape, tries to establish a distant relationship with people, but cannot do this. As a result, he remains indifferent and apathetic to the feelings and emotions of others (Işıkhan, 2004). The last dimension of the occupational burnout inventory was explained by Maslach as a decrease in the sense of personal achievement. This feeling, which is expressed as a person’s inability to hold on to her job as a result of seeing herself as inadequate (Seyyar & Öz, 2007), is related to the self-assessment of the person (Maslach et al., 1997). At this stage, the person begins to see himself as inadequate, to produce negative thoughts about himself, and as a result, he feels guilty by developing wrong behaviors (Işıkhan, 2004). Experiencing three dimensions of burnout, the

person feels chronic fatigue, becomes alienated from his work, and gradually feels inadequate (Gezer et al., 2009).

Among occupational groups, burnout is quite common among doctors, nurses, police and academics. Since burnout is a very common situation in professions that have a lot of communication with people, professionals working in the field of education are also one of the risk groups most prone to burnout (Barut & Kalkan, 2002; Çiçek Sağlam, 2011; Murat, 2003; Tetik, 2011). The feeling of burnout has become a serious problem for institutions and individuals recently. Some internal and external reasons such as administrative and organizational problems of universities, the attractiveness of private sectors, a working environment that requires questioning personal competencies, insufficient wages, staff shortages, excessive course load, the loss of importance of working in some fields in universities, the decrease in the social status of faculty members cause academicians working in universities to experience the feeling of burnout gradually (Küçüksüleymanoğlu, 2007; Murat, 2003; Tetik, 2011). This situation, which is seen in the academic profession, causes the quality of education to decrease, the decrease in work efficiency, the desire not to work, the mental development of the students being affected negatively, and negatively affect the whole society (Tetik, 2011; Yan & Jian-xin, 2007).

Burnout is also considered as one of the obstacles to the careers of academic personnel (Budak & Sürgevil, 2005). In this context, career, which has become one of the basic concepts of working life, is one of the issues that individuals primarily take into consideration when choosing a profession. Career: It is a process that includes the work that an individual has done throughout his life, the positions he has, and the attitudes and behaviors related to them (Stone, 2003). In other words, career means the whole of the positions that an individual has achieved throughout his life, advancing in the same business field, being promoted and increasing monetary earnings. The career phenomenon has both individual and organizational dimensions, and advancing as a career provides gains for both the individual and the organization (Bakioğlu & İnandı, 2001). In this context, while the individual-related part of the career phenomenon is related to the individual's social, psychological and economic life and developing his/her capacity (İnandı et al., 2013; Korkmaz, 2003); in terms of the organization, career is related to fulfilling the physical and social conditions of the employees (İnandı et al., 2013). However, if a holistic gain is desired, it is necessary to combine individual and organizational career dimensions (Gündüz & Şahin, 2006; Korkmaz, 2003). It can be stated that the career phenomenon is a very important concept for the individual and the organization. In this context, universities, which are the highest level of education, and career, which are very important for individual employment, are concepts that remind each other (İnandı et al., 2013). In fact, in a study on "Professional Reputation in Turkey" conducted in 2020, it was determined that university professorship is seen as the second profession with the highest social prestige (Sunar, 2020). This shows that academics is perceived as a profession with a high career value in society. However, there are situations that hinder the career advancement of academics working in higher education institutions. Academic publications in our country, providing language proficiency, meeting institutional expectations, inadequacy of financial support, problems stemming from administrators, some difficulties in terms of role diversity and organizational or individual difficulties, especially for female academicians, can constitute an obstacle for an academic career (İnandı et al., 2013).

Burnout is a situation that has been dealt with in many occupational fields in recent years. Burnout is seen as a risk factor especially in professions such as education, health and policing

that require a lot of communication and interaction with people (Croom, 2003). From the point of view of the academic profession, it can be said that factors such as academic staff working at the university spend intense and interactive time with students, excessive pressure to publish for their careers and be successful, decrease in professional interest, loss of professional dignity, increasing workload, staff shortages, dissatisfaction with wages, students' ignorance, insufficient support of the management, lack of communication and some environmental problems and job security cause burnout (Budak & Sürgevil, 2005; Karabıyık et al., 2008; Yoleri & Bostancı, 2012). In this context, it is possible to say that face-to-face communication is high and burnout is a considerable issue for the academicians. In order to determine effective methods to protect faculty members from professional burnout, professional burnout situations must first be investigated and revealed.

There are a total of 98 education faculties in Turkey, of which 80 are at state universities and 18 are at foundation universities. While the number of faculty member working in the education faculties of state universities is 9292, 206.827 students are studying in these faculties as of the 2022-2023 academic year (HEI, 2023). Experiencing burnout in the field of education, especially in terms of education faculties, causes poor of quality in education, a decrease in the efficiency of the faculty member in many fields, and the mental effects of the students (Yan & Jian-xin, 2007); therefore, this situation means that prospective teachers will be more inadequate and may affect the whole society negatively. The reason why the demographic variables of the faculty members are specifically wanted to be determined in the research is that some individual characteristics can affect the level of burnout differently, even under the same conditions. Young people compared to old people; childless individuals compared to those with children, those with a few years of work experience compared to those who have been working for a long time, and women compared to men, it has been determined that single people experience burnout differently than married people (Torun, 1997). The relationship is important between the levels of occupational burnout and career barriers and demographic variables, which may prevent the instructors working in education faculties, who are the trainers of a profession that can shape the society, such as the teaching profession, from providing an effective education and training. In this context, it is possible to say that burnout is an important issue for the academicians and requires scientific studies for their academic careers. In order to take precautions to protect against professional burnout, it is necessary to first investigate and reveal occupational burnout situations. When the literature review is made in general, it has been found that the related studies in the field of education are mostly related to teachers (Baysal, 1995; Durak & Seferoğlu, 2017; Gündüz, 2005; Teltik, 2009; Tümkeya, 1996; Yeğın, 2014), and the scarcity of studies with faculty members draws attention. The feeling of burnout, which can cause the quality of teaching and the qualifications of the teaching staff to decrease in many areas, means that teacher candidates will also receive inadequate education, and this situation can affect the whole society. For this reason, it was aimed to determine the levels of occupational burnout and career barriers, the relationship between them and whether the occupational burnout levels differ according to various variables of the faculty members working in education faculties. For this purpose, answers to the following sub-problems were sought.

1. What are the demographic characteristics of faculty members working in education faculties?

2. Is there a relationship between career barriers and occupational burnout levels of faculty members working in education faculties?

3. Do the professional burnout levels and career barriers of faculty members working in education faculties differ according to their gender, titles and academic fields?

1. Method

1.1. Design of the Research

The survey model was used in the research which purposed to reveal the relationship between the occupational burnout levels and career barriers of the faculty members. In addition, the research was designed with the relational survey model, which is one of the quantitative research methods, since the relationship between the levels of occupational burnout and career barriers of the faculty members working in the faculties of education was tried to be determined. Relational screening model, which is one of the general screening model types that aims to determine the existence and / or degree of common variance between two or more variables (Fraenkel & Wallen, 2009; Karasar, 2020). In this research, it has been aimed to determine to what extent the occupational burnout levels of faculty of education faculty members differ according to their gender, titles and academic fields.

1.2. Population and Sample

The population of the research consists of a total of 2660 instructors working in education faculties of state universities in Turkey. In the sampling of the study, the criterion sampling method, one of the purposive sampling methods, was used. The understanding in this sampling method is to study all situations that meet a set of predetermined criteria (Yıldırım & Şimşek, 2016). In this context, in accordance with the sampling method based on the research; education faculties affiliated to state universities in Turkey, attention to the fact that education faculties from every geographical region in Turkey are included, and the choice of education faculties with high student capacity in the region where they are located formed the criterion of the sample.

In order to reach the e-mail addresses of the academicians, the web pages of the universities were scanned and a request was sent to the e-mail addresses obtained for information about the data collection tool and to fill the measurement tool. It was especially emphasized at the beginning of the data collection tool that the participation in the research was on a voluntary basis. In this context, data collection tools were delivered to 2660 faculty members working in 34 education faculties included in the sample, and 306 faculty members responded to the data collection tool, approximately 11,50% of the research population. 306 faculty members constitute the sample of the research. It is known that 10% of the universe will be sufficient for the sample size in large universes (Cohen et al., 2007). In this case, it can be stated that the sample group represents the universe.

Table 1: Sampling Table

| Regions | Number of Faculty of Education | Number of Faculty Member |
|------------------------------|--------------------------------|--------------------------|
| Central Anatolia Region | 7 | 453 |
| Black Sea Region | 6 | 437 |
| Mediterranean Region | 4 | 351 |
| Aegean Region | 4 | 345 |
| Marmara Region | 4 | 423 |
| Eastern Anatolia Region | 5 | 428 |
| Southeastern Anatolia Region | 4 | 228 |
| Total | 34 | 2660 |

As can be seen in Table 1, the sample of the study was selected in line with certain criteria. In the table, there are seven geographical regions and the number of faculty members in the education faculties of the universities selected from these regions. The sample of the study consists of 306 faculty members who responded to the data collection tool delivered via the internet to 2660 faculty members working in 34 faculties of education in universities in Turkey.

1.3. Research Instruments and Processes

In the study, “Career Barriers Scale and Maslach Occupational Burnout Scale” were used as data collection tool. The data collection tool was delivered to the participants as Google Forms. The link address of the scale was sent to the e-mail addresses of academicians. Prior to accessing the email addresses of academics, university websites were scanned, and requests were sent regarding information on the data collection tool and filling out the assessment tool. It was emphasized at the beginning of the data collection tool that participation in the research is voluntary. The data collection process took approximately 5 months.

1.3.1. Maslach Occupational Burnout Scale

Maslach Occupational Burnout Scale was developed by Maslach and Jackson in 1981 and the scale was adapted to Turkish by Ergin in 1992. The scale measures burnout with 22 items and 3 dimensions: “emotional exhaustion, depersonalization and decreased sense of personal accomplishment” (personal failure). Although the original of the scale is in the seven-point likert type, it is seen that the scale adapted to Turkish is in the five-point likert rating type. The dimension of emotional exhaustion consists of nine items, the dimension of depersonalization consists of five items, and the dimension of decreased sense of personal accomplishment consists of eight items. The Cronbach Alpha coefficients related to the sub-dimensions of the burnout scale; It is 0.81 for Emotional Exhaustion, 0.81 for Depersonalization, and 0.66 for Personal Achievement. High scores on emotional exhaustion and depersonalization subscales and low scores on personal achievement subscales indicate burnout. In this scale, as the scores in emotional exhaustion and depersonalization increase, burnout increases, and as the score decreases in the personal achievement subscale, burnout increases. The equivalent of high scores in the personal achievement dimension indicates low level of burnout.

As a result of the confirmatory factor analysis, the values obtained from the fit indices of the scale were determined by the structural model. It has been found that there is sufficient evidence of validity and the level of compliance is quite good and valid ($\chi^2=169.89$, $df=59$, $p=.000<.001$; RMSEA, .049; $\chi^2/df=2.87$; TLI=.97; CFI=.98; GFI=.97; AGFI=.95; SRMR=.037). Based on these results, the Maslach Burnout Scale adapted to our culture has a sufficiently high level of construct validity and it can be said that the scale confirms its original three-factor structure.

1.3.2. The Career Barriers Scale

The “Career Barriers Scale” is a five-point Likert-type measurement tool consisting of 19 items developed by İnandı et. al in 2013. The reliability of the five-dimensional scale, including “demographic variables, differences of opinion, lack of resources, institutional relations and colleague attitudes”, was determined as .88. “Foreign language barrier, difficulties in accessing resources, concerns about the future, having to change an institution due to manager’s caprices” are some of the items in the Career Barriers Scale. In the analysis made on the items, it was

determined that the item-item correlations showed a significant relationship as a result of the Bartlett test ($p < .01$). Assuming that the components related to career disability cannot be independent from each other, 19 items were rotated in the Rotated Component Matrix and items with factor loads greater than .45 were included in the process. Factors with an eigenvalue greater than 1 were processed (Tabachnick & Fidell, 2001). As a result, five dimensions with an eigenvalue greater than 1 emerged and these five dimensions explain 65% of the total variance. The factor load values of the scale, which forms a five-component structure, are as follows: Demographic variables dimension; .71, .69, .58 and .48. The differences of opinion; .81, .79, and .75. The extent of resource shortage; .69, .68, .65, .59 and .53. Corporate relations dimension; .89, .86 and .85. Colleague Attitudes Dimension; .89, .88, .87 and .84.

In addition, the websites of the education faculties included in the sample and the higher education information system were used in the research in order to reach the demographic information about the faculty members.

1.4. Data Analysis

SPSS was used to analyze the research data. First of all, the distribution of the data to be used in the research analysis was examined. Mean, median, mode, standard deviation and skewness coefficient were used in the analysis of the research data. Descriptive statistics regarding the data obtained from the scales are presented in Table 2. In order to determine the differences between the variables in the analysis of the research data, Independent Groups t-test and One-Way Analysis of Variance (ANOVA) were used for parametric data, Pearson correlation analysis and TUKEY test were used to determine the relationship between the variables, and descriptive statistics were also used.

Table 2: Descriptive Statistics on Scale Scores

| Variable | n | X | Median | Mod | SD | SC |
|--|-----|-------|--------|-------|-------|------|
| Demographic variables | 306 | 13.28 | 14.00 | 14.00 | 3.33 | -.31 |
| Differences of opinion | 306 | 10.44 | 11.00 | 12.00 | 3.19 | -.37 |
| Lack of resources | 306 | 16.26 | 16.00 | 17.00 | 3.88 | -.14 |
| Institutional relations | 306 | 10.05 | 10.00 | 12.00 | 3.36 | -.09 |
| Colleague attitudes | 306 | 12.63 | 13.00 | 15.00 | 4.54 | -.22 |
| Emotional exhaustion | 306 | 21.46 | 21.00 | 20.00 | 7.35 | .41 |
| Depersonalization | 306 | 7.20 | 7.00 | 5.00 | 2.38 | 1.02 |
| Decreased sense of personal accomplishment | 306 | 31.95 | 32.00 | 33.00 | 3.46 | -.51 |
| Occupational Burnout (Total) | 306 | 62.67 | 63.50 | 62.00 | 13.81 | -.23 |
| Career Barriers (Total) | 306 | 60.61 | 60.00 | 58.00 | 8.31 | .54 |

Table 2 shows that the mean, median and mode values of the scale sub-dimensions and total scores are quite close to each other. The skewness coefficients for the data are in the range of ± 1 . The fact that this value is in the range of ± 1 means that the data do not show an excessive deviation from the normal distribution (Cokluk et al., 2012).

2. Findings

In this part of the research, answers were sought to the questions created in line with the purpose of the research in order to determine the relationship between the burnout levels of faculty members working in the education faculty and career barriers. In this context, research findings regarding sub-problems are given below.

1. Demographic Characteristics of Faculty Members

Within the framework of the first sub-problem of the research, some demographic characteristics of the faculty members are included in this section. The following table (Table 2) contains the demographic characteristics, frequency and percentiles of the faculty members in question.

Table 3: Demographic Characteristics of Faculty Members Working in Education Faculties

| Variable | Categories | f | % |
|------------------------|--|-----|------|
| Gender | Female | 136 | 44.4 |
| | Male | 170 | 55.6 |
| Professional seniority | 1-5 years | 14 | 4.6 |
| | 6-10 years | 40 | 13.1 |
| | 11-15 years | 56 | 18.3 |
| | 16-20 years | 58 | 19.0 |
| | 21 years and over | 138 | 45.1 |
| Marital Status | Single | 35 | 11.4 |
| | Married | 255 | 83.3 |
| | Divorced | 16 | 5.2 |
| Profession | Primary Education | 34 | 11.1 |
| | Social-Turkish | 54 | 17.6 |
| | Mathematics-Science Educational Sciences | 57 | 18.6 |
| | Sciences | 117 | 38.2 |
| | Foreign languages | 44 | 14.4 |
| Title | Professor | 76 | 24.8 |
| | Associate professor | 91 | 29.7 |
| | Assistant professor | 139 | 45.4 |
| Foreign language level | Weak | 8 | 2.6 |
| | Midlevel | 76 | 24.8 |
| | Good | 128 | 41.8 |
| | Excellent | 94 | 30.7 |
| Weekly course hours | 1-5 hours | 19 | 6.2 |
| | 6-10 hours | 55 | 18.0 |
| | 11-15 hours | 58 | 19.0 |
| | 16-20 hours | 57 | 18.6 |
| | 21-25 hours | 70 | 22.9 |
| | 26-30 hours | 47 | 15.4 |
| Total | | 306 | 100 |

It has been revealed that nearly half of the faculty members (45,1%) have been practicing their profession for 21 or more years in academia. This can be evaluated as the faculty members in question are professors (24,8%) or associate professors (29,7%). Although there is no significant difference in the distribution of faculty members according to their profession, it has been observed that the number of professionals in educational sciences alone (38,2%) is higher than faculty members in other fields. Considering that the field of educational sciences provides services to all other fields of the faculty, this number should not be thought to be exaggerated. One of the most important duties of faculty members is to conduct research. Foreign language knowledge is of great importance in terms of scanning, examining and benefiting from domestic and foreign sources for research. In this context, it can be said that 72,5% of the faculty members have a “good” or “excellent” foreign language level. However, it is known that one of the most

important factors preventing faculty members from doing research is time shortage of time. In this study, it is seen that 56,9% of the faculty members spend more than 16 hours per week.

In line with the first sub-problem of the research, the demographic characteristics of the faculty members were examined. In addition, the managerial characteristics of the faculty members are included in the demographic characteristics and the information in question is given in the table below.

Table 4: Characteristics of Education Faculties Administrators

| Regions | Number of Faculties | Manager Gender | Profession | | |
|------------------------------|---------------------|----------------|--------------------|-----------------------|--|
| | | | Faculty of Science | Faculty of Literature | Faculty of Education |
| Central Anatolia Region | 7 | Female Male | 4 3 | 2 | 4 (under the responsibility of 1 rector) |
| Black Sea Region | 6 | Female Male | 1 5 | | 1 5 |
| Mediterranean Region | 4 | Female Male | 1 3 | | 3 (under the responsibility of 1 rector) |
| Aegean Region | 4 | Female Male | 1 3 | | 2 2 |
| Marmara Region | 4 | Female Male | 1 3 | | 2 2 |
| Eastern Anatolia Region | 5 | Female Male | 0 5 | | 5 |
| Southeastern Anatolia Region | 4 | Female Male | 0 4 | 2 | 2 |
| Total | 34 | Female Male | 8 26 | 4 | 5 25 |

According to Table 4, when the administrators of the education faculties included in the sample are examined in terms of gender; it has been found that the majority of them are managed by male (26) managers, and female managers are very few (8) in the management. When examined in terms of regions in Turkey; it was found that the highest number of female administrators were in the Central Anatolia Region (4), and in the Eastern and Southeastern Anatolia Regions, none of the education faculties included in the sample had female administrators. On the other hand, when the fields of profession of the education faculties administrators were examined, it was found that 25 of the 34 education faculties administrators were related to education, and the other 9 were related to the faculty of science or literature. Among the regions, it has been determined that all the managers of the faculties in the Mediterranean Region and Eastern Anatolia Region are related to education.

2. The Relationship Between Career Barriers and Occupational Burnout Levels of Faculty Members Working in Education Faculties

It was tried to be determined within the framework of the second sub-problem of the research. The following table (Table 5) contains the information in question.

Table 5: The Relationship Between Faculty Member's Career Barriers and Occupational Burnout Levels

| Variable | N | X | Ss | p | r |
|----------------|-----|-------|-------|-----|-----|
| Career barrier | 306 | 62.67 | 13.81 | .00 | .48 |
| Burn out level | 306 | 60.61 | 8.31 | | |

When Table 5 shows that there is a moderately significant positive correlation between the career barriers of faculty members and their occupational burnout levels ($r=.48$; $p<.00$). Within this finding, it can be said that as the career barrier perception levels of the faculty members' increase, the levels of occupational burnout also increase.

3. Examining the Occupational Burnout Levels and Career Barriers of Faculty Members Working in Education Faculties According to Gender, Title and Academic Fields

With the third sub-problem of the research, it was aimed to examine the levels of occupational burnout and career barriers of faculty members according to gender, title and academic fields. In this context, the following tables (Table 6, 7 and 8) include the findings of the aforementioned problems within the variables, respectively.

Table 6: The T-Test Results of The Levels of Occupational Burnout and Career Barriers of Faculty of Education Faculty Members by Gender

| Variable | Gender | N | X | Ss | Sd | t | p |
|--|--------|-----|-------|-------|-----|-------|-----|
| Demographic variables | Female | 136 | 13.87 | 3.14 | 304 | 2.77 | .01 |
| | Male | 170 | 12.82 | 3.41 | | | |
| Differences of opinion | Female | 136 | 10.88 | 3.20 | 304 | 2.14 | .03 |
| | Male | 170 | 10.09 | 3.15 | | | |
| Lack of resources | Female | 136 | 16.59 | 3.80 | 304 | 1.32 | .19 |
| | Male | 170 | 16.00 | 3.93 | | | |
| Institutional relations | Female | 136 | 10.73 | 3.21 | 304 | 3.22 | .00 |
| | Male | 170 | 9.50 | 3.38 | | | |
| Colleague attitudes | Female | 136 | 12.67 | 4.81 | 304 | .12 | .90 |
| | Male | 170 | 12.61 | 4.33 | | | |
| Emotional exhaustion | Female | 136 | 22.64 | 7.76 | 304 | 2.52 | .01 |
| | Male | 170 | 20.52 | 6.89 | | | |
| Depersonalization | Female | 136 | 7.46 | 2.48 | 304 | 1.67 | .10 |
| | Male | 170 | 7.00 | 2.28 | | | |
| Decreased sense of personal accomplishment | Female | 136 | 31.72 | 3.44 | 304 | -1.02 | .31 |
| | Male | 170 | 32.13 | 3.48 | | | |
| Occupational Burnout (Total) | Female | 136 | 64.73 | 14.04 | 304 | 2.35 | .02 |
| | Male | 170 | 61.02 | 13.43 | | | |
| Career Barriers (Total) | Female | 136 | 61.82 | 8.47 | 304 | 2.27 | .02 |
| | Male | 170 | 59.65 | 8.08 | | | |

It has been revealed in Table 6 that the total scores of the career barriers and professional burnout levels of the faculty members differ significantly according to their genders. According to the occupational burnout scale, the occupational burnout levels of the female faculty members ($X=64.73$; $t=2.35$) were higher than the males, and similarly, the average scores they got from the career barriers scale ($X=61.82$; $t=2.27$) were also higher than the males. It was found that there was a statistically significant difference between the groups ($p<.01$). When the sub-dimensions of the scales are examined; In the "emotional exhaustion" sub-dimension of the burnout scale, it was concluded that female faculty members ($X=22.64$) had a higher average score than men and their burnout levels were higher in general. In the sub-dimensions of "institutional relations ($X=10.73$), differences of opinion ($X=10.88$), demographic variables ($X=13.87$)" of the career barriers scale, the factors that female faculty members perceive as career barriers are higher than that of men, and it was found that there was a statistically significant difference ($p<.01$) between gender groups.

Table 7: ANOVA Results of the Levels of Occupational Burnout and Career Barriers of Faculty of Education Faculty Members by Title

| Variable | Title | Source of Variance | KT | Sd | KO | F | p | Difference |
|--|---|--------------------|----------|-----|--------|------|-----|-----------------------------|
| Demographic variables | Prof. ¹ Assoc. ² Asst. ³ | Between groups | 177.92 | 2 | 88.96 | 8.42 | .00 | Prof. <Asst. |
| | | Within group | 3200.34 | 303 | 10.56 | | | |
| | | Total | 3378.26 | 305 | | | | |
| Differences of opinion | Prof. Assoc. Asst. | Between groups | 6.67 | 2 | 3.33 | .32 | .72 | --- |
| | | Within group | 3098.76 | 303 | 10.22 | | | |
| | | Total | 3105.44 | 305 | | | | |
| Lack of resources | Prof. Assoc. Asst. | Between groups | 85.46 | 2 | 42.73 | 2.87 | .06 | --- |
| | | Within group | 4503.62 | 303 | 14.86 | | | |
| | | Total | 4589.08 | 305 | | | | |
| Institutional relations | Prof. Assoc. Asst. | Between groups | 48.20 | 2 | 24.10 | 2.15 | .12 | --- |
| | | Within group | 3393.15 | 303 | 11.19 | | | |
| | | Total | 3441.35 | 305 | | | | |
| Colleague attitudes | Prof. Assoc. Asst. | Between groups | 78.92 | 2 | 39.46 | 1.92 | .15 | --- |
| | | Within group | 6212.07 | 303 | 20.50 | | | |
| | | Total | 6291.00 | 305 | | | | |
| Emotional exhaustion | Prof. Assoc. Asst. | Between groups | 822.34 | 2 | 411.17 | 7.95 | .00 | Prof.<Asst. Prof.<Assoc. |
| | | Within group | 15659.75 | 303 | 51.68 | | | |
| | | Total | 16482.10 | 305 | | | | |
| Depersonalization | Prof. Assoc. Asst. | Between groups | 33.81 | 2 | 16.90 | 3.02 | .05 | Prof.<Assoc. |
| | | Within group | 1693.62 | 303 | 5.59 | | | |
| | | Total | 1727.43 | 305 | | | | |
| Decreased sense of personal accomplishment | Prof. Assoc. Asst. | Between groups | 45.50 | 2 | 22.75 | 1.90 | .15 | --- |
| | | Within group | 3613.66 | 303 | 11.92 | | | |
| | | Total | 3659.16 | 305 | | | | |
| Career Barriers | Prof. Assoc. Asst. | Between groups | 1572.66 | 2 | 786.33 | 4.21 | .02 | Prof.≤Asst. |
| | | Within group | 56581.33 | 303 | 186.73 | | | |
| | | Total | 58154.00 | 305 | | | | |
| Occupational Burnout | Prof. Assoc. Asst. | Between groups | 774.35 | 2 | 387.18 | 5.78 | .00 | Prof.≤Assoc. |
| | | Within group | 20290.13 | 303 | 66.96 | | | |
| | | Total | 21064.49 | 305 | 88.96 | | | |

¹Prof. = Professor; ²Assoc. = Associate Professor; ³Asst. = Assistant Professor

When Table 7 is examined, it is seen that there are findings regarding whether there is a difference between the academic titles of the faculty members (professor, associate professor, assistant professors) and the levels of professional burnout and career barriers as a result ANOVA statistical analysis. Tukey test was used to determine which group the difference between the

groups belonged to. In this context, it was found that there was a significant difference between the groups in the “demographic variables” sub-dimension of the Career Barriers Scale ($F=8.42$; $p<.05$). Tukey test was used to determine between which groups the significance was, and it was determined that there was a significant difference between professors and assistant professors. It was found that the mean of the professors in the demographic variables sub-dimension ($X=12.11$) was lower than that of the assistant professors ($X=14.00$). According to the total score of career barriers, it was determined that the level of perception of career barriers of the assistant professors was higher than that of the professors, and there was a significant difference between the two groups ($F=4.21$; $p<.05$).

As a result of statistical analysis, it was determined that there was a significant difference between the groups ($F=7.95$; $p<.05$) in the “emotional exhaustion” sub-dimension of the occupational burnout scale. In the dimension of emotional exhaustion, associate professors ($X=22.94$) experienced the most burnout, followed by assistant professors ($X=22.00$), and professors ($X=18.70$) the least. Besides in the depersonalization sub-dimension it was found that associate professors scored ($X=7.64$) higher than assistant professors ($X=7.17$) and professors ($X=6.74$) and experienced more burnout. It was determined that there was a significant difference between the groups ($F=3.02$; $p<.05$) in the “depersonalization” sub-dimension of the occupational burnout scale. In terms of general burnout score, it was found that there was a significant difference between the two groups in which associate professors were more burnt out than professors ($F=5.78$; $p<.05$).

Table 8: ANOVA Results of Occupational Burnout and Career Barriers Levels of Faculty of Education Faculty Members According to Their Profession

| Variable | Profession | Source of Variance | KT | Sd | KO | F | p |
|-------------------------|----------------|--------------------|----------|-----|-------|------|-----|
| Demographic variables | Pri. Edu. | Between groups | 93.986 | 5 | 18.79 | 1.71 | .13 |
| | Social-Turkish | Within group | 3284.27 | 300 | 10.94 | | |
| | Math-Science | Total | 3378.26 | 305 | | | |
| | Edu. Science | | | | | | |
| Differences of opinion | Foreign. Lan. | Between groups | 131.64 | 5 | 26.32 | 2.05 | .09 |
| | Pri. Edu. | Within group | 2973.79 | 300 | 9.91 | | |
| | Social-Turkish | Total | 3105.44 | 305 | | | |
| | Math-Science | | | | | | |
| Lack of resources | Edu. Science | Between groups | 48.83 | 5 | 9.76 | .64 | .67 |
| | Foreign. Lan. | Within group | 4540.25 | 300 | 15.13 | | |
| | Pri. Edu. | Total | 4589.08 | 305 | | | |
| | Social-Turkish | | | | | | |
| Institutional relations | Math-Science | Between groups | 37.61 | 5 | 7.52 | .66 | .65 |
| | Edu. Science | Within group | 3403.74 | 300 | 11.34 | | |
| | Foreign. Lan. | Total | 3441.35 | 305 | | | |
| | Pri. Edu. | | | | | | |
| Colleague attitudes | Social-Turkish | Between groups | 214.06 | 5 | 42.81 | 2.11 | .06 |
| | Math-Science | Within group | 6076.94 | 300 | 20.25 | | |
| | Edu. Science | Total | 6291.00 | 305 | | | |
| | Foreign. Lan. | | | | | | |
| Emotional exhaustion | Pri. Edu. | Between groups | 316.27 | 5 | 63.25 | 1.17 | .32 |
| | Social-Turkish | Within group | 16165.82 | 300 | 53.88 | | |
| | Math-Science | Total | 16482.10 | 305 | | | |
| | Edu. Science | | | | | | |
| | Foreign. Lan. | | | | | | |

| | | | | | | | |
|--|----------------|----------------|----------|-----|--------|------|-----|
| Depersonalization | Pri. Edu. | Between groups | 11.85 | 5 | 2.37 | .41 | .84 |
| | Social-Turkish | Within group | 1715.58 | 300 | 5.71 | | |
| | Math-Science | Total | 1727.43 | 305 | | | |
| | Edu. Science | | | | | | |
| Decreased sense of personal accomplishment | Foreign. Lan. | | | | | | |
| | Pri. Edu. | Between groups | 86.99 | 5 | 17.39 | 1.46 | .20 |
| | Social-Turkish | Within group | 3572.17 | 300 | 11.90 | | |
| | Math-Science | Total | 3659.16 | 305 | | | |
| Edu. Science | | | | | | | |
| Career Barriers | Foreign. Lan. | | | | | | |
| | Pri. Edu. | Between groups | 1005.92 | 5 | 201.18 | 1.05 | .39 |
| | Social-Turkish | Within group | 57148.07 | 300 | 190.49 | | |
| | Math-Science | Total | 58154.00 | 305 | | | |
| Edu. Science | | | | | | | |
| Occupational Burnout | Foreign. Lan. | | | | | | |
| | Pri. Edu. | Between groups | 388.28 | 5 | 77.65 | 1.12 | .35 |
| | Social-Turkish | Within group | 20676.21 | 300 | 68.92 | | |
| | Math-Science | Total | 21064.49 | 305 | | | |
| Edu. Science | | | | | | | |
| | Foreign. Lan. | | | | | | |

*Pri.Edu; Primary Education Department, Social-Turkish; Social-Turkish Department, Math-Science; Mathematic-Science Department, Edu.Science; Educational Sciences Department, Foreign Lan.; Foreign Languages Department

When Table 8 is examined, a one-way analysis of variance ANOVA test was performed to determine whether there is a significant difference between the profession of the faculty members (Primary education, Turkish-social, mathematics-science, educational sciences, foreign languages) and the levels of occupational burnout and career barriers. As a result of the statistical analysis, it was found that there was no significant difference between the fields of profession neither in terms of the total scores of the two scales nor in terms of the sub-dimensions of the scales ($p > .05$).

3. Discussion, Conclusion, Recommendations

In the research that aimed to determine the relationship between the burnout levels of faculty members working in education faculties and career barriers; The demographic characteristics of faculty members were described, the relationship between career barriers and occupational burnout levels was examined, and it was aimed to determine whether there was a difference in terms of career barriers and occupational burnout levels according to gender, academic title and field of profession of faculty members.

In the research, firstly, the demographic characteristics of the faculty members were described in line with the sub-problems. Even if they have similar conditions, demographic characteristics can be quite effective in increasing the burnout feeling of faculty members working in education faculties of universities, which are seen as very important places in terms of career, and in increasing the factors that they see as obstacles in their careers (Torun, 1997). Age characteristic, which is also related to professional seniority from demographic characteristics, can be quite effective on desire, expectation, energy, attractiveness of work, rewards and attitudes towards the profession (Işıkhan, 2004). Similarly, studies have shown that gender and marital status are important independent variables in predicting the sense of burnout of individuals' career barriers (Budak & Sürgevil, 2005; Ghorpade et al., 2007; Maslach, 2003). Considering that the demographic information about gender, marital status, fields of profession, academic titles, foreign language levels and weekly course hours of the faculty members working in education

faculties may be important on career barriers and occupational burnout levels, these characteristics have been determined. In general, the majority of 306 faculty members forming the sample of the research; It was concluded that male, 21 years or more of seniority, fields of profession are educational sciences, titles are associate professors, foreign language levels are “good” and weekly course hours are between 21-25 hours. In the literature, there are studies that show that the course load of the instructors is higher in foundation universities compared to state universities, but the foreign language problem is also higher in state universities than in foundation universities (Tuzgöl Dost & Cenkseven, 2007). As a result of the research, it has been determined that the seniority and course hours of the faculty members included in the sample are high, and it can be stated that this situation is likely to prevent the faculty members from performing their scientific research duties while doing their teaching work. In addition, while the demographic characteristics of the faculty members were determined by the document analysis method, the demographic characteristics of the administrators of the 34 education faculties included in the sample were also tried to be determined. In this context, the administrators of 34 education faculties were examined within the scope of their gender and fields of profession. As a result, the majority of the said education faculties are managed by male administrators; It was also found that the majority of the faculty members’ fields of profession were related to education. As a matter of fact, in 2023, there are a total of 184.367 academicians, 98.611 males and 85.756 females, at state universities in Turkey. While the rate of female academicians among the academicians is over 46%, 12.705 of the female academicians are professors, 10.050 are associate professors, 21.019 are assistant professors, 18.832 are lecturers, and 23.150 are research assistants. The proportion of female professors constitutes 34% of the total professors (HEI, 2023). According to statistics, the rate of female professors in EU countries has reached 20,8%, while the rate of female professors in Turkey has reached 33%, and Turkey has surpassed EU countries with this ratio.

The ratio of female professors in Turkey is equal to that of the USA (HEI, 2023). However, although the rate of women in academia has increased, the representation of women in management is still low. Considering the managerial position of women, women in Turkey are either prevented too much, exposed to gender inequality, or the managerial position is not preferred by women (Yıldız, 2018). The findings of the said study revealed that female academicians as administrators in education faculties are considerably less than men. Similarly, studies on female academics support the result of the research in question (Demir, 2018; Öztürk, 2011; Yıldız, 2018). On the other hand, although there is no direct research on the fields of specialization of education faculties administrators in the literature, in a study investigating the types of power use of education faculties administrators, it was found that education faculties administrators were unable to use their legal power to create an organization, supportive and success culture, to carry out corporate affairs properly and to discuss the subject of academic study areas. It has been concluded that their support is lacking (Özcan et al., 2014). Since the main task of education faculties is to train teachers equipped with the knowledge of the teaching profession, it is very important for the administrators of education faculties to consist of individuals who are specialized in the field of education, in terms of both teaching and supporting scientific research and forming and supporting organizational culture. Because the faculty member’s scientific field is from different disciplines, it brings different educational understandings, different institutional culture, and different management approach. In this context, it has been concluded that the administrators of education faculties are generally

specialized in the field of education. However, it should not be forgotten that the core staff of the education faculties opened in the last 20 years consists of faculty members who work especially in the fields of Science and Literature. Therefore, it should be taken into account that the administrators of the existing education faculties are not fully trained in the teacher training culture.

Another sub-problem to be answered within the scope of the research is whether there is a relationship between the career barriers of faculty members and their occupational burnout levels. In this direction, it was concluded that there is a moderately significant relationship between the career barriers of faculty members and their occupational burnout levels. It can be said that as the career barrier perception levels of faculty members increase, their levels of occupational burnout also increase. The fact that career barriers and the sense of burnout are interrelated and predictive concepts for the teaching profession (İnandı et al., 2013), a profession that is associated with the concept of career, also showed parallelism with the research results. In other words, it can be said that it is related to training a person in line with the expectations, goals and needs of the job assigned to him; It is very closely related to burnout, which is defined as the progress of a person's career (Aytaç et al., 2001), which is defined as the whole structure of work experiences throughout his / her life, and the loss of energy and confidence towards work (Leiter & Maslach, 2005). It can be said that the result of the research in question has been an expected situation especially for the academicians who have to deal with the important factors in the feeling of burnout by affecting their careers, such as the intense pressures related to publishing and having to advance their academic careers, and the fact that effective communication is established with the students (Budak & Sürgevil, 2005; Yoleri & Bostancı, 2012). In addition, when the literature is examined, there is no research that determines the relationship between burnout and career barriers of faculty members; Aiming to determine the significant relationship between the job satisfaction of the faculty of education members and their professional burnout levels (İnandı et al., 2013), the relationship between the occupational burnout levels of geography educators (Geçit, 2012) and faculty members according to various demographic variables (Gezer et al., 2009), it was also found that there are studies investigating the issue. However, in their study on research assistants by Terzi and Sağlam (2008), they found that the professional burnout levels of research assistants were at a moderate level, but their low salaries and their inability to follow the academic field increased burnout. In addition, Öztürk (2019) examined academicians' perceived mobbing and professional burnout levels according to various variables. As a result of the research, it was found that the mobbing and burnout levels perceived by academicians were above average, and the year of seniority affected these levels. While these studies reveal different variables that may be related to the occupational burnout level of faculty members, it has been concluded that the results of the aforementioned research are related to professional burnout and career barriers.

With the third sub-problem of the study, it was tried to determine whether the occupational burnout levels and career barriers of the faculty members in education faculties differ according to gender, title and academic fields. In this direction, it was concluded that there are significant differences between the gender groups of faculty members in terms of both occupational burnout and career barriers. The result of statistical analysis, it was found that the occupational burnout scores of female faculty members were higher than male faculty members in general and that they experienced more burnout than males in the "emotional exhaustion" sub-dimension, which is one of the sub-dimensions of the occupational burnout scale, and a significant

difference was found between the groups. When the literature is examined, it is seen that there are studies supporting the research findings (Budak & Sürgevil, 2005; Diri & Kırıl, 2016; Geçit, 2012; Ghorpade et al., 2007; Lackritz, 2004; Murat, 2003; Purvanova & Muros, 2010). Orhan & Mavi Dođru (2018), on the other hand, in their study in which they examined academics' levels of professional burnout qualitatively, emphasized that academicians generally have high burnout levels and feel more burnout in the emotional exhaustion sub-dimension. However, academicians are seen as candidates for burnout because they have a profession where face-to-face communication is experienced and they are in constant communication with students, managers and colleagues (Blix et al., 1994). As a matter of fact, the research findings are similar to many research findings in the literature. Along with professional burnout, on the other hand, when compared to male faculty members, it was concluded that the scores of the female faculty members from the career barriers scale were also higher. In other words, it was determined that the scores they got from the sub-dimensions of institutional relations, opinion differences, demographic variables and career barriers in general were higher than male faculty members and there was a significant difference between the groups. Both gender and different demographic variables, differences of opinion with the managers in the institutions they work with, and some institutional problems can be effective in the career barriers of female faculty members. As a matter of fact, a significant difference was found between the groups in terms of gender, which is a very important variable. There are also studies in the literature (Acar, 1991; Aktuna et al., 2023; Bingöl, 2017; Özkanlı, 2007; Sağlamer, 2009; Yılmaz, 2005) revealing that especially female faculty members experience career barriers more than males. In addition, it is seen that female faculty members give more importance to taking responsibility, being appreciated, feeling of success, being cared for by the administrators than men. However, in addition to the responsibilities required by the job, the effort to devote more time to home and family responsibilities compared to men causes the expectation level of both themselves and their environment to increase and negatively affect their job satisfaction (Akman et al., 2006; Ehtiyar et al., 2019; Kaya & Büyükşen, 2016). Although the number of female academics in universities in our country is high and promising compared to many countries (Şentürk, 2015), universities, as an institution in society, are not independent of gender roles and it seems that female academics face many career obstacles (Bural, 2021).

When the levels of occupational burnout and career barriers of faculty members are examined according to academic title; it has been determined that there is a significant difference between professors, associate professors and assistant professors in terms of the overall total scores and sub-dimensions of the scale. It was concluded that in the sub-dimensions of career barriers, demographic variables and lack of resources, the level of experiencing career barriers of assistant professors is higher than that of professors. It can be said that the level of perception of career barriers is higher than that of professors due to demographic variables such as economic activities brought by scientific studies, lack of support abroad and staff shortages, or because they are just at the beginning of their careers. In addition, professional burnout levels differ between groups according to academic title. As a general burnout level, it was concluded that associate professors experienced more burnout than professors. In addition, in the emotional exhaustion sub-dimension, which is seen as the most basic and definitive state of burnout according to the research results (Polatçı, 2007), associate professors feel more burnout than professors. In the literature, there are studies (Ergin, 1995) that determine that the feeling of burnout is more experienced at the beginning of the career path and studies that support the research findings

(Budak & Sürgevil, 2005; Küçüksüleymanoğlu, 2007; Munar et al., 2015). The career process, which is very closely related to the academic profession; It consists of a number of promotion processes of the faculty member from the beginning to the highest academic degree. In Turkey, the practices in the career process can show subjectivity and the career process of academicians can be affected positively or negatively (Karataş et al., 2017). In this context, the reason why the level of career barriers of assistant professors who are just at the beginning of their career process is higher than professors may be related to this situation. Although there are studies (Deliorman et al., 2008) that found that the professional burnout levels of associate professors are higher than professors, especially in the dimension of emotional exhaustion, this may be due to demographic variables or some negativities related to the appointment promotion criteria experienced in the institutional sense. In addition to all this, the reason for the low level of burnout and career barriers among professors may be that they have achieved the success and cadres they deserve. Many studies in the literature support the findings of this study (Izgar, 2001; Maslach & Jackson, 1981; Tümkaya, 1996).

It was concluded that the levels of occupational burnout and career barriers of the faculty members did not make a significant difference between the groups according to their fields of profession. The fact that faculty members are experts in any of the fields of primary education, Turkish-social, mathematics-science, educational sciences, fine arts, foreign languages did not affect their burnout or career barrier compared to other fields. In the literature, there is no research that examines the relationship between the faculty members working in education faculties or their areas of expertise with burnout. However, as a result of a study examining occupational burnout levels; It has been determined that the personal achievement levels of the academicians of the faculty of economics and administrative sciences are lower than the academicians of the faculty of education and the school of physical education and sports (Ardıç & Polatçı, 2008). Despite this finding, in most of the studies, it was concluded that the burnout levels of academicians do not differ according to the main field of study or the faculty they work in (Araş & Karakiraz, 2013; Bilici et al., 1998; Konakay & Altaş, 2011; Kutanis & Karakiraz, 2013; Marakoğlu & Çetin Kargın, 2013). It can be stated that the reason for this situation may be due to the fact that the fields of profession do not have an effect on the general burnout or career barriers of the faculty members, because their fields of profession are related to the individual's own personal preferences and development.

Universities, which are the highest-level institutions among educational organizations, have an important place in the social structure. It is stated that academicians perform an extremely important profession in terms of both their own development and the quality of the students they will train (Hotamışlı et al., 2011). In this context, it is very important to reveal the levels of burnout and career barriers, which have a very important effect on the ability of faculty members with such an important profession to be productive, high quality, happy, and have strong communication in their profession, in order to guide further scientific research.

As a result, the needs of academicians can be taken into account in order to prevent the professional burnout of academicians, who have a very important effect on the formation of a qualified society, the number of faculty members in education faculties can be increased by improving working conditions and reducing course load, and situations such as lack of resources or demographic variables that hinder their careers can be eliminated. Consideration may be given to operating more objective processes, rather than subjective, regarding assignment escalation

criteria. In addition, the burnout or career barriers of academicians can be supported by qualitative studies, and more detailed research can be done and solution suggestions can be developed. However, in order to increase the representation of women in faculty management, the factors that prevent this situation can be revealed through scientific research and solutions can be developed. Problem-causing situations can be revealed by studying different variables that affect the performance of academicians.

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Geniş Özet

Gelişmiş, refahı yüksek bir ülke ve toplum olabilmenin en önemli şartı eğitim düzeyi ile yakından ilişkilidir. Bireylerin yeterli düzeyde bilgi ve beceriler ile donatılıp topluma kazandırılmasında yükseköğretimin etkisi oldukça büyüktür. Bu bağlamda gelişmekte olan ülkemizde de üniversitelere olan talep her geçen yıl artmaktadır. Türkiye’de son yıllarda üniversite sayısında artış olmuş ve vakıf devlet üniversitesi olarak ülkemizde üniversite sayısı toplam 207 üniversiteye ulaşmıştır. Bu kapsamda üniversitelerde çalışan öğretim elemanı sayısında da artış olmuştur.

Mesleki olarak insanlarla sürekli iletişim halinde olunması gereken bir meslek olan akademisyenler için de birtakım zorluklar yer almaktadır. Hem mesleklerini icra etmek için hem de kariyerlerini en ileriye taşıyabilmek için üniversitelerde görev yapan akademisyenleri bu süreçte tüketen birçok durum bulunmaktadır. Tükenmişlik duygusu birçok mesleği olduğu gibi akademisyenleri de oldukça etkilemektedir. Özellikle eğitim fakültelerinde görev yapan öğretim elemanlarının tükenmişlik duygusunu yaşamaları ise öğretimin kalitesini düşmesine, öğretmen adaylarının almış oldukları eğitimin niteliğinin azalmasına sebep olacaktır. Öğretim elemanlarının mesleki tükenmişlik düzeyleri ve kariyer engelleri ile demografik değişkenler arasındaki ilişkiyi anlamak, eğitim ve öğretim kalitesini artırmak adına oldukça önemlidir. Ayrıca bu araştırma ile eğitim fakültelerindeki yönetimlerin politikalarını şekillendirmede, öğretim elemanlarına destek sağlama stratejileri geliştirmede ve eğitim sisteminin kalitesini artırmada önemli sonuçlar ortaya çıkarabileceği ifade edilebilir. Diğer taraftan demografik değişkenler (yaş, cinsiyet, mesleki deneyim, eğitim seviyesi vb.) ile mesleki tükenmişlik düzeyleri ve kariyer engelleri arasındaki ilişkileri anlamak, bu faktörlerin birbirleriyle nasıl etkileşime girdiğini görmek açısından önemlidir. Bu bağlamda akademisyenlik mesleği, öğrencilerle yoğun etkileşim gerektiren, bilimsel araştırmalar yürütme ve akademik kariyer yapma süreçlerini içeren, zaman zaman yüksek beklenti ve taleple baş edilmesi gereken bir meslektir. Bu doğrultuda akademisyenler için de tükenmişlik duygusunun önemli bir problem

olduğunu söyleyebiliriz. Genel olarak alan yazını incelemesi yapıldığında; eğitim fakültelerinde görev yapan öğretim elemanlarına yönelik yapılan araştırmaların sayısının az olması dikkat çekmektedir. Bu nedenle araştırmada, öğretim elemanlarının da tıpkı öğretmenler gibi mesleki tükenmişlik, kariyer engelleri, deneyimleri ve gereksinimleri olduğunu göz önünde bulundurarak mesleki tükenmişlik ve kariyer engelleri düzeylerini, aralarındaki ilişkiyi çeşitli değişkenlere göre farklılaşıp farklılaşmama durumunu belirlemek amaçlanmıştır.

Eğitim fakülteleri öğretim elemanlarının tükenmişlik düzeyleri ve kariyer engelleri arasındaki ilişkinin ortaya çıkarılmasının amaçlandığı araştırmada nicel araştırma yöntemlerinden ilişkisel tarama modeli kullanılmıştır. Araştırmada ölçüt örnekleme yöntemi ile örnekleme grubu belirlenmiştir. Türkiye'deki devlet üniversitelerine bağlı eğitim fakülteleri, Türkiye'de bulunan her coğrafi bölgeden eğitim fakültelerinin yer almasına dikkat edilmesi ve buldukları bölgede yer alan öğrenci kapasitesi fazla olan büyük üniversitelerin eğitim fakültelerinin tercih edilmesi örneklemin ölçütünü oluşturmuştur. 306 öğretim üyesi araştırmanın örneklemini oluşturmaktadır. Araştırmada eğitim fakültesi öğretim elemanlarının tükenmişlik düzeyleri ile kariyer engelleri arasındaki ilişkiyi belirleyebilmek için veri toplama aracı olarak kişisel bilgi formunun yanında "Kariyer Engelleri Ölçeği ve Maslach Mesleki Tükenmişlik Ölçeği" kullanılmıştır. Veri toplama aracı Google Forms olarak katılımcılara ulaştırılmıştır. Araştırma verilerinin analizini gerçekleştirmek için SPSS programı kullanılmıştır.

Araştırmada alt problemler doğrultusunda ilk olarak öğretim üyelerinin demografik özellikleri betimlenmiştir. Araştırmanın örneklemini oluşturan 306 öğretim üyesinin genel olarak çoğunluğunun; erkek, 21 yıl ve üzeri kıdeme sahip, uzmanlık alanlarının eğitim bilimleri, ünvanlarının doktor öğretim üyesi, yabancı dil düzeylerinin "iyi" ve haftalık ders saatlerinin 21-25 saat aralığında olduğu sonucuna ulaşılmıştır. Bununla birlikte öğretim üyelerinin demografik özellikleri doküman inceleme yöntemi ile belirlenirken örnekleme dâhil edilen 34 eğitim fakültesinin yöneticilerinin demografik özellikleri de tespit edilmeye çalışılmıştır. Bu bağlamda 34 eğitim fakültesinin yöneticileri, cinsiyetleri ve uzmanlaştıkları alanlar kapsamında incelenmiştir. Sonuç olarak söz konusu eğitim fakültelerinin çoğunluğunun erkek yöneticiler tarafından yönetildiği; öğretim üyelerinin de çoğunluğunun uzmanlık alanlarının eğitim ile ilgili olduğu bulgusuna ulaşılmıştır.

Araştırma bulguları incelendiğinde öğretim üyelerinin kariyer engelleri ile mesleki tükenmişlik düzeyleri arasında orta düzeyde anlamlı bir ilişki olduğu sonucuna ulaşılmıştır. Öğretim üyelerinin kariyer engeli algılama düzeyleri arttıkça mesleki tükenmişlik düzeyleri de artmaktadır. Öğretim üyelerinin cinsiyet grupları arasında hem mesleki tükenmişlik hem de kariyer engelleri açısından anlamlı farklılıklar olduğu sonucuna ulaşılmıştır. Kadın öğretim üyelerinin mesleki tükenmişlik puanlarının genel olarak erkek öğretim üyelerinden yüksek olduğu tespit edilmiştir. Bununla birlikte öğretim üyelerinin mesleki tükenmişlik ve kariyer engelleri düzeyleri akademik unvana göre incelendiğinde; profesörler, doçentler ve doktor öğretim üyeleri arasında ölçeğin genel toplam puanları ve alt boyutları açısından anlamlı farklılık olduğu sonucuna ulaşılmıştır. Kariyer engelleri alt boyutlarından demografik değişkenler ve kaynak yetersizliği alt boyutunda doktor öğretim üyelerinin kariyer engeli yaşama düzeylerinin profesörlerden fazla olduğu belirlenmiştir. Ayrıca genel tükenmişlik düzeyi olarak doçentlerin profesörlerden daha fazla tükenmişlik hissi yaşadıkları sonucuna ulaşılmıştır. Öğretim üyelerinin mesleki tükenmişlik ve kariyer engelleri düzeylerinin uzmanlık alanlarına göre gruplar arasında anlamlı farklılık yaratmadığı sonucuna ulaşılmıştır. Öğretim üyelerinin; temel eğitim, Türkçe-sosyal, matematik-fen, eğitim bilimleri, güzel sanatlar, yabancı diller alanlarının herhangi birinde uzman olmaları onların diğer alanlarla kıyaslandığında tükenmişlik veya kariyer engeli yaşama durumlarını etkilememiştir.

Sonuç olarak nitelikli bir toplumun oluşmasında çok önemli etkiye sahip akademisyenlerin mesleki tükenmişlik yaşamalarına engel olmak için akademisyenlerin ihtiyaçları dikkate alınabilir, çalışma şartları iyileştirilip ders yükleri azaltılarak eğitim fakültelerinde öğretim üyesi sayıları artırılabilir, kariyerleri önünde engel olan kaynak yetersizliği veya demografik değişkenler gibi durumlar ortadan kaldırılabilir. Atama yükseltme ölçütleri ile ilgili öznel değil, daha nesnel süreçlerin işletilmesi dikkate alınabilir. Ayrıca akademisyenlerin tükenmişlik veya kariyer engeli yaşama durumları nitel çalışmalarla da desteklenerek daha ayrıntılı araştırmalar yapıp buna yönelik çözüm önerileri geliştirilebilir.