The Relationship Between Preschool Teachers' Tendency of Liking Children and the Levels of Professional Burnout

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Abstract

The aim of this study is to examine the differentiation state of preschool teachers' liking of children and their professional burnout according to their personal characteristics and the predictive state of their professional burnout related to the teaching profession of the teachers' liking of children. 225 preschool teachers that were determined randomly on a voluntary basis from Ümraniye district on the Anatolian side and Küçükçekmece district on the European side of Istanbul participated in the study in the 2014-2015 academic year. The data were collected using a personal information form developed by the researcher, the "Barnett Liking of Children Scale" developed by Barnett and Sinisi (1990) and the "Maslach Burnout Inventory" developed by Maslach and Jackson (1981) and adapted into Turkish by Çam (1989)- Ergin (1992). The data obtained were analyzed using the statistical package. The teachers' level of personal accomplishment demonstrates significant differences according to gender, the institution of employment and work efficiency, and depersonalization level demonstrates significant differences according to the institution of employment and work efficiency. While the level of the teachers' emotional exhaustion shows significant differences according to the willing professional choice and the opinion on work efficiency, it does not show significant differences according to the institution of employment. The teachers' burnout level demonstrates significant differences according to the institution they work in, the state of the willing professional choice and the opinion on work efficiency. The teachers' tendency of liking children shows significant differences according to gender, marital status, the number of children, the opinion on work efficiency, the institution they work in and the state of the willing professional choice. The differences observed between the scores obtained from the teachers' personal accomplishment and depersonalization scales are not significant. The teachers' tendency of liking children demonstrates a significant relationship with depersonalization, emotional exhaustion, personal accomplishment and burnout.

Keywords: Liking Children, Preschool Teacher, Teachers, Burnout

1. Introduction

Education is a system, which is effective in the social, economic and cultural development of societies, educates generations of societies and prepares them for the future. The most basic and indispensable element of this system is the teacher. The teacher who deals with students, parents and people inside the education system may experience problems due to various reasons. In educational institutions, there are such problems as student-teacher and school-family conflicts, disciplinary problems of students, too bureaucratic work, difficulties of getting promotion, society's criticisms, the lack of society's support, pressures of social and political forces upon educational institutions, the lack of awarding and participation in the decision-making process in the institution (Campell, 1983). The problems that emerge as a result of a teacher's burnout concern not only that person, moreover, they also affect students, the school, parents and the environment close to him/her. Therefore, significant deteriorations are observed in the quality and quantity of educational services (Girgin and Baysal, 2005).

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Accordingly, burnout in teachers is a situation that is commonly observed, and that leads to the problems not only in teachers but the country's educational system (Kırılmaz et al., 2003). In this respect, it can be said that determining the levels of professional burnout and liking children of teachers that play a role in the education of a country, taking necessary measures and implementation of the decisions taken are of vital importance in terms of the country's future.

Burnout is defined as "power and energy loss as a result of failure, exhaustion, overloading or the state of an individual's exhaustion in internal resources as a result of unmet demands" and "an occupational hazard" (Freudenberger (1974:159), "the state of physical, emotional and mental exhaustion caused by a long-term exposure to situations that require emotional demands" (Pines and Aranson, 1988), "a negative reflection of negative emotions in their entirety on the work of an individual in case his/her work does not meet his/her demands and expectations" Cherniss (1980), "emotional exhaustion, depersonalization and the syndrome of low personal sense of accomplishment that occur in people who work in close interaction with people as a part of their job" Maslach and Jackson (1981), "a psychological syndrome emerging in a long term as a response to stress raisers in the workplace" Maslach (2003:189).

In the literature, the Maslach Burnout Inventory, which forms the theoretical framework for the research, is also named the "multi-dimensional model of burnout" or the "three-dimensional model of burnout". Emotional exhaustion in the individual dimension that is the beginning of burnout and can be observed most clearly expresses the reduction of emotional and physical resources of an individual, being tired and exhausted. In the individuals experiencing emotional exhaustion, tiredness, and fatigue when they wake up in the morning as if they had not slept at all and weakness still continues (Maslach, Jackson and Leiter, 1996; Wright and Bonett, 1997). Depersonalization, which is an interpersonal dimension of burnout, determines not paying any attention to people, for whom the service is provided, showing a negative reaction to them and becoming ineffective towards the job. The use of offensive language, development of strict rules and belief that others will do evil to them are observed in people experiencing depersonalization (Maslach et al., 2001). The feeling of low personal accomplishment expresses the dimension of the tendency of a person to evaluate himself/herself negatively, the reduction of personal competence feeling due to their having difficulty in fulfilling their responsibilities required by the job they do. In this case, the trust of the people around that person also decreases (Maslach et al., 2001; Wright and Bonett, 1997).

Occupational groups that work face to face with other people, provide service and help are accepted to be risky in terms of burnout. Teachers constitute one of the most important groups among these occupational groups (Akçamete et al., 2001: 1). Student-teacher and school-family conflicts, disciplinary problems of students, overcrowded classrooms, insufficient physical conditions, too bureaucratic work, low salary, the lack of career promotion, society's criticisms, pressures of social and political forces upon educational institutions and the lack of awarding and participation in the decision-making process in the institutions in educational services are just a few of the reasons for experiencing more burnout by teachers compared to other professions in general (Çokluk, 1999). Moreover, the increasing roles and responsibilities of teachers such as providing a sufficient cooperation between school and family, directing families regarding children's education, being in good relations with directors, colleagues, students, parents, school staff and environment while performing educational status also increase stress they experience (Akçamete et al., 2001; Cemaloğlu and Şahin, 2007).

These problems lead to the emergence of stress, anxiety and burnout, and reflect both on the educational environment and students, families and the whole society by leading to such results as low job performance, negative attitudes towards work, often repeated work absences, the desire to leave work and even physical and mental health deteriorations.

Preschool Teacher and Liking Children

Preschool education is the process of development and education also called early childhood, in which physical, psychomotor, social and emotional, mental and language developments are largely completed and personality is formed, accordingly, and which covers the period between 0-6 years from the day a child is born to the day when he starts basic education and takes a very important place in later lives of children. Preschool period is very important in human life, and education in this period significantly affects the life of a child in the future (Aral et al., 2001).

The discovery of child's abilities, meeting his needs, the acquisition of basic habits and preparation for life in the best way can be carried out with a qualified preschool education (Zembat, 2005). In the life of a child, the preschool teacher is the most important person after his mother and father. While the child gains various knowledge and skills with the help of his teacher, from one side, he is affected by his thoughts, emotional responses, values, habits, attitude and behavior, from the other side. For this reason, a teacher working in preschool education is expected to have a number of personal characteristics, in addition to the field information. Doing his job by a teacher with love to his profession, interest and attitude towards children and liking children, in particular, are the most important among these expectations (Aral et al., 2001; Barnett and Sinisi, 1990).

According to Rustin (1974), "a teacher who loves his students like their father or mother is superior to a teacher who knows well all the books but who does not love his job and students" (Rustin, 1974: 156). Love is one of the main pillars of education. A person who is not loved cannot be educated. According to Bayraklı (2007), liking students makes education tolerable and ensures bearing difficulties in child education. Love turns the difficulty of education into happiness. Love is a mutual communication. A child who sees that he is loved will love the trainer who educates him to the same degree. This mutual love will increase efficiency in education.

Liking children is the fundamental belief of an individual on the subject of children and being with children (Barnett and Sinisi, 1990). According to Helvacı (2009), being a teacher requires liking people, being patient and self-sacrificing. Ergün and Özdaş (1999) state that people who do not like children and teaching should not become teachers; liking children and paying attention to them both resolve discipline problems and ensure having an enjoyable class. People feel safe in the place where love is shared. Love is also the source of other positive emotions. A person who likes children is compassionate, merciful and well-intentioned. For this reason, the states of teachers' liking children are considered to be related to their attitudes towards their profession. According to Duyan and Gelbal (2008), liking children is one of the characteristics that teachers must have in addition to all these characteristics. To like a child is one of the most accepted forms of unrequited love. Ensuring a motivating learning environment and liking children are of great importance for successful education.

Teachers working in preschool education get tired both physically and mentally due to a number of reasons, such as intensive communication with children as part of their job, careful observations of children's development and behavior, giving continuous education in classes, classes' being overcrowded, and, in this situation, they sometimes may affect the levels of liking children (Cooper, 2001; Akkurt, 2008; Akyüz, 2000). When problems related to the teaching profession are considered, Pehlivan (2008) states that an important variable affecting the teachers' fulfillment of the roles that are expected of them, emphasizing the attitudes that cover the characteristics of liking teaching, respecting and acceptance are considered necessary. In order for teachers to perform their job without experiencing burnout for a long period, they must accept the group, to which they will serve, before and like it.

The tasks of preschool teachers are known to be difficult due to their performing a duty at the first stage of education. Liking children is considered to make the work of preschool teachers a little bit easier. How much teachers like children and how they communicate with them are important factors in the outcome of education. In the studies conducted by Veenman, (1984); Bozdoğan, Aydın and Yıldırım, (2007: 86). Marso and Pigge, (1994); Downing, Ryndak, and Clark, (2000), it is stated that it is required to like children, be patient, interested and gentle and be able to establish communication with children in order to become a pedagogue. In addition to liking children, the ability to show this love is among positive characteristics of a teacher (Aktaran: Gelbal and Duyan, 2011: 144). While Eskicumalı (2002) states that liking children is one of the main reasons for choosing the teaching profession, Gelbal and Duyan (2010) also emphasize that liking children is the most important factor of working with children. Lasley (1980) has emphasized that the state of liking children is an important condition in people who will choose teaching as their profession and stated that personal characteristics, such as liking or not liking children, being loving, have been also mentioned in the studies conducted on effective teaching in recent years. Liking children also affects the competence of a teacher in his area in a positive way.

Durmuşoğlu Saltalı and Erbay (2013) have determined a significant relation between liking children and speaking, listening, and empathy skills that preschool teachers use in the communication they establish with children. In the studies conducted by Kasapoğlu and Akyol (2012) with preschool teacher candidates, they have put forward that the level of liking children explains 13% of the variance of the attitude towards children's rights. In the study on education faculty students' tendency of liking children, Çimen (2015) has identified that the tendency of liking children of the students of preschool education department is at a higher level than of the students of other departments.

Burnout has been the subject of many researches. When the literature on this subject is reviewed, it is seen that the number of studies conducted on this subject has increased in Turkey, especially in recent years, in comparison with many researchers conducted on the subject of burnout and teachers' burnout abroad. However, there is no study on occupational burnout of preschool teachers and their tendency of liking children. This study has been conducted in order to determine whether there is a relationship between preschool teachers' tendency of liking children and burnout levels. Knowledge of the factors that affect preschool teachers' tendency of liking children and burnout levels is considered to be effective in the reduction of burnout level and, therefore, contributes to finding a solution to these negative situations related to the teachers identified as a result of researches.

Method

This research is a study appropriate for the relational screening model of screening models, which has been planned with the purpose to examine preschool teachers' tendency of liking children and the levels of occupational burnout. Screening models are research approaches aiming at describing a situation that has existed in the past or exists currently as it is. A screening approach that aims at determining the presence of covariance between two or more variables or its level is called the relational screening approach. Relational screening is in two ways. These are the relationship of correlation type and the relationship obtained by comparison (Karasar, 2011).

Population and Sample Study Group

The population of the research consists of the teachers working in kindergartens in Istanbul city center in the academic year of 2014-2015. 225 teachers working in kindergartens that have been determined by the random sampling method in the districts of Ümraniye and Küçükçekmece constitute the sample. The distribution of gender and percentage distribution of the teachers in the sample group of the research are presented in Table 1.

Table 1: Gender and Percentage Distribution of the Teachers

Gender	N	Percent %
Female	211	93.8
Male	14	6.2
Total	225	100

As it is seen in Table 1, 211 (93.8%) of the teachers are female, and 14 (6.2%) of them are male.

Data Collection Tools

The research data have been collected using the "Personal Information Form", "Barnett Liking of Children Scale" and "Maslach Burnout Inventory".

Personal Information Form: Has been developed by the researcher for the purpose of collecting information on a number of variables related to preschool teachers. In the personal information form, there are questions regarding the age, education level, the number of in-service training attended and participation in social activities of a teacher.

Barnett Liking of Children Scale: Is an assessment tool of the self-report type developed by Barnett and Sinisi (1990) with the purpose of assessing people's attitudes towards children. The reliability and validity of the assessment instrument for Turkey were conducted by Duyan and Gelbal (2008). In the study conducted by Duyan and Gelbal (2008), the test-retest reliability was calculated as 0.85 and internal consistency coefficient was calculated as 0.92. Within the scope of this research, the Cronbach alpha value of the scale was recalculated and was found to be .86. With these values calculated, the scale was accepted as a valid and reliable assessment instrument in determining whether people like children. There are 14 items in the scale, statements of opinion at seven degrees varying from the individuals' response "Totally disagree" to "Totally agree" are required for the opinion expressed in every item.

Four of the items that aim to determine liking of children have a negative meaning, and ten of them have a positive meaning. When scoring positive items, the response "Totally agree" is scored with "7", and the response "Totally disagree" is scored with "1." In the scoring of negative items, the response "Totally disagree" is scored with "7", and the response "Totally agree" is scored with "1." Scores that can be got from the scale vary between 14-98.

In this study, the score between 14-38 has been determined as a low, the score between 39-74 as middle, and the score between 75-98 as a high score of liking children (Gelbal and Duyan, 2010).

Maslach Burnout Inventory: Maslach Burnout Inventory (MBI) is an inventory that has been developed by Maslach and Jackson (1981) and is widely used in order to evaluate the burnout of teachers. It consists of 22 items answered with 5-point grading in total and evaluates burnout in three dimensions. There are 9 items related to fatigue and tiredness, decrease in emotional energy that affect teaching activities in the dimension of Emotional Exhaustion (EE), there are 5 items that express negative emotions towards students in the depersonalization (D) dimension, and there are 8 items related to the teachers' fulfilling the purpose of helping students in their learning in the subdimension of Personal Accomplishment (PA). Subscale scores are evaluated as never (0), very rarely (1), sometimes (2), most of the time (3), always (4) for each item; and the subscale score of Personal Accomplishment (PA) is evaluated in the way opposite to this (Sucuoğlu and Kuloğlu, 1996). When the score got from all subscales increases, it is accepted that burnout increases.

All three dimensions of the scale are evaluated separately. Those scores got from the dimensions of emotional exhaustion and depersonalizations are high, and the scores got from the dimension of the decrease in personal accomplishment are low shows that the state of burnout is high. Each statement takes a value between 0-4.

"In the research, burnout has been divided into three groups, low, middle and high, taking the maximum score that can be obtained from the scale into consideration. According to this, the scores of 27 and above in the subdimension of emotional exhaustion have been accepted to be high burnout, the obtained scores varying between 17-26 have been accepted to be middle burnout, and scores between 0-16 have been accepted to be burnout at a low level. The scores of 13 and above in the subdimension of depersonalization have been accepted to be high burnout, the obtained scores varying between 7-12 have been accepted to be middle burnout, and scores between 0-6 have been accepted to be burnout at a low level. The scores of 39 and above in the subdimension of personal accomplishment have been accepted to be high burnout, the obtained scores varying between 32-38 have been accepted to be middle burnout, and the scores between 0-31 have been accepted to be burnout at a low level" (Izgar, 2000). Burnout scores between 76-110 were accepted to be high, between 38-75 to be middle, and between 0-37 to be low.

The validity and reliability coefficients of the teacher form of the Maslach Burnout Scale were determined by Maslach and Jackson (1981). The reliability coefficient of the scale was determined as 0.88 for emotional exhaustion, as 0.83 for personal accomplishment, and as 0.72 for the subdimension of depersonalization. The studies on the adaptation of the scale in Turkey were conducted by Girgin (1995) and Baysal (1995). Girgin determined the reliability coefficient as 0.87 for emotional exhaustion, as 0.74 for personal accomplishment, and as 0.63 for depersonalization. Baysal accepted it to be 0.74 for emotional exhaustion, 0.77 for personal accomplishment, and 0.75 for depersonalization.

Statistical Techniques Used in the Data Analysis

Whether the scores of the "Liking of Children Scale" used in the research meet the normality hypothesis has been tested by the Kolmogorov-Smirnov test. Due to the fact that the significance value obtained is less than .05 the distribution has not met the normality assumption. For this reason, the Mann-Whitney U test has been applied for the significance of the difference between dual averages, and the Kruskal-Wallis test has been applied for the significance of the difference between more than two averages. The Mann-Whitney U test has been used in order to detect between which groups there is a difference between more than two averages.

Furthermore, the multiple regression analysis has been performed in order to put forward whether it predicted the teachers' tendency of liking children in a meaningful way with the burnout subscale scores (Depersonalization, Emotional Exhaustion, Personal Accomplishment).

Findings

In this study, it has been aimed to investigate the relation between preschool teachers' tendency of liking children and occupational burnout. The findings obtained as a result of statistical analyses conducted are presented in the form of tables below.

Table 2: Descriptive Statistics of Burnout and Subscales and the Scale of Liking Children Tendency

Scales	X̄±S	Minimum	Maximum
Emotional	9.22±5.87	0.0	24
Depersonalization	2.52±2.62	0.0	13
Personal accomplishment	8.60±4.65	0.0	28
Burnout	20,49±9.95	2	48
Liking children	88.68±8.42	49	98

As it is seen in Table 2, it is observed that the arithmetic mean of the teachers' emotional exhaustion scale is 9.22, of the depersonalization scale is 2.52, of the personal accomplishment scale is 8.60, and of the burnout scale is 20.49. Due to the fact that the mean of the scores of the emotional exhaustion scale is 9.22, the levels of the teachers' emotional exhaustion are low. Since the mean of the scores of the depersonalization scale is 2.52, the levels of depersonalization are low. Since the mean of the scores of the personal accomplishment scale is 8.60, the mean of the personal accomplishment scores is low.

Due to the fact that the maximum score that can be got from the burnout scale is 110 and the scale is of 5-point Likert-type, the value that is obtained by dividing 110 into 5 is 22. According to the fact that the mean of the score of the burnout scale in this study is 20.49, the burnout of the teachers is low.

Table 3. The Mann-Whitney U Test's Results of the Scores of the Personal Accomplishment and Tendency of Liking Children Scales from the Burnout Subscales by Gender

Variables	Gender	N	Mean rank	Rank sum	U	p
Personal accomplishment	Female	211	114,64	24190.00	1130.00	.038
	Male	4	88,21	1439.50		
Liking children	Female	211	114,00	24054,50	1126.00	.035
	Male	4	87,89	1370,50		

The teachers' scores of the "Personal Accomplishment Subscale" demonstrate significant differences according to gender U=1130.0, p<.05. When the mean ranks are taken into consideration, it is seen that the female teachers' scores of the personal accomplishment scale are high compared to male teachers. The teachers' scores of the "Liking Children Scale" demonstrate significant differences according to gender U=1126.00, p<.05. When the mean ranks are taken into consideration, it is seen that the female teachers' scores of the liking children scale are high compared to male teachers.

The differences that are observed between groups by the gender variable of the teachers' scores of the Burnout and other subscales are not significant.

Table 4: The Mann-Whitney U Test's Results of the Scores of the Burnout and Subscales and the Scale of Liking Children Tendency by the Institution of Employment

Variables	Institution of Employment	N	Mean rank	Rank sum	U	p
Burnout	Public	145	121,64	17638,50	4401,50	.004
	Private	79	95,72	7561,50		
Emotional	Public	145	117,42	17026,00	5014,00	.123
	Private	79	103,47	8174,00		
Depersonalization	Public	145	121,14	17565,50	4474,50	.006
	Private	79	96,64	7634,50		
Personal accomplishment	Public	145	123,42	17895,50	4144,50	.001
	Private	79	92,46	7304,50		
Liking children	Public	145	103,44	14998,50	4413,50	.004
	Private	79	129,13	10201,50		

The teachers' scores of the "Burnout Scale" demonstrate significant differences according to the institution of employment U=4401.50, p<.01. When the mean ranks are taken into consideration, it is seen that the burnout scale scores of the teachers working in the public sector are high compared to the teachers working in the private sector. The teachers' scores of the "Emotional Exhaustion Scale" do not show significant differences according to their institution of employment U=5014.00, p>.01. The teachers' scores of the "Depersonalization Scale" demonstrate significant differences according to the institution the teachers work in U=4474.50, p<.01. When the mean ranks are taken into consideration, it is seen that the depersonalization scale scores of the teachers working in the public sector are high compared to the teachers working in the private sector.

The teachers' scores of the "Personal Accomplishment Scale" show significant differences according to their institution of employment U=4144.50, p<.01. When the mean ranks are taken into consideration, it is seen that the Personal Accomplishment scale scores of the teachers working in the public sector are high compared to the teachers working in the private sector. The teachers' scores of the "Liking Children Scale" demonstrate significant differences according to the institution the teachers work in U=4413.50, p<.01. When the mean ranks are taken into consideration, it is seen that the liking children scale scores of the teachers working in the private sector are high compared to the teachers working in the public sector.

Table 5: The Mann-Whitney U Test's Results of the Scores of the Burnout and Subscales and the Scale of Liking Children Tendency According to the State of the Willing Professional Choice

Variables	Professional choice	N	Mean rank	Rank sum	U	p
Burnout	Yes	205	111,89	22938,00	1823,00	.040
	No	20	124,35	2487,00		
Emotional exhaustion	Yes	205	111,09	22773,00	1658,00	.015
	No	20	132,60	2652,00		
Liking children	Yes	205	114,71	23515,00	1700,00	.020
	No	20	95,50	1910,00		

The teachers' scores of the "Burnout Scale" show significant differences according to the teachers' state of the willing professional choice U=1823.00, p<.05. When the mean ranks are taken into consideration, it is seen that the burnout scale scores of the teachers who have chosen their profession willingly are low compared to the teachers who have chosen their profession not willingly. The teachers' scores of the "Emotional Exhaustion Scale" show significant differences according to the teachers' state of the willing professional choice U=1658.00, p<.05. When the mean ranks are taken into consideration, it is seen that the emotional exhaustion scale scores of the teachers who have chosen their profession willingly are low compared to the teachers who have chosen their profession not willingly. The teachers' scores of the "Liking Children Scale" show significant differences according to the teachers' state of the willing professional choice U=1700.00, p<.05. When the mean ranks are taken into consideration, it is seen that the liking children scale scores of the teachers who have chosen their profession willingly are high compared to the teachers who have chosen their profession not willingly.

The differences that are observed between the scores obtained from the teachers' Personal Accomplishment and Depersonalization scales of the Burnout Subscales are not significant.

Table 6: The Kruskal-Wallis Test's Results of the Scores of the Liking of Children Tendency Scale according to Some Variables

Variables		N	Mean rank	sd	Chi-square	p	Significant difference
Marital status	A. Married	116	117.91	2	12.69	.026	A-B C-B
	B. Single	107	106.05				
	C. Divorced	2	200.25				
The number of children	A.No children	143	108.16	2	14.87	.003	A-C B-C
	B.1-2	75	123.57				
	C.3 and more	6	77.58				
Work efficiency	A.Good	137	118.42	2	13.88	.014	A-C B-C
	B.Middle	20	104.05				
	C.Bad	66	94.28				

The teachers' scores of the "Liking of Children Scale" show significant differences according to the marital status $\chi2=$ (sd=2, n=223) =12.69, p<.05. According to the findings obtained from the Mann-Whitney U test conducted in order to put forward between which groups there is the between-group difference, it has been observed that the tendency of liking children of those who are married is higher compared to those who are single, and of those who are divorced compared to those who are single. In other words, the tendency of liking children of those who are single is lower than of those who are married and divorced. The teachers' scores of the "Liking of Children Scale" show significant differences according to the number of children $\chi2 =$ (sd=2, n=224) =14.87, p<.01. According to the findings obtained from the Mann-Whitney U test conducted in order to put forward between which groups there is the between-group difference, it has been observed that the tendency of liking children of those who do not have children is higher compared to those who have 3 and more children, and of those who have 1-2 children compared to those who have 3 and more children. In other words, the tendency of liking children of those who have 1-2 children is higher than of those who have 3 and more children and of those who do not have children.

The teachers' scores of the "Liking of Children Scale" show significant differences according to the opinion on work efficiency $\chi2 =$ (sd=2, n=223)=13.88, p<.05. According to the findings obtained from the Mann-Whitney U test conducted in order to put forward between which groups there is the between-group difference, it has been observed that the tendency of liking children of those who think they are good at work efficiency is higher compared to those who think they are bad at work efficiency and of those whose work efficiency is at a middle level compared to those who think they are bad at work efficiency. In other words, the tendency of liking children of those who think their work efficiency is good is higher.

Table 7: The Kruskal-Wallis Test's Results of the Scores of the Burnout and Subscales According to Some Variables

Variables	Work Efficiency	N	Mean rank	sd	Chi-square	p	Significant difference
Depersonalization	A.Good	137	107,47	2	10,258	.027	B-A
	B. Middle	20	148,18				
	C. Bad	66	110,43				
Emotional	A.Good	137	100,40	2	12,113	.002	B-A C-A
	B. Middle	20	140,15				
	C. Bad	66	127,55				
Personal Accomplishment	A.Good	137	100,12	2	12,171	.002	B-A C-A
	B. Middle	20	133,48				
	C. Bad	66	130,16				
Burnout	A.Good	137	99,09	2	15,118	.002	B-A C-A
	B. Middle	20	144,43				
	C. Bad	66	128,96				

The teachers' scores of the "Depersonalization Subscale" show significant differences according to the opinion on work efficiency $\chi2=$(sd=2, n=223)=10.26, p<.05. According to the findings obtained from the Mann-Whitney U test conducted in order to put forward between which groups there is the between-group difference, it has been observed that the depersonalization tendency is higher in those who think they are middle at work efficiency compared to those who think they are good at work efficiency.

The teachers' scores of the "Emotional Exhaustion Subscale" show significant differences according to the opinion on work efficiency $\chi2$ =(sd=2, n=223)=12.13, p<.01. According to the findings obtained from the Mann-Whitney U test conducted in order to put forward between which groups there is the between-group difference, it has been observed that the tendency of emotional exhaustion is higher in those who think they are bad at work efficiency compared to those who think they are good and in those who think they are middle compared to those who think they are good. The teachers' scores of the "Personal Failure Subscale" show significant differences according to the opinion on work efficiency $\chi2$ =(sd=2, n=223)=12.17, p<.01. According to the findings obtained from the Mann-Whitney U test conducted in order to put forward between which groups there is the between-group difference, it has been observed that the tendency of personal failure is higher in those who think they are middle at work efficiency compared to those who think they are bad and compared to those who think they are good. The teachers' scores of the "Burnout Scale" show significant differences according to the opinion on work efficiency $\chi2$ =(sd=2, n=223)=15.18, p<.01. According to the findings obtained from the Mann-Whitney U test conducted in order to put forward between which groups there is the between-group difference, it has been observed that the burnout tendency is higher in those who think they are bad at work efficiency compared to those who think they are good and in those who think they are middle compared to those who think they are good.

Table 8: Multiple Regression Analysis in Relation to the Prediction of Liking of Children Tendency

Variable	B	Standard Error	ß	T	p	Double r	Partial r
Fixed	96,53	1.194		80.85	.000		
Depersonalization	-,781	.238	-.243	-3.288	.001	-.445	-.068
Emotional	-.363	.104	-.253	-3.510	.001	-.435	-.026
Personal Accomplishment	-.286	.110	-.158	-2.594	.010	-.293	-.020
R=0.51 R²=0.27 F(4,20)=26.512 P=.000	-						

In order for the multiple regression analysis conducted to be valid, firstly the presuppositions of the multiple regression analysis have been tested. As a result of the presupposition analyses conducted, it has been determined that the present model is valid. As a result of the multiple regression analysis, Depersonalization, Emotional Exhaustion, and Personal Accomplishment show a significant relationship with the teachers' tendency of liking children (R=0.51, R²=0.27, p<0.001). The tendency of liking children with three variables mentioned explains 27% of the variance. According to the standardized regression coefficient (ß), the relative order of importance of predictor variables on liking children is depersonalization, emotional exhaustion, and personal accomplishment. It has been determined that the tendency of liking children is affected by the variables of "depersonalization" [(B= -.781), (p<0.05)], "Emotional exhaustion" [(B= -.363), (p<0.05)] and "Personal accomplishment" [(B= -.286), (p<0.05)] in a negative way. As a result of the multiple regression analysis conducted, the following model that is valid statistically has been achieved. The Tendency of Liking Children = 96.53 – 0.781 (Depersonalization) – 0.363 (Emotional exhaustion) – 0.286 (Personal accomplishment)

Result, discussion and recommendations

In this study, the attempt to determine the relationship between the tendency of liking children and burnout of preschool teachers has been made. According to the study findings, it has been determined that the burnout levels of preschool teachers are low, the tendency of liking children is high, and there is a relationship between the levels of occupational burnout and the tendency of liking children.

According to the findings obtained, the teachers that have participated in the research have a low perception of burnout. Some studies in the literature (Sarros, 1988; Örmen, 1993; Bibou-Nakou et al., 1999; Aydın, 2002; Evers, Tomic and Brouwers, 2004; Koustelios and Tsigilis, 2005; Egyed and Short, 2006; Babaoğlan, 2006; Platsidou, 2010; Sözbilir et al., 2010; Yılmaz, 2012; Tuna and Çimen, 2013; Yeğin, 2014; Çatır, 2014; Koralay, 2014; Kaymaz, 2015; Çelik and Yılmaz, 2015) have determined the burnout levels to be low. These studies are in line with the findings of this research. In some of the studies conducted on burnout in the literature (Cemaloğlu and Kayabaşı, 2007; Şahin, 2007; Gündüz, 2006; Maraşlı, 2005; Tümkaya, 1996; Baysal, 1995; Kırılmaz et al., 2000; Izgar, 2000; Dolunay, 2001; Şahin, 2010; Çelik, 2011; Aydemir, 2013; Demir and Kara, 2014), it is seen that burnout perceptions appear to be at a middle and high level. When considered in general, research results show that the teachers' burnout levels are at a low level. It is understood that although the profession of a teacher is a profession, in which face-to-face human relationships are experienced intensely, teachers have a low perception of burnout.

According to the research findings, it is seen that the levels of liking children of preschool teachers are high. The levels of liking children have been determined to be high in the students of the nursing and midwifery department by Akgün (2013), in the nurses working in the paediatrics ward by Erdem and Duyan (2011), in the students of the child development and education department and social services department by Duyan and Gelbal (2008), in the primary school teachers by Gelbal and Duyan (2010), in the preschool teachers by Durualp and Ünal (2013), Kasapoğlu and Akyol (2012), Ercan (2014) and Saltalı and Erbay (2013), in the preschool teacher candidates by İman (2014) and Çimen (2015). These results are similar to the results of this study. That the scores of liking children are high in the professions working with children gives rise to the thought that individuals who like children choose to work with children.

While the research findings show that there is no significant relationship between teachers' gender and the level of emotional exhaustion and depersonalization level, there is a significant relationship between teachers' gender and the levels of personal accomplishment. While teachers' being female or male is not effective in emotional exhaustion and depersonalization, it is seen to be effective in personal accomplishment. The levels of personal accomplishment of female teachers have been found to be higher than of male teachers. This finding can be interpreted in a way that gender difference does not matter in the teaching profession in terms of other factors, with the exception of personal accomplishment, and professional roles have not changed according to gender. Moreover, the studies of Örmen (1992), Izgar (2000), Barut and Kalkan (2002), Girgin and Baysal (2005), Kırılmaz, Çelen and Sarp (2003), Dolunay (2002), Gündüz (2006), Kayabaşı (2008), Akman et al. (2010), Ergin (1992), Uçman (1990), Arıcan (1999), Karahan and Balat (2011) are similar with the findings of this study. The studies that investigate the relationship between the teachers' burnout levels and gender reveal results different from each other. The studies indicating that there is no significant relationship between teachers' gender and burnout levels are the studies by Kırılmaz, Çelen and Sarp (2000); Dolunay (2001); Güneri and Özdemir, (2003); Gündüz (2004); Naktiyok and Karabey (2005); Maslach and Jackson, (1981); Çavuşoğlu (2005); that there is no burnout difference according to gender has been determined by Emlek (2005) among primary school teachers and administrators, by Oruç (2007) among teachers working in the sphere of private education, by Akman et al. (2010) and Toplu (2012) among kindergarten teachers, by Toker (2011) in academicians, by Tetik et al. (2012) among primary and secondary school teachers, by Ergül et al. (2013) among classroom teachers, by Vatansever and Günay (2015) among teachers of medical vocational high schools. In addition to this, there are also studies showing that males experience more occupational burnout than females. The studies by Deryakulu (2005), Şanlı (2006), Dilsiz (2006), Cemaloğlu and Şahin (2007), Erçen (2009), Karakuş (2008), Karataş (2009), Kuvan (2009), Sezgin and Kılınç (2012) show that there is no significant difference between the gender variable and burnout level.

According to the research findings, the preschool teachers' tendency of liking children shows significant differences according to gender. Female teachers like children more than male teachers. In the studies conducted by Barnett and Sinisi (1990), Özkara (2013) with classroom teacher candidates, by Akgün (2013) with nursing and midwifery students, by Ercan (2014) with teachers, by Yazıcı (2013) with preschool teacher candidates, by Arslan et al. (2013), İman (2014) with preschool teacher candidates and Kaynak et al. (2015) with preschool teacher candidates and Çimen (2015) with the students of the faculty of education, gender has been determined to be an effective variable in liking children. These findings support this study. That the scores of liking children in the professions working with children are high gives rise to the thought that individuals who like children prefer to work with children.

However, this situation related to gender conflicts with the research by Gelbal and Duyan (2010) of the states of liking children of primary school teachers and the research conducted by Aksoy and Baran (2011), in which they have investigated the states of liking children of classroom teacher candidates. In their researches, Gelbal and Duyan (2010), Aksoy and Baran (2011), Durualp and Ünal (2013) have indicated that there is no significant relationship between the gender variable and the state of liking children. That the scores of liking children are high shows that teachers have positive attitudes towards children to whom they give education. Due to the fact that preschool education covers children in the 0-6 age group, it aims at all areas of development together with gaining self-care skills. Since child care and education are considered to be a role attributed to women, female preschool teacher candidates might have demonstrated a more positive attitude towards children compared to male teacher candidates.

According to the research findings, the burnout levels of preschool teachers show significant differences according to the institution they work in. It is observed that the burnout levels of the teachers working in public preschool education institutions are high compared to the teachers working in the private sector. The burnout levels have been determined to be higher in music teachers working in public schools by Korkmaz (2004), in primary school teachers by Gündüz (2004), in preschool teachers by Öztürk (2006), in kindergarten teachers by Yıldırım (2007), in academicians working in state universities by Çağlayan (2007), in teachers by Dilber (2009), in preschool teachers by Teltik (2009), in teachers working in public schools by Ulutaşdemir (2012), in primary school teachers by Seferoğlu et al. (2014). The results of these studies support our findings. Erçen (2009) has stated that the burnout levels of the teachers working in preparatory schools (private education institutions) are higher than of the teachers working in public schools. It can be said that the differentiation of the occupational burnout level by the type of institution arises from the difficulties in working environments of the teachers working in public institutions, the number of students and physical conditions.

According to the research findings, while the preschool teachers' levels of emotional exhaustion do not show significant differences according to the institution of employment, their depersonalization levels show significant differences. Accordingly, depersonalization levels of the teachers working in the public sector are higher compared to the teachers working in the private sector. Similarly, the level of personal accomplishment demonstrates significant differences according to the institution of employment. According to this, the levels of personal accomplishment are higher in teachers working in the public sector compared to the teachers working in the private sector. Karahan and Balat (2011) have determined that teachers working in public schools burn themselves out to a significant extent in the subdimension of personal accomplishment compared to the teachers working in private schools, Izgar (2000) has determined that the personal accomplishment scores of the directors working in public schools are significantly lower than of the private school directors. Korkmaz (2004) has determined that more emotional exhaustion and depersonalization are observed in music teachers working in public schools compared to music teachers working in private schools, and music teachers working in private schools experience more personal failure compared to music teachers working in public schools. Deryakulu (2005) has found the average of depersonalization scores of computer teachers working in public schools to be high compared to computer teachers working in private schools. Öztürk (2006) has indicated that the averages of depersonalization scores are the lowest in the teachers working in kindergartens under the public elementary education.

That public schools have fewer opportunities, physical and technical shortcomings, the over crowdedness of classrooms, etc. may be the reasons for a more frequent observing of emotional exhaustion and depersonalization in preschool teachers in public schools, and less experiencing personal accomplishment. Otacıoğlu (2008) has determined that music teachers working in private institutions experience more emotional exhaustion compared to teachers working in public institutions and Dilsiz (2006) has determined that teachers working in private schools experience more emotional exhaustion compared to teachers working in public institutions.

From these results, it can be said that, although institution conditions of private schools are much better compared to those in public schools, the feeling of incompetence that results from the fact that the expectations of parents and directors in private schools are higher will be the reason for burnout.

According to the research findings, the preschool teachers' state of liking children differs by the institution they work in. It is seen that the state of liking children of the teachers working in private preschool educational institutions is higher than that of the teachers working in the public sector.

It can be said that the lack of the number of students in private preschool educational institutions, close relationship with parents, the lack of the number of teachers and the state of institution executives' close supervision of teachers have effects on the teachers' states of liking children. According to the research findings, the burnout levels of preschool teachers show significant differences compared to the teachers' state of the willing professional choice. It is observed that the burnout levels of the teachers who choose their profession willingly are lower than of the teachers who choose their profession reluctantly. There are many studies supporting our findings. Among these, Gençer (2002); Dolunay (2001); Kırılmaz et al. (2003); Vızlı (2005); Aksoy (2007); Akten (2007); Şahin (2007); Oruç (2007); Kan (2008); Cihan (2011); Yıldız (2011); Erkul and Dalgıç (2014) have determined that the burnout levels of the teachers who willingly choose their profession are less than the burnout levels of the teachers who reluctantly choose their profession. These results show parallelism with the result of this study. Şahin (2007) and Yıldız (2011) determined that teachers who reluctantly chose their profession suffer more burnout in all subdimensions compared to the teachers who willingly chose their profession.

According to the research findings, the emotional burnout levels of preschool teachers show significant differences compared to the state of willing professional choice. It is seen that the emotional burnout levels of the teachers who willingly chose their profession are lower compared to those of the teachers who reluctantly chose their profession. Emotional burnout levels were found to be low in primary school teachers by Girgin (1995), in teachers by Gençer (2002), in teachers working with people with mental disabilities by Girgin and Baysal (2005), in teachers by Dolunay and Piyal (2003), in teachers by Cemaloğlu and Şahin (2007), in guidance teachers by Akten (2007), in primary school teachers by Özcan (2008), in kindergarten teachers by Kan (2008), in physical education teachers by Soyer et al. (2009), in teachers who like the profession, who willingly chose the profession and who find their profession suitable for themselves by Akman et al. (2010), Ak (2014). Gürbüz (2008) has determined that there is no difference in the personal accomplishment dimension, in which teachers who reluctantly chose their profession experience more emotional burnout and depersonalization.

Unlike the findings of this research, there are also studies indicating that there is no significant relationship between the state of willing or reluctant professional choice and burnout levels. A difference has been observed between professional choice and burnout in private education teachers by Kulaksız et al. (2003) and in teachers working in professional and technical education institutions by Besler (2006). Maraşlı (2005) has concluded that teachers who willingly chose their profession experience more intense burnout. Erkul and Dalgıç (2014) have concluded that teachers who reluctantly chose their profession experience more emotional burnout and depersonalization compared to teachers who willingly chose their profession. Aksoy (2007) and Akten (2007) have concluded that there was a significant difference in the depersonalization and personal accomplishment levels of the variable of occupational choice and that teachers who reluctantly chose their profession experience more burnout compared to the teachers who willingly chose their profession. It is seen that burnout levels of the teachers who willingly perform their profession are low in the levels of depersonalization, emotional burnout, and personal accomplishment. Ultimately, it can be said that performing job willingly and fondly with positive thoughts contributes to the neutralization of other problems experienced.

According to the research findings, the preschool teachers' tendency of liking children shows significant differences according to the state of willing profession choice. It is seen that the tendency of liking children of the teachers who willingly choose their profession is high compared to the teachers who reluctantly choose their profession. Marso and Pigge (1994); Hacıömeroğlu and Taşkın (2010); Ubuz and Sarı (2008); Aksoy and Baran, (2011); Özkan (2012); Durualp and Ünal (2013); Çelik et al. (2013) have determined in their studies that the levels of liking children of the teachers who willingly chose their profession are higher. These results show parallelism with our findings. The fact that a teacher willingly chooses the profession, gives importance to it, likes it and is committed to the profession will affect the relationships with children, and professional success is an expected situation. According to the research findings, the preschool teachers' tendency of liking children shows significant differences according to their marital status. It was observed that the tendency of liking children was high in those who are married compared to those who are single, and in those who are divorced compared to those who are single. The scores of liking children were observed to be higher in married teachers compared to unmarried and widowed teachers, and in teachers with children compared to teachers without children in the study by Gelbal and Duyan (2010). The scores of liking children were observed to be higher in married nurses in the study by Erdem and Duyan (2011).

A teacher who also has a child can establish a connection with the children in his/her class whenever he/she looks at them, and this may be a factor increasing the love of children. Ercan (2014) has determined that teachers' liking of children does not show significant differences depending on whether they are single or married.

According to the research findings, the preschool teachers' tendency of liking children shows significant differences according to the number of children. The tendency of liking children was observed to be higher in those without children compared to those with three and more children, and in those with 1-2 children compared to those with three and more children. In their study carried out with primary school teachers, Gelbal and Duyan (2010) have found the scores of liking children to be higher in teachers who are married, have children and work as classroom teachers. No significant relationship was observed between having a child and the number of children and the tendency of liking children in married nurses by Erdem and Duyan (2011), in preschool teachers by Durualp and Ünal (2013), in teachers by Ercan (2014), and in nurses by Büyük et al. (2014).

According to the research findings, the preschool teachers' tendency of liking children shows significant differences according to their thoughts on work efficiency. The tendencies of liking children were observed to be higher in those who think they are good at work efficiency compared to those who think they are bad at it, and in those who find their work efficiency to be at a medium level compared to those who find it to be bad. Liking people and children can be considered to have an important part in teacher's success. A teacher who likes children and loves his/her job is expected to be efficient in the profession and, accordingly, to experience burnout at lower levels.

According to the research findings, the preschool teachers' scores of emotional burnout levels show significant differences according to their thoughts on work efficiency. The tendencies of emotional burnout were observed to be higher in those who think they are bad at work efficiency compared to those who think they are good at it, and in those who think they are at the middle level compared to those who think they are good at it. Özer (1998), Akten (2007) concluded that the burnout in the form of emotional burnout and personal failure was more observed in guidance teachers who assessed the professional functioning level as "medium-bad." The burnout levels of the teachers who assessed their professional efficiency as "very good" were found to be lower compared to those who assessed as "good" or "not bad" in primary school teachers by Girgin (1995), in high school teachers by Baysal (1995), in high school teachers by Dolunay (2001), and by Dolunay and Piyal, (2003). Burnout was found to be high in each of the three subcomponents in teachers by Ulutaşdemir (2012), and in teachers who considered to have professional burnout by Ak (2014). In their study carried out in teachers working in primary education, Kırılmaz et al. (2003) reported that professional efficiency level did not affect the level of burnout. It can be considered that teachers who think they are efficient in their profession can experience lower levels of burnout for such reasons as satisfaction from efficiency and fulfillment of professional expectations.

According to the research findings, the preschool teachers' personal failure levels show significant differences according to their thoughts on work efficiency. The personal failure levels of those who think their work efficiency is at the moderate rate were observed to be higher compared to those who think they are bad and good. When the studies examining the relationship between their own perceptions about how the profession is performed and burnout are reviewed, it is understood that the results obtained are similar to the results of this research. Çelik (1990); Girgin (1995); Yıldırım (1996); Özer (1998) and Akten (2007) determined that the guidance teachers indicating that they performed the profession as "moderate-bad" experienced the feeling of burnout in the dimensions of emotional burnout and personal failure compared to the guidance teachers indicating that they performed the profession as "good-very good". The fact that the teachers who regard themselves unsuccessful in their profession without self-confidence experience more feeling of burnout at a higher level compared to the teachers who regard themselves successful in their profession and who work willingly with self-confidence can be interpreted as a natural result.

According to the research findings, the preschool teachers' burnout levels show significant differences according to their thoughts on work efficiency. The tendencies of burnout of those who think their work efficiency is bad were observed to be higher compared to those who think it is good and moderate. It was observed that more burnout was experienced at the levels of depersonalization, emotional burnout and personal accomplishment of the teachers who regard themselves as inefficient in the profession in high school teachers by Baysal, in primary school teachers by Girgin, and by Özcan (2008), Dolunay and Piyal (2003), Çelebi (2013).

Cemaloğlu and Şahin (2007) have determined that teachers who regard themselves inefficient in their profession experience more burnout at the levels of depersonalization, emotional burnout, and personal accomplishment. It can be said that teachers who find themselves inefficient experience more burnout because they are more stressful. It can be said that individuals who think that the height of burnout level adversely affects the professional efficiency in a mutual interaction or that they are efficient in their profession experience lower levels of burnout for such reasons as satisfaction from efficiency and fulfillment of professional expectations.

As a result, the preschool teachers' burnout levels were found to be low, their tendency of liking children was found to be high. Depersonalization, Emotional Burnout, and Personal Accomplishment have significant relationships with teachers' tendency of liking children. It is seen that burnout is an important factor affecting the preschool teachers' tendency of liking children among other variables. Predictor variables' relative order of importance on liking children appears as depersonalization, emotional burnout, and personal accomplishment. In other words, professional burnout decreases as the teachers' tendency of liking children increases.

Recommendations

In the research, the preschool teachers' liking of children was observed to affect their professional burnout. The preschool teachers' tendency of liking children is affected by depersonalization, emotional burnout, and personal accomplishment, respectively. Measures to eliminate factors causing teachers' professional burnout should be taken. Teaching profession requires love. Willing professional choice and liking children to be worked with will raise the efficiency and accomplishment. It was observed in the research that the burnout scores of those who reluctantly chose their profession were high. Considering these results, the accurate guidance of teacher candidates is of great importance at the stage of professional choice. It is necessary to give good consultation and guidance services in the choice of profession, to ensure that teachers willingly choose their profession, and to take into account this in the choosing of teacher training schools and faculties.

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