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Editor's Welcome Message

The publication of the Mediterranean Journal of Social & Behavioral Research (MJOSBR) is going to be an important contribution for social and behavioral sciences. This journal has emerged as a result of international collaboration among academic scholars throughout the world. The editorial board consists of different academics from many countries. We welcome submissions to bring international quality of MJOSBR. The strength of any good journal arises from interdisciplinary academic perspectives represented by the members of its editorial board. With the launching of our new publication, we invite readers to submit their manuscripts to the MJOSBR, and welcome all articles contributing to the improvement of social and behavioral sciences. We would like to thank to the editorial board of MJOSBR for their voluntary support. The Mediterranean Strategic Research Center is also a supporting association in collaboration with the journal which publishes books in the related fields. Please do not hesitate to send us your valuable comments and suggestions. The journal will publish refereed papers, book reviews and selected papers from conferences as well as special issues on up-to-date problematic topics. MJOSBR is a platform for exchanging views related to social, behavioral and educational research. We welcome authors with the warm senses of Mediterranean culture and share the common global ethical views of our academic world.

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Informal Activities in Design Education: Example of Karadeniz Technical University

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ABSTRACT

Occupational disciplines (Architecture, Interior Architecture, City and Regional Planning) with design skills with creative thinking make our everyday life more comfortable. These departments, which are of universality quality, have different education disciplines. Informal activities which have a unique place in this discipline; workshops, studio works, symposiums, exhibitions; are carried out using many different methods. Thanks to these studies, students are able to express themselves clearly, to reveal their personality more easily, and to learn how to make vague and variable design decisions through informal activities. In addition, such studies can provide confidence that is important for the profession. Within the scope of the study, the contribution of the informal activities made during the last five years in the department of architecture faculty of Karadeniz Technical University to the students in the design and creation process will be examined. The examinations will focus on what is aimed at the informal activities applied in design education, how they are applied and how they interpret the results.

Keywords: design, education, informal activity, workshops

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INTRODUCTION

Education plays an important role in the development of society at the same time in all areas of our life. Different methods of education among disciplines provide students with different forms of development in the professions established on design. Cetinkaya (2011); He pointed out that design is in all areas of life and emphasized that he has been involved in education since the 17th century and thus has reached academic structure as much as it is day-to-day (Cetinkaya, 2011). One of these educational processes is architectural education.

Architectural design education has a deep and coherent knowledge in design. The information that emerges and is shared when it is designed through design contributes to architectural education (Yuncu, 2008). In the 17th century the architectural design education which started at the Royal Academy of France was considered both art and science, and it was done in order to simplify the architecture (Ertek, 1994). Then in the same century, the French Academy was institutionalized as the Academic Des Beaux-Arts, and in 1819 it continued with the name Ecole Des Beaux- Arts. The design lessons in the workshops have given architectural perspective. The design lessons realized in the workshops gained architectural perspective (Cetinkaya, 2011). At the same time, contests and conferences were held in this process. The Bauhaus movement, which appeared in the 18th and 19th centuries, provided a great contribution to the education of architecture

through the educational program, which was as effective as the day-to-day (Ozan, 2009). The Bauhaus School has emphasized design lessons to use art and technology together with architectural dill. It has pioneered the concept of design education by gathering different design workshops under one roof (Sahinkaya, 2009). After the Bauhaus, ULM training programs emerged in Germany, intuitively adopting a far-reaching analytical approach. In 1960 and beyond, design education focused on the realism of designers, and the use of history by designers was emphasized (Ozalp, 2006). Along with all this process, architectural design education emerges as formal events, which are the basis of design courses in the studio, as informal events which are often short-lived activities that support this process.

Formal education is made up of the theoretical and practical lessons of the designer candidate and can be achieved directly in a fully efficient manner. Formal activities are based on the application of this process (Gurdalli, 2004). In terms of architectural design education, the design and training in the studio provide a great contribution. Because the studios are design areas built on the act of making. At many points, design training is beneficial, while at the same time, some problems are also evident. For example; In studios, the designs originated from the prolongation of the designing process are divided and these divisions lead to disconnection (Uluoglu, 1990). In this point, an alternative thinking was needed in order to complete the design education in an adequate way and with the seminars, workshops, reading and writing exercises and construction actions in the studio, the students were

sometimes allowed to work individually and sometimes in groups (Ciravoglu, 2001). In this context, the importance of informal activities is huge. Because informal activities are environments that depend on personal experience and authenticity, where there are no limiters in formal activities. Students create ideas and produce products in the context of the subject they want to work with. It; seminars, competitions, reading and writing works, exhibitions, workshops and workshops (Adiguzel, 2012).

Workshops and workshops in informal activities are the predominant part of architectural design education. This common point where the production involved in the workshop definition is shared and the ideas are shared offers the possibility of evaluation to the students. Not only workshops and workshops, but also all events that do not have compulsory participation, such as symposia, competitions and exhibitions, and which do not have a note system, can also be evaluated as informal activities.

The seminars, competitions, reading and writing activities and exhibitions covered in the informal activities were not evaluated and evaluated through workshops and workshops. Work, workshops and workshops held in the last five years within the scope of the Faculty of Architecture of the Technical University of Karadeniz have been determined and information about their contents has been given.

ARCHITECTURAL DESIGN EDUCATION

Education has been a phenomenon that has improved itself since the first years of humanity. At the same time, education, with the needs of the people, carries the purpose of research, development and collective service every time (Arcan & Evci, 1999). Today, it is one of the most important goals of the development of the countries in the name of the progress of the society. The education system in Turkey, which takes place in four stages including pre-primary education, compulsory education, secondary education and higher education, continues in various stages (MEB, 2017).

One of the most important occupational fields in higher education undergraduate programs is 'architecture discipline'. According to Vitruvius (2003) architecture has a different and comprehensive education (Vitruvius, 1993). Because architecture education is both theoretical and design education, students acquire theoretical knowledge as well as their talents and creativity are developing with design education (İnceoglu, 2004). This profession, rooted in ancient times, was first seen in Guild order. Scientific and technological developments that develop with the master-apprentice method have a differentiating phenomenon over time. The French Royal Architecture Academy and Ecole Des Beaux-Arts have subsequently influenced architecture education (Ciravoglu, 2001). Later, Bauhaus and Bauhaus, one of the most important streams for architecture, directed architectural design courses. The Bauhaus school, which has a universal character, became the first basic design education school (Çelik & Aslan, 2012). Design education within the scope of architecture education is different from other courses because design education is the way to be learned by experiencing directly (Ciravoglu, 2001). Basic design lessons are generally scientific, philosophical, and artistic. This content takes the lesson out of the ordinary, and prepares the student to be a professional man full of creativity (Timucin, 2008). In short, through this tutorial, students learn about basic design and see how a design process emerges, how it develops and how it ends. Therefore,

architectural design education is very important for students in the scope of design courses.

Architectural design education is closely related to time, which can lead to thinking and provide the necessary problems during design. At the same time, it strengthens the intuition and common sense of the designers. Students are guided by four basic concepts of thinking / concept development, discussion / criticism, questioning / analysis and evaluation / design. However, open-ended creation in uncertainty creates many different perspectives (Çelik & Aslan, 2012). This uncertainty and open-ended architectural design education has laid the foundation for the creation of new methods. Therefore, evaluations of how education should be done are still being carried out. According to Ciravoglu (2001); architectural design education is an application that gives a comprehensive experience including formal and informal activities. Studio studies within the context of formal education are generally applied in project courses to improve the skills of students in areas such as drawing, modeling and writing. Informal activities are those involving voluntary participation and evaluation without grading (Ciravoglu, 2001). These include short informal workshops in workshops, formal design education (Yurekli & Yurekli, 2004).

At this point, informal activities are a big the importance in architectural design education. Because, as long as there are events, students are always more likely to learn by experiencing without a note system.

INFORMAL ACTIVITY

In design education where formal education is effective, informal activities are a complementary role to formal events. Adiguzel (2012) informal activities; where students can move away from limitations, act on their own initiative, develop design, ideas and products. At the same time, informal education areas are also very important for the students to follow the professional agenda (Adiguzel, 2012). According to Yurekli and Yurekli (2004, p. 54), informal environments are "environments that people behave according to their intuitions, they reveal their personalities more easily, and allow children with a common idiom". From here it is seen that informal events are the biggest means of generating new ideas and products. In addition to this, the students who participate with their own will also reach their final results. It is seen that there are symposiums, competitions, student organizations, exhibitions, seminars, conferences, workshops and workshops that are included in the informal events where original ideas are included, the result of which is the product and the participation is optional. Dinc (2010) points out that the competition, which is a platform that dominates different issues in a short time and has a high risk of losing by producing probing solutions, has a high profitability in the process. Apart from this, student organizations, seminars and conferences provide the opportunity to get up-to-date news and contacts on the professional level. Ciravoglu (2003); WorkShoppers stated that they constitute the weight of informal education (Ciravoglu, 2003). "The difference between the workshops and other organizations (conferences, seminars, exhibitions, performances) is that they are producing in an environment of mutual interaction where they come together for a certain purpose whatever the audience is talking about" (Ciravoglu, 2001, p. 50). For this reason, the study is addressed through workshops in informal activities.

Table 1. Workshops and departments introduced in the scope of the research

Workshops	Year	Architecture	Interior Architecture	City and Region Planning
Karaköy Workshop	2013	X		
Fill In The Blanks	2015	X		
Pedestrian Tracks in City Centers	2015	X		X
We have the word	2016	X		
Monastery of the Girls	2016	X		
Transition	2016	X		
Love	2017	X		
Doorstep	2017	X		
Konya- Sille Physical Renovation	2013		X	
Architecture Styles in interior	2015		X	
Edible Furniture Styles	2015		X	
Fashion- Place	2015		X	
Interdisciplinary Workshop: Surface, Form, Texture	2016		X	
Soil	2017		X	
Designing of urban furniture in traditional texture in Konya Sille in a method	2017		X	
Edible Kitchen Styles	2017		X	
Inner Castle at the Inner Castle Trabzon and Time	2017		X	

WORKSHOPS

The workshop, which is an English term and is called a workshop study or workshop, also means a seminar conducted outside the university (Tureng, n.d.). Workshops are an important location for all faculty with design training. It is known that not only creativity but also educational direction is also at the same time (Kulaksizoglu, 1995). The length of workshops that can be done on various topics can vary. It seems that the problems that can not be solved in the studio works or the difficulties in the long-spread design are solved by the idea exchange and friends in the informal environment inherent in the workshop. It is possible to mention positive effects such as support for group work, strengthening of interdisciplinary communication, formation of self-confidence that can be achieved in free environments, acquisition of different perspectives, experience with products that are emerging in a short time (Ciravoglu, 2001).

In workshops where flexibility is important, the executives should be able to exist both effectively and not to feel their presence. In this way, they catch the intelligence of the environment with the brain storm, revealing the intuitive (Yurekli & Yurekli, 2004).

When all these are evaluated, The workshops in the last five years, which were held in the Faculty of Architecture of the Technical University of Karadeniz, will be determined and put into practice.

FINDINGS

Influenced Activities in the Science of Art Faculty of Architecture

Architecture, Interior Architecture and City and Regional Planning departments are included in KTU Architecture faculty. Therefore, the workshops will be examined in three sections in the faculty. The workshops conducted during the last five years of the three sections of **Table 1** are given. Among these, some workshops involve collaborative work.

Workshops in Interior Architecture Department

2013-2014 Konya-Sille physical renovation

Karadeniz Technical University and Selçuk University jointly carried out a workshop study. 'Physical Renewal' project was conducted with 60 students within the scope of Interior Architecture Project 4 at the historic Konya-Sille settlement located on 'Silk Road' and 'Spice Route' between 1-4 March 2013 (Erbay, 2014).

2014-2015 'Architecture styles in interior'

The workshop product festival held within the scope of the interior architecture style selection course was held on June 3, 2015 in the Department of Interior Architecture. In addition to the elective course, the workshop, which was voluntarily contributed by the students, was very popular with the textiles, clothing, footwear and leather department (Erbay, 2015).



Figure 1. Workshop Photos (Erbay, 2014)



Figure 2. Workshop Photos (Erbay, 2015)



Figure 4. Workshop Photos (Erbay, 2016)



Figure 3. Workshop Photos (Erbay, 2016)

2015-2016 'Edible furniture styles'

2015-2016 Fall Semester On December 04, 2015, "Renewable Furniture Styles" is a workshop study in which the furniture styles from antique furniture to modern furniture are presented with renewable materials are realized within the scope of Furniture History Course of KTU Interior Architecture Department. The resulting products were eagerly defeated after the exhibition (Erbay, 2016).

2015-2016 'Fashion-place'

2015-2016 Fall Semester A workshop was held on 22-25 October 2015 as a joint venture between the Department of Interior Architecture and the Textile, Clothing, Leather and Footwear Departments with the theme of "Moda-Mekan". Inspired by the Interior Styles, clothes were designed and exhibited (Erbay, 2016).

2015-2016 'Interdisciplinary workshop: Surface, form, texture'

2015-2016 Spring Semester A workshop on "An Interdisciplinary Workshop: Surface, Form, Texture" was held between 28th and 29th of May 2016. 4th building inspiration was made on the result of the trip to Erzurum (Erbay, 2016).



Figure 5. Workshop Photos (Erbay, 2016)

2016-2017 'Soil'

Between 06.03.2017 - 03.03.2017, it was realized in collaboration of Karadeniz Technical University and Istanbul Kultur University. In the event, saying 'how do you get a house but not my land', the ignorant interior design of today's popular housing projects is open to debate. It is aimed to develop new proposals and questions about "interior" in future housing. On the first day of the two-day workshop, discussion and questionnaires and analysis papers were prepared and on the second day, proposal development, exhibition setup and exhibition-attendance document were presented (Erbay, 2017).



Figure 6. Workshop Photos (Erbay, 2014)

2016-2017 'Designing of urban furniture in traditional texture in Konya Sille in a method'

The study was conducted in two stages, 3-4 December and 17-18 December. In the first stage, the participants in the workshop organizing committee were informed about the city furniture and provided students with the first ideas. On the first day of the workshop, ideas were produced and the first concept sketches were formed. A second workshop was held two weeks after the first workshop. On the first day the designs were matured and shaped in the third dimension. On the second day, designs were completed with model studies. All the works prepared within the scope of the study were opened to the public by the designers and the public with the exhibition titled "Konya / Sille", which was told with the "City Furnitures" in the Chamber of Architects of Trabzon between 20-22 February 2017 (Ertas, 2017).



Figure 7. Workshop Photos (Erbay, 2014)

2016-2017 'Edible kitchen styles'

A workshop entitled "Edible Kitchen Styles" was held in Kelebek Kitchen on May 6, 2017 with the participation of students from the Interior Architecture Department of KTU Architecture Faculty. In the first phase, the company started a seminar on the latest trends in kitchen design, produced new surface materials, accessories and a kitchen design application from design to final product. In the second phase, students will learn the kitchen model 'Pierina', one of the latest trends of Kelebek Mutfak, they have implemented a small model of the slogan appropriately in scale. It was made in six sized edible seats with features that reflect the interior style (Erbay, 2017).



Figure 8. Workshop Photos (Erbay, 2014)

2016-2017 'Inner castle at the inner castle Trabzon and time'

The study entitled "İç Kalede İçten İç Trabzon ve Zaman" which was realized in Ortahisar Cultural and Tourism Directorate's former Governorship Building in collaboration with the Interior Architecture Department of the Faculty of Architecture of the KTU Architecture, the Chamber of Interior of the TMMOB and the Provincial Culture and Tourism Directorate participated in the workshop and 55 interior students attended the workshop. Within the scope of the study, the concepts determined from the cultural values of Trabzon city and city were transformed into forms. The final products were exhibited at TMMOB Chamber of Interior Trabzon Branch between 12-19 May 2017 (Figure 9) (Erbay, 2017).



Figure 9. Workshop Photos (Erbay, 2014)

Workshops in the Architecture Department

2013-2014 'Karakoy workshop'

Karadeniz Technical University, Istanbul New Century University and Beykent University for 7 days. Workshops were held on important issues such as worn out historical textures, dysfunctional areas, insensitivity to the environment, and search for solutions were developed (Oymen Gur et al., 2014).



Figure 10. Workshop Photos (Oymen Gur et al., 2014)

2015-2016 'Pedestrian tracks in city centers'

With the participation of KTU Architecture, City and Regional Planning and Landscape Architecture, it was aimed to contribute to the city center of Trabzon by producing a solution proposal for the city center. Urban design and planning proposals were presented with the aim of reviving the city centers by considering the 4 day workshops together as tracks (Kuloglu et al., 2016).



Figure 11. Workshop Photos (Kuloglu et al., 2016)

2015-2016 'Fill in the blanks'

The workshop organized by the Architecture Department of the Faculty of Architecture of the Faculty of Architecture of the Faculty of Architecture of the Faculty of Architecture of the Turkish Republic of Northern Cyprus (SEPA) and held in September 2016 includes the historic alanda street work in Fener- Balat. It has been discussed how to fill these gaps in the street and what the design approaches should be. The last day of the workshop, where different approaches were found, ended with presentations (Kuloglu, 2016).

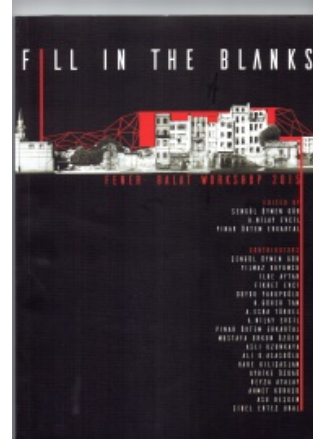


Figure 12. Workshop Photos (Kuloglu et al., 2016)

2016-2017 'Love'

At the workshop held by the Architectural Department of the Faculty of Architecture of the Faculty of Architecture of the Faculty of Architecture of the Republic of Turkey on 28 April - 2 May 2017, love and play were played and questions were raised and ideas were produced. The ideas produced were presented on the last day (Fikir Sanat Tasarim, 2017).

2016-2017 'Doorstep'

The workshop was held internationally between 20-24 April 2016. "Threshold" was discussed with the participation of the students and lecturers of the University of Thessaly, Thessaly of Greece, Ss.Cyрил and Methodius of University of Skopje, and the results of the architectural threshold related product (Karakoç, 2016a).

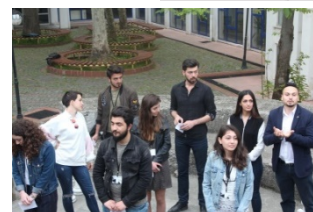


Figure 13. Workshop Photos (Fikir Sanat Tasarim, 2017)

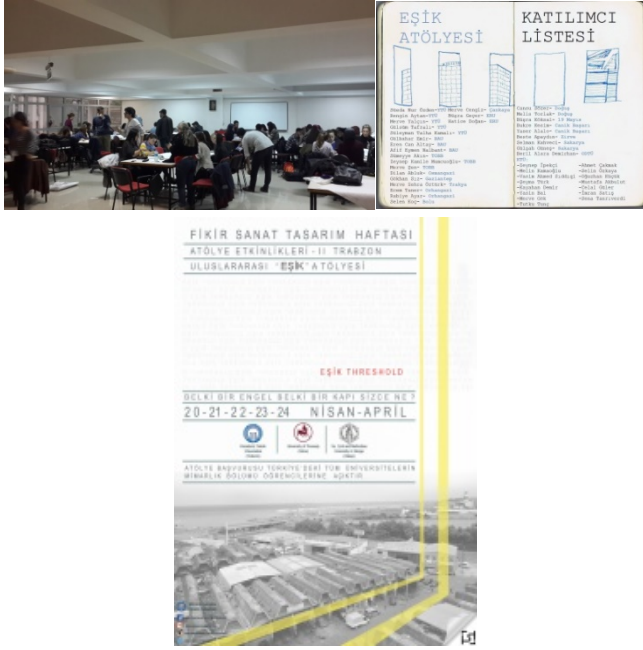


Figure 14. Workshop Photos (Karakoc, 2016a)

2016-2017 'Monastery of the girls'

The workshop was held on 25-27 March 2016 with the participation of the Faculty of Architecture of the Faculty of Architecture and the Mediterranean, Gaziantep, Pamukkale, Zirve and Canik Basari Universities. The present situation of the girls' monastery was discussed and then the monastic modern approach techniques were proposed (Karakoc, 2016b).



Figure 15. Workshop Photos (Karakoc, 2016b)

2016-2017 'We have the word'

The workshop work of S'OZ Bizde, which Mimar Sinan Fine Arts University, Erciyes University and Yildiz Technical University students, which was made by Fikir Art Design Club within the scope of KTU Faculty of Architecture, was held between 16-19 April 2017. Lost and ignorant, the question of what was brought about the Oz was questioned, awareness was formed. Problems were identified and new products were introduced (Sudas, 2015).



Figure 16. Workshop Photos (Sudas, 2015)

2016-2017 'Transition'

The workshop "Transition", which is the pioneer of KTU Architecture Department, was held on 3-10 September 2016. Within the scope of preserving, improving and / or renewing the function of the "Women's Market" region, it was aimed to introduce conceptual solution proposals that are triple culture-identity-context in urban and local problems.



Figure 17. Workshop Photos (from Dr. Asu Besgen's archive)

Workshops in City and Regional Planning Department

2015-2016 'Pedestrian tracks in city centers'

With the participation of KTU Architecture, City and Regional Planning and Landscape Architecture, it was aimed to contribute to the city center of Trabzon by producing a solution proposal for the city center. Urban design and planning proposals were presented with the aim of reviving the city centers by considering the 4-day workshops together as tracks (Kuloglu et al., 2016).



Figure 18. Workshop Photos (Kuloglu et al., 2016)

CONCLUSION AND RECOMMENDATIONS

Through the communication that informal events have brought to the students within the faculty of architecture, where design education is important, students have been able to present ideas and products in free working environments. Thanks to the flexibility of operation, different disciplines have come together and have been able to work together.

This study encompasses the faculty of architecture, where design education predominates, and includes the last five years of workshops identified as the most important informal activities. 8 workshops were identified in the Department of Architecture and 9 workshops in the Department of Interior Architecture. The workshop work 'Pedestrian Tracks in City Centers' in the Department of Architecture has been a joint work with the Department of City and Regional Planning. Apart from this, no workshops were held in the last five years in the Department of City and Regional Planning. These findings are thought to be the first step for future work. At the same time, the workshops have been another for the purpose of bringing awareness. The workshops under informal activities at the Faculty of Architecture have been able to examine the positive aspects of studio activities and design-oriented lectures, which are considered formal events.

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The Study of the Opinions of the Teachers Working in the Field of Special Education towards their Level of Burnout and Life Satisfaction (TRNC Sample)

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ABSTRACT

The aim of this study is to examine the perceptions of special education teachers on their burnout levels and life satisfaction. In this research, Maslach Burnout Scale (MBS) and Life Satisfaction Scale (LSS) were used. The population of the study involves 67 special education teachers (35 female and 32 male teachers) who are employed in elementary schools governed by the Ministry of National Education System in Turkish Republic of Northern Cyprus. These schools have special education centers and resource rooms. The findings showed that there are significant differences between the burnout levels of the teachers in terms of their age, their status of working and not working with a specific group of people with disability. The findings also revealed significant differences between their life satisfaction and their field of study. In addition, a perfect negative correlation was found between the participants' scores of MPS and LSS.

Keywords: special education, burnout, life satisfaction

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INTRODUCTION

Education is a complicated system consisting numerous elements. The factors such as teacher, student, parent or guardian and environment cover a significant part of the education system. In this system, the elements have to be rigidly tied to each other like a chain ring. If one of the rings in the system breaks, this means that the system would be damaged and problems which are irreparable or even impossible to be recovered would emerge in the education. As the individuals changing and developing the behaviours of students, teachers are the irreplaceable elements of the education system. Teachers' power of influencing the other elements is very high as they form the key elements of the system. This situation significantly increases the expectations wanted from the teachers. Teachers have a crucial role in the development of society, raising qualified people, the socialization of individuals and preparing them to community life, and handing down the culture and values of the society to the new generations. For this reason, teachers are accepted as the architectures shaping the individuals. The fact that the society is generated by the individuals means that teachers shaping a person directly contribute to the formation of the society (Gunduz, 2006, p. 17).

It was expressed that teachers interact not only with students but also with families, directors and the entire society. This situation causes teachers to be loaded with much more duty and responsibility. Especially teachers working with children with special needs need to act with more selflessly and have more toleration and patience. However the situations such as inadequacy in teaching conditions and receiving inappropriate demands throughout their professional lives cause them to be stressed which results in various reactions and consequences. Some of them try to cope with the problems and stress they experience and the others suffer from a burnout based on different factors.

Burnout is a condition which can often be encountered among individuals having personal contact with people and interacting physically or emotionally with other people as a part of their jobs. Burnout can be observed in every profession group where a "human" is at the focus point of the job. Doctors, nurses, psychologists, bankers, teachers are some of them. Especially, the burnout is highly possible to be seen among teachers since they have a responsibility to make a significant contribution to the development of the individuals. In professions where people are served, the responsibilities of the employees increase and the exhaustion in profession is more likely to be experienced. Changing working conditions and working

environments also provide grounds for exhaustion among people. (Akçamete, Kaner, & Sucuoglu, 2001, p. 1-5).

The concept of burnout was firstly defined by Freudenberger in the early 1970s. Freudenberger has defined burnout as "loss of strength and energy as a consequence of failure, exhaustion, overloading or exhaustion in people's internal resources as a result of unmet demands." On the other hand, Maslach has defined burnout as "a psychological resistance to the problems and the resulting causes of stress experienced by the individual at the workplace." In addition to his definition, Maslach has also developed a scale predicting the concept of burnout and this is currently being used often in almost every group of profession. The intensity of the emotional processes, the need to constantly engage with people and the need for interaction, and the fact that the personality traits directly influence work causes more stress in professions demanding contact with people. The inability to cope with the stress experienced and consequently feeling of the stress level at the upper levels causes burnout (Yegin, 2014, p. 316-317).

Education is one of the fields which the interaction and communication with people are experienced at the highest level and consists of an emotional interaction between teachers, the key element of the education, and other individuals within the system. As a result of covering an emotional interaction, the sense of responsibility felt towards the humans involve much more stress in comparison with the one felt towards the objects, and thus, it is more likely to be observed that the employees working in the field of education suffer from a burnout. Especially teachers practicing in the field of special education need to show a greater sensitivity as they are in a constant communication both with the parents and students in different problem groups. This situation exhausts the teachers at times and can cause them to experience a severe burnout if they do not refresh and improve themselves.

The sense of well-being of a person is shown among the significant identifier of health. It is known that humans are satisfied with their lives and remain in a happy state as long as they have the sense of well-being. Satisfaction with life is defined as humans' act of coming to a conclusion by comparing what they have with their expectations. In other words, it is described as the opinions individuals reach about their lives as a result of comparing their desires with the things they have. When studying the relevant body of literature, it is observed that the satisfaction with life is collected in three categories: in the first group, the satisfaction with life "is defined based on the external criteria such as well-being, virtue and divineness"; in the second group, an individual's answers to the question of "what causes a person to evaluate his or her own life positively?" are accepted as the source of his or her satisfaction with life. Lastly, daily life is used as the baseline in the third group. The dominant idea is that if an individual has more positive emotions than the negative ones in his daily life, he equally obtains pleasure and happiness out of life, therefore, he also reaches a condition where he is satisfied with his life (Acar Arasan, 2010, p. 7-8).

The satisfaction with life closely associated with individuals' subjective well-being varies among individuals. It generally means being pleased with life. It is not a situational evaluation but rather the condition of being satisfied with the entire living living. The factors influencing the satisfaction with life can be arranged as an individual's situation of finding the life meaningful, being happy with the daily life, and feeling economically insecure and physically and mentally well. In short, the satisfaction with life is the general attitude of a person

towards the life (Gülcan, 2014, p. 21). It is observed in the research conducted that there is an inverse proportion between burnout and satisfaction with life as a person would not be able to enjoy his life and be happy as he suffers from burnout. For this reason, as the burnout increases, the satisfaction with life would be decreasing.

Research on the burnout of teachers have been quite common in Turkey in the recent years. The research generally focusses on the occupational burnout. Despite the considerable number of studies focusing on the burnout of teachers, the number of scientific studies analysing the burnout of teachers practicing in the field of special education is limited. It is observed that the relationship between demographic variables such as age, gender and marital status are examined in the research conducted on the burnout of special education teachers. In addition to this, the working hours of the teachers, the academic area they have obtained a degree on, their professional titles, the type of schools they are working at, their financial conditions and the inabilities of the students they provide education are also studied. The other dimension of the studies carried out on the burnout of the special education teachers are formed by the relational research comparing the special education teachers in terms of factors such as the directors and general education teachers.

The objective of this research is to analyse the opinions on the level of burnout and satisfaction with life which are acquired from the special education teachers working in the primary schools with a private support room and the special education institutions run by the government under the umbrella of the Directorate of Primary Education Department within the Ministry of National Education during the academic year of 2014-2015. In accordance with this purpose, answers will be sought for the following sub-problems:

1. What is the extent of the opinions about the level of burnout and condition of satisfaction with life of special education teachers working in TRNC's governmental institutions run by the Directorate of Primary Education Department within Ministry of National Education?
2. Do the levels of burnout and satisfactions with life of special education teachers working in TRNC's governmental institutions run by the Directorate of Primary Education Department within Ministry of National Education differ according to the variables of gender, age, marital status, period of duty, the academic area they have obtained a degree on, whether or not they have worked in a specific disability group (mentally handicapped, hearing-impaired, physically handicapped, autistics, visually handicapped people and others with different disabilities), level of education and income?
3. Is there any relationship between the levels of burnout and satisfaction with life of special education teachers working in TRNC's governmental institutions run by the Primary Education Department of the Ministry of National Education?

METHOD

The Method of Research and the Sample Group

A descriptive and relational study has been conducted and a screening model has been used due to the fact that this research is carried out with the purpose of identifying the levels of burnout and satisfaction with life of the teachers working within the field of special

education in primary schools with a private support room and the special education institutions run by the government under the umbrella of the Directorate of Primary Education Department within the Ministry of National Education and determining the correlation between the two variables. Questionnaires are collected from the participants by the researchers and the statistical analyses of the acquired data have been performed with SPSS (Version 18.0).

The sample group of the research includes teachers practicing in the field of special education. For this reason, it has been aimed to involve the teachers working within the field of special education in primary schools with a private support room and the special education institutions run by the government under the umbrella of the Directorate of Primary Education Department within TRNC Ministry of National Education in this study. Except the two teachers who refused to participate in the study among the 69, the data were collected from the remaining 67 teachers. 35 (52.2%) of the participants are female and 32 (47.8%) are male. Besides, it has been found that 76.6% of the teachers are married and 25.4% are single. It can be observed when analysing the age range that 25.4% of them are between the ages of 20-29, 35.8% are between 30-39 and 38.8% are 39 and older. While the ratio of the ones graduated from the schools for special education is 59.7%, graduates from other fields consist of 40.3% of the participants. It is examined in terms of the period of duty of the teachers that 65.7% of them are those working for 11 years or more in this field. 4.5% of the participants have been working for 1-5 years and 29.9% for 6-10 years. The group of disability teachers work mostly consist of mentally handicapped children by 86.6%. While 64.2%, of the teachers received education at the level of undergraduate degree, only 34.3% of them had postgraduate degrees. 50.7% of the teachers consider their incomes sufficient and 32.8% find it moderately sufficient, however, it is considered as insufficient 16.4%.

Data Collection Tools

Maslach Burnout Inventory (MBI)

The inventory was developed by Maslach and Jackson in 1981. Pre-application of the Maslach Burnout Inventory translated into Turkish by Ergin (1993) was performed on a group of 235 people (doctors, nurses, polices, lawyers, etc.) and some changes were made on the scale in the light of the analysis of the data collected from the group. The answer options consisting of seven stages which are "never, a few times a year, once a month, a few times a month, once a week, a few times a week, and every day" were changed and reduced to five stages as they are not compatible with the Turkish culture.

The scale consisting of 22 articles, five-staged answer options and three sub-dimensions have also been used in this research. These sub-dimensions are emotional burnout, desensitization, and the extent of personal success, respectively. The inventory does not follow a total scoring. In the analysis of the literature, it is found out that different scorings of the scale have been applied. The ratings are observed to be generally implemented as (0-4) or (1-5). The work of Ergin (1993) was used as the foundation of this study and rating of (1-5) was preferred because of its ease of calculation. The option of "never" in the answers is evaluated with the rating of 1, "very rare" option is with 2, "sometimes" option is with 3, "mostly" option is with 4 and "always" option is with 5.

The emotional burnout and desensitization dimension of the Maslach burnout inventory is calculated in this way, however, a change

was made in calculation when approaching the dimension of personal success, because, while the dimensions of emotional burnout and desensitization are constituted by the negative expressions, the dimension of personal success is formed by the positive ones. This is the reason of calculating the dimension of personal success reversely in the study. For instance, "I achieved numerous considerable success in this job" is an article in the personal success dimension of the scale. This article is formed by a positive expression. Therefore, the rating of 5 is given when opting never among the answers, 4 is marked for opting very rare and 1 is for opting always. In conclusion, the burnout is considered to be high as the ratings increase, as in the other dimensions (Ergin, 2001, p. 49-51).

The reliability of MBI is calculated with two methods. The first one is the calculation of internal consistency for each sub-dimension (n= 552). The second is the test-retest reliability (n= 99). Reliability coefficients concerning the unique form of MBI have been calculated as .83 (.90) for the internal consistency for emotional burnout, .83 (82.) for the test-retest, .65 (.79) for the internal consistency for desensitization, .72 (.60) for the test-retest, .72 (.71) for the internal consistency for personal success and .67 (.80) for the test-retest (Oruc, 2007, p. 46-47).

It is observed that the construct validity of the scale is approached by analysing the factor structure. Varimax rotation was applied as in the unique form of the scale and three main factors were obtained" (Ergin, 1993). Whether the answers were influenced by the social desirability or not was studied in the second analysis on the validity. The comparison of Kozan's (1983) scale of social desirability with the measurement of burnout has shown that the answers were moderately affected by the social desirability. Coefficients of correlation the measurement of burnout shows with the scale of social desirability are as follows: Emotional Burnout: -.32, Desensitization: -.48, Personal Success: .36. (Karahana, 2008, p. 73).

In this research, the Cronbach's Alpha Coefficients of the Maslach Burnout Inventory have been calculated as 0.758 for the total scale, 0.731 for the emotional burnout, 0.555 for the sub-dimension of desensitization and 0.556 for the sub-dimension of personal success. In this sense, it is observed that the coefficients of the total scale of Maslach and the emotional burnout have a considerable reliability, while the reliability coefficients of the desensitization from the sub-dimensions of the Maslach Burnout Inventory and the sub-dimensions of personal success are at a moderate level. Taking these results into consideration, it is possible to state that Maslach Burnout Inventory is reliable for TRNC. It is observed in the literature review carried out that the scale has been frequently used in TRNC in the recent years. Based on the information received from the academics in the department of educational administration and inspection it is possible to indicate that the use of the scale in this research is valid.

Satisfaction with life scale (SWLS)

"Satisfaction with Life Scale" developed by Diener and his friends (1985) was used in the research to measure teacher's satisfaction with life. "Yetim (1993) who applied the scale to the Turkish population found the reliability of the scale very high (Alpha= .86). Test-retest reliability is acquired as .73. Cetinkaya (2004) found the convergence

Table 1. The evaluation of the scores obtained from MBI and the sub-scales of MBI according to the gender variable

Dimension	Variable	Category	n	\bar{x}	s.s.	t	p
EB	Gender	Female	35	1.89	0.65	1.42	0.161
		Male	32	2.08	0.41		
D	Gender	Female	35	1.34	0.50	0.79	0.433
		Male	32	1.52	0.42		
PS	Gender	Female	35	2.24	3.94	0.44	0.661
		Male	32	2.29	2.84		
MBI	Gender	Female	35	1.91	0.43	1.30	0.197
		Male	32	2.03	0.26		

Table 2. The evaluation of the scores obtained from MBI and the sub-scales of MBI according to the marital status variable

Dimension	Variable	Category	n	\bar{x}	s.s.	t	p
EB	Marital Status	Married	50	2.01	0.47	0.73	0.471
		Single	17	1.90	0.75		
D	Marital Status	Married	50	1.50	0.44	0.91	0.366
		Single	17	1.38	0.53		
PS	Marital Status	Married	50	2.25	3.55	0.53	0.601
		Single	17	2.31	3.14		
MBI	Marital Status	Married	50	1.98	0.33	0.49	0.626
		Single	17	1.93	0.45		

validity of the Satisfaction with Life Scale as 33 and 40 for two different scales." (Aydemir, 2013, p. 38).

Cronbach's Alpha Coefficient of the satisfaction with life scale was calculated as 0.819 in this research. It can be indicated according to this result that the satisfaction with life scale is reliable for TRNC. Based on the information about the validity of the satisfaction with life scale received from the statistic experts working in different universities It is possible to state that this scale is considered as valid in TRNC.

Personal Information Form

The aim of the personal information form created by the researcher was to obtain some demographic and professional information about the participant teachers. While the gender, age and marital status of the teachers are included in the demographic information, their period of duty, the academic area they have obtained the degree on, whether or not they have worked in a specific disability group, education level and income generating from their jobs are collected under the professional information.

FINDINGS AND INTERPRETATION

Findings of the Statistical Analyses Conducted Between the Variables and the Scores Obtained from the Maslach Burnout Inventory and Sub-Scales

The "Maslach burnout inventory" and opinions on its sub-dimensions of "emotional burnout, desensitization and personal success" acquired from the teachers working in the primary schools with a private support room and the special education institutions run by the government under the umbrella of the Directorate of Primary Education Department within the TRNC Ministry of National Education, has been evaluated and interpreted under this heading.

Analysis findings of the scores obtained from Maslach burnout inventory and Maslach burnout sub-scales according to gender

T-test was used to analyse whether or not the total scores of MBI and MBI sub-scales differs significantly according to gender. In **Table 1** the results of the t-test analysis of the differences between the gender

variable and the total scores obtained from MBI and the sub-scales of MBI are demonstrated.

In the analysis results presented in **Table 1** it is observed that within the total score of MBI a significant difference was not discovered in accordance with the gender variable ($t(65)=0.197$, $p>0,05$). The similar results were acquired in the analyses conducted with the scores from MBI sub-scales. Examining the analysis by gender conducted on PS, D and EB sub-scale scores, a significant differentiation according to the gender variable are not observed in any of the three dimensions PS, ($t(65)=0,661$, $p>0,05$); D, ($t(65)=0.433$, $p>0,05$); EB, ($t(65)=0.161$, $p>0,05$). The findings show that there is no significant difference between the gender variable and the level of burnout of the teachers working in the field of special education in TRNC.

Analysis findings of the scores obtained from Maslach burnout inventory and Maslach burnout sub-scales according to marital status

T-test was used to analyse whether or not the total scores of MBI and MBI sub-scales differs significantly according to marital status. In **Table 2** the results of the t-test analysis of the total scores obtained from MBI and the sub-scales of MBI and the marital status variable are demonstrated.

In the analysis results presented in **Table 2** it is observed that within the total score of MBI a significant difference was not found in accordance with the marital status variable ($t(65)=0.626$, $p>0.05$). No significant difference was observed according to the analysis results conducted with the scores obtained from the sub-scales of MBI. Examining the analysis by marital status conducted on PS, D and EB sub-scale scores, a significant differentiation according to the marital status variable are not found in any of the dimensions PS, ($t(65)=0.601$, $p>0,05$); D, ($t(65)=0.366$, $p>0,05$); EB, ($t(65)=0.471$, $p>0,05$).

Analysis findings of the scores obtained from Maslach burnout inventory and Maslach burnout sub-scales according to the period of duty

T-test was used to analyse whether or not the total scores of MBI and MBI sub-scales differs significantly according to the period of duty. In **Table 3** the results of the analysis are demonstrated.

Table 3. The evaluation of the scores obtained from MBI and the sub-scales of MBI according to the period of duty variable

Dimension	Variable	Category	n	\bar{x}	s.s.	t	p
EB	Period of Office	1-10 years	23	2.18	0.48	1.47	0.148
		11 years and more	44	2.05	0.58		
D	Period of Office	1-10 years	23	1.48	0.86	0.12	0.907
		11 years and more	44	1.47	0.48		
PS	Period of Office	1-10 years	23	2.27	3.30	0.04	0.966
		11 years and more	44	2.26	3.54		
MBI	Period of Office	1-10 years	23	1.92	0.29	0.85	0.399
		11 years and more	44	2.00	0.39		

Table 4. The evaluation of the scores obtained from MBI and the sub-scales of MBI according to the academic area of the degree obtained variable

Dimension	Variable	Category	n	\bar{x}	s.s.	t	p
EB	the academic area of the degree obtained	Special Education	40	1.92	0.60	1.06	0.294
		Other	27	2.07	0.47		
D	the academic area of the degree obtained	Special Education	40	1.42	0.44	1.12	0.266
		Other	27	1.55	0.49		
PS	the academic area of the degree obtained	Special Education	40	2.25	3.85	0.36	0.721
		Other	27	2.29	2.77		
MBI	the academic area of the degree obtained	Special Education	40	1.93	0.38	1.14	0.259
		Other	27	2.03	0.33		

Table 5. The evaluation of the scores obtained from MBI and the sub-scales of MBI according to the education level variable

Dimension	Variable	Category	n	\bar{x}	s.s.	t	p
EB	Education level	Undergraduate level and lower	44	2.04	0.56	1.09	0.278
		Postgraduate	23	2.21	0.53		
D	Education level	Undergraduate level and lower	44	1.49	0.50	0.43	0.670
		Postgraduate	23	1.44	0.40		
PS	Education level	Undergraduate level and lower	44	2.33	3.27	1.86	0.067
		Postgraduate	23	1.26	3.55		
MBI	Education level	Undergraduate level and lower	44	2.02	0.36	1.61	0.113
		Postgraduate	23	1.87	0.35		

The results of the analysis illustrates that there is no significant difference according to the period of duty variable in the total score of MBI ($t(65)=0.399, p>0.05$). Besides, no significant difference was found in accordance with the analysis results conducted with the scores obtained from the sub-scales of MBI. PS, ($t(65)=0.966, p>0.05$); D, ($t(65)=0.907, p>0.05$); EB, ($t(65)=0.148, p>0.05$).

Analysis findings of the scores obtained from Maslach burnout inventory and Maslach burnout sub-scales according to the academic area of the degree obtained

T-test was used to analyse whether or not the total scores of MBI and MBI sub-scales differs significantly according to the academic area of the degree obtained or not. In **Table 4** the results of the analysis are demonstrated.

According to **Table 4**, no significant differentiation was detected in any category of the academic area of the degree obtained variable and the scores obtained from MBI and sub-scales of MBI. The total score of MBI ($t(65)=0.259, p>0.05$); PS, ($t(65)=0.721, p>0.05$); D, ($t(65)=0.266, p>0.05$); EB, ($t(65)=0.294, p>0.05$).

Analysis findings of the scores obtained from Maslach burnout inventory and Maslach burnout sub-scales according to the education level

The result of the T-test conducted with the purpose of analysing whether or not the total scores of MBI and MBI sub-scales differs significantly according to the education level is demonstrated in **Table 5**.

The analysis results in **Table 5** illustrate that MBI is ($t(65)=0.113, p>0.05$) in the dimension of total score, ($t(65)=0.067, p>0.05$) in the dimension of PS, ($t(65)=0.670, p>0.05$) in the dimension of D and ($t(65)=0.278, p>0.05$) in the dimension of EB. This shows that the scores obtained from MBI and the sub-scales of MBI do not differ at a significant level according to the education level variable.

Analysis findings of the scores obtained from Maslach burnout inventory and Maslach burnout sub-scales according to whether or not the participant has worked in specific disability groups

T-test was used to analyse whether or not the total scores of MBI and MBI sub-scales differed according to whether or not the participant has worked in specific disability groups. Some differentiations were detected in the sub-dimensions of personal success and desensitization. It was observed that the sub-scale score of teachers working with visually handicapped people is statistically significantly lower than the teachers not working with visually handicapped people ($t(65)=2.08, p=0.048$). Similarly, the sub-scale scores of desensitization of the special education teachers working with hearing impaired individuals are found to be statistically significantly lower than their colleagues not working with hearing impaired individuals ($t(65)=3.18, p=0.002$). The sub-scale scores of desensitization of the teachers working with physically handicapped people ($t(65)=2.64, p=0.010$) and special education teachers working with people in the other disability group ($t(65)=2.76, p=0.007$) are observed to be statistically significantly lower than their colleagues not working in any of these two disability groups.

Table 6. Evaluation of the scores obtained from MBI and MBI subscales according to the age variable

Dimension	Variable	Category	n	\bar{x}	s.s.	f	p
EB	Age	20-29	17	1.79	0.49	3.27	0.044
		30-39	24	2.20	0.64		
		39 and over	26	1.91	0.45		
D	Age	20-29	17	1.44	2.31	0.05	0.953
		30-39	24	1.49	2.41		
		39 and over	26	1.48	2.39		
PS	Age	20-29	17	2.19	0.47	0.63	0.538
		30-39	24	2.34	0.43		
		39 and over	26	2.24	0.39		
MBI	Age	20-29	17	1.86	0.28	2.27	0.112
		30-39	24	2.09	0.43		
		39 and over	26	1.93	0.32		

Table 7. Evaluation of the scores obtained from MBI and MBI subscales according to the income variable

Dimension	Variable	Category	n	\bar{x}	s.s.	f	p
EB	Income	Sufficient	34	1.88	0.49	1.15	0.323
		Moderately Sufficient	22	2.08	0.64		
		Insufficient	11	2.10	0.56		
D	Income	Sufficient	34	1.41	2.03	0.73	0.488
		Moderately Sufficient	22	1.52	2.30		
		Insufficient	11	1.58	3.27		
PS	Income	Sufficient	34	2.23	0.45	0.20	0.818
		Moderately Sufficient	22	2.28	0.41		
		Insufficient	11	2.33	0.43		
MBI	Income	Sufficient	34	1.90	0.33	1.20	0.307
		Moderately Sufficient	22	2.03	0.38		
		Insufficient	11	2.06	0.42		

Table 8. Evaluating the scores obtained from SWLS according to the gender variable

Variable	Category	n	\bar{x}	s.s.	t	p
Gender	Female	35	5.22	1.04	1.96	0.540
	Male	22	4.72	1.03		

Analysis findings of the scores obtained from Maslach burnout inventory and Maslach burnout sub-scales according to age

ANOVA analysis was used to examine whether or not the total scores obtained from the MBI and MBI subscales differs significantly according to age. The ages of the participants are 20-29, 30-39 and 39 and over and was gathered in 3 groups. In **Table 6** the results of the ANOVA analysis are given.

According to the analysis results in **Table 6** no significant difference can be detected on the basis of MBI total score ($F_{(66)}=2.27$; $p=0.112$), in the subdimension of desensitisation ($F_{(66)}=0.05$; $p=0.953$) and in the personal success subdimension ($F_{(66)}=0.63$; $p=0.538$). There is a significant differentiation seen in emotional burnout subdimension ($F_{(66)}=3.27$; $p=0.044$). Following statistical significance determined by ANOVA analysis, Tukey's HSD test was implemented as post hoc test in order to compare groups in pairs. Considering the Tukey's HSD test result, emotional burnout subscale scores of teachers between the age of 30-39 was found significantly higher than the teachers' between the age of 20-29 ($p=0.020$).

Analysis findings of the scores obtained from Maslach burnout inventory and Maslach burnout subscales according to the income generating from the job

ANOVA analysis was used to examine whether or not the total scores of the MBI and MBI subscales differed according to income

statuses. Income statuses of the participants are gathered in 3 groups as sufficient, moderately sufficient, and insufficient.

The results no significant difference can be detected on the basis of total MBI score ($F_{(66)}=1.20$; $p=0.307$), in emotional burnout dimension ($F_{(66)}=1.15$; $p=0.323$), in desensitisation dimension ($F_{(66)}=0.73$; $p=0.488$), in personal success dimension ($F_{(66)}=0.20$; $p=0.818$).

Findings of Statistical Analyses Conducted Between the Scores Obtained from SWLS and Variables

Under this title, opinions of the teachers working at special education centres and in private support room of primary schools under the control of Directorate of Primary Education Department within the TRNC Ministry of National Education towards their satisfaction with life were evaluated and interpreted.

Analysis findings of the scores obtained from the SWLS according to gender

T-test was used in order to see whether or not the total score obtained from SWLS significantly differ according to gender. In **Table 8** the t-test results between the SWLS and gender variable were given.

According to the results of the analysis, no significant difference was detected on the basis of the SWLS total score according to gender ($t_{(65)}=1.96$; $p=0.540$), ($p>0.05$).

Table 9. Evaluating the scores obtained from SWLS according to the marital status variable

Variable	Category	n	\bar{x}	s.s.	t	p
Gender	Married	50	5.02	1.00	0.57	0.573
	Single	17	4.85	1.23		

Table 10. Evaluating the scores obtained from SWLS according to period of duty variable

Variable	Category	n	\bar{x}	s.s.	t	p
Period of duty	1-10 Years	23	5.24	0.96	1.46	0.150
	11 Years and Over	44	4.85	1.09		

Table 11. Evaluating the scores obtained from SWLS according to the academic area of the degree obtained variable

Variable	Category	n	\bar{x}	s.s.	t	p
Academic Area of the Degree Obtained	Special Education	40	5,20	0,96	2,07	0,042
	Other	27	4,66	1,12		

Table 12. Evaluating the scores obtained from SWLS according to the level of education variable

Variable	Category	n	\bar{x}	s.s.	t	p
Level of Education	Undergraduate and high school	44	4.87	1.06	1.21	0.232
	Postgraduate	23	5.20	1.02		

Table 13. Evaluating the scores obtained from SWLS according to age variable

Variable	Category	n	\bar{x}	s.s.	f	p
Age	20-29	17	5.40	0.93	1.85	0.165
	30-39	24	4.79	1.19		
	39 and Over	26	4.89	0.96		

Analysis findings of the scores obtained from the SWLS according to marital status

T-test was used in order to observe whether or not the total score obtained from SWLS significantly differ according to marital status. Findings were given in **Table 9**.

According to the results of the analysis, no significant difference between the SWLS total score and marital status variable were found ($t_{(65)}=0.57$; $p=0.573$), ($p>0.05$).

Analysis findings of scores obtained from SWLS according to period of duty

In **Table 10**, the analyses and results were given by T-test used in order to see whether or not the total score obtained from SWLS significantly differ according to period of duty.

According to the results of the analysis given in **Table 10**, no significant difference was detected on the basis of the SWLS total score according to the period of duty variable ($t_{(65)}=1.46$; $p=0.150$), ($p>0.05$).

Analysis findings of the scores obtained from SWLS according to the academic area of the degree obtained

Obtained SWLS scores were analyzed with t-test according to the graduated field. T-test results were given in **Table 11**.

The results given in **Table 11**, satisfaction with life scores of the teachers graduated from special education areas were found statistically significantly higher than the teachers did not graduate from the special education field ($t_{(65)}=2.07$; $p=0.042$).

Analysis findings of the scores obtained from SWLS according to the level of education

In **Table 12** T-test analysis was used to see whether or not there is a significant differentiation between the level of education variable and total SWLS score.

As seen in **Table 12**, there is no statistically significant difference between the life satisfaction and level of education ($t_{(65)}=1.21$; $p=0.232$).

Analysis findings of the scores obtained from SWLS according to whether or not the participant has worked in specific disability groups

As a result of the t-test analysis, no significant differentiation was found between whether or not the participant has worked in specific disability groups and SWLS scores. Working with mentally disabled people ($t_{(65)}=0.38$; 0.703), working with visually handicapped people ($t_{(65)}=0.63$; 0.532), working with hearing impaired people ($t_{(65)}=0.63$; 0.532), working with physically handicapped people ($t_{(65)}=1.67$; 0.100), working with autistic people ($t_{(65)}=0.43$; 0.666) and working with other disabled people ($t_{(65)}=0.43$; 0.672) .

Analysis findings of the scores obtained from SWLS according to age

Comparison of opinions of teachers relating to age variables and life satisfaction scale was tested by using one way ANOVA analysis. ANOVA results were given in **Table 13**.

According to the analysis results of **Table 13**, no significant differentiation was detected on the basis of total score and age ($F_{(66)}=1.85$; $p=0.165$).

Analysis findings of scores obtained from SWLS by income generating from the job

ANOVA analysis method was used in order to determine the opinions of the teachers regarding income status and satisfaction with life scales. Income statuses of the participants are grouped as sufficient, moderately sufficient, and insufficient. Results of the analysis were given in **Table 14**.

According to the results of the analysis, a significant differentiation was detected between income status and satisfaction with life. Following the statistical significance found as a result of ANOVA analysis, Tukey's HSD test was implemented in order to compare the

Table 14. Evaluating the scores obtained from SWLS according to income variable

Variable	Category	n	\bar{x}	s.s.	f	p
Income	Sufficient	34	5.34	0.80	5.20	0.008
	Moderately Sufficient	22	4.47	1.17		
	Insufficient	11	4.89	1.16		

Φ Statistically significant difference according to the sufficient income group

Table 15. Pearson Correlations Between all Subscales and Scales used in the Research (n=67)

	Emotional burnout	Desensitisation	Personal Success	Maslach Burnout	Life Satisfaction	
Emotional burnout	r	1				
	p					
Desensitisation	r	0.405	1			
	p	0.001				
Personal Success	r	0.316	0.130	1		
	p	0.009	0.294			
Maslach Burnout	r	0.874	0.598	0.661	1	
	p	0.000	0.000	0.000		
Life Satisfaction	r	-0.489	-0.144	-0.252	-0.454	1
	p	0.000	0.244	0.040	0.000	

groups in pairs. The result of the Tukey's HSD test determined that the opinions of the teachers' satisfaction with life towards their income statuses are sufficient is significantly higher than the teachers thinking that their income statuses are moderately sufficient ($F_{(66)}=5.20$; $p=0.008$).

Analysis Findings Regarding the Relationship Between the Scores Obtained from Maslach Burnout Inventory and Maslach Burnout Subscales and Satisfaction with Life Scale

The relationship between the total scores obtained from MBI and MBI subscales and total scores obtained from SWLS was observed via correlation coefficient calculation analysis.

Results of the correlation analysis made in order to understand the possible statistical correlations among all scales and subscales observed in the research are shown in **Table 15**. Accordingly, it is seen that the score of the satisfaction with life scale has statistically significant negative correlation with Emotional Burnout ($r=-0.489$; $p=0.000$) and Personal Success ($r=-0.252$; $p=0.040$) subscale scores which are from Maslach Burnout Inventory subscales. Similarly, the total score of Satisfaction with Life Scale and Maslach Burnout Inventory is found to have statistically significant negative correlation ($r=-0.454$; $p=0.000$). When these results are evaluated, it is found that when the burnouts related with emotional burnout and personal success and total burnout levels of the teachers working in special education fields increase, their life satisfactions decrease in return.

At the same time, the results of the correlation analysis among the subscales of the Maslach Burnout Inventory are presented in **Table 15**. While statistically significant correlation was being observed between Personal Success subscale and Desensitisation subscale ($r=-0.130$; $p>0.05$), statistically significant, positive correlations were observed among the scores of all other subscales and total scales appropriately ($p<0,05$). All scores tending to increase or decrease together were shown with significant correlations in consequence of the observation of scales and the total score of the burnout.

RESULTS AND RECOMMENDATION

The results shown by the findings obtained from the study in which the burnout levels and satisfaction with life levels of teachers working

in special education schools were examined in terms of various variables (gender, marital status, term of duty, academic area of the degree obtained, level of education, whether or not the participant has worked in specific disability groups, age, and income generating from the job) and interrelationships, can be summarized as follows;

1. Considering the results towards the relation between demographic and professional features with Emotional Burnout subscale no significant differentiations were found according to the gender, marital status, period of duty, academic area of the degree obtained, level of education, whether or not the participant has worked in specific disability group, age and income status generating from job data obtained from personal information form filled by the teachers. Significant differentiation was detected between emotional burnout and age. Teachers between the age range of 30-39 seem to have more burnout than teachers within the age range of 20-29.
2. Considering the results towards the correlation between demographic and professional features with Desensitisation subscale no significant differentiations were detected according to the gender, age, marital status, term of duty, academic area of degree obtained, level of education, and income status generating from job data obtained from personal information form filled by the teachers. However, some significant differentiations were detected among the group including the participants who have or have not worked with the specific disability groups. Desensitisation subscale scores of the teachers working with hearing impaired people is found statistically significantly lower than the teachers who are not working with hearing impaired people. In other words, teachers working with hearing impaired students face with burnout lower than the teachers who are working with other disability groups in desensitisation dimension. At the same time, the desensitisation subscale scores of the teachers working with physically handicapped people and special education teachers working with other disabled individuals were also found to be statistically significantly lower than their colleagues who are not working within this problem group. In other words, it has been determined that the teachers working with physically

handicapped people and other disabled people experience a low level of burnout in the dimension of desensitisation.

3. Considering the results towards the correlation between demographic and Professional features with personal success dimension no significant differentiations were detected according to the gender, age, marital status, period of duty, academic area of the degree obtained, level of education, and income status generating from job data obtained from personal information form filled by the teachers. However, Burnout scores of the teachers working with visually impaired people is found statistically significantly lower than the teachers working with other disability groups in personal success dimension. This means that the teachers working with visually impaired people in the personal success dimension face with burnout lower than the teachers working in other disability groups.
4. Considering the results towards the correlation between demographic and professional features with Maslach burnout inventory, it has been detected that none of the independent variables examined in the research were found to have statistically significant differentiations between the categories.
5. Looking at the results towards the relation between the demographic and professional features on satisfaction with life, no significant differentiations were detected according to the data on gender, age, marital status, period of duty, academic area of the degree obtained, level of education, whether or not the participant has worked in specific disability group obtained from personal information form filled by the teachers. However, it has been detected that there is a significant differentiation between the academic area of the degree obtained and satisfaction with life. Satisfactions with life of the teachers' graduated from special education areas were found significantly higher than the teachers graduated from other departments. When looking at the correlation between the income status generating from the job and satisfaction with life it is observed that the life satisfaction of the teachers thinking that their income statuses are sufficient is significantly higher as compared to teachers' thinking that their income statuses are moderately sufficient.
6. Considering the correlation results among Maslach burnout inventory total score, emotional burnout, desensitisation and personal success subscales with satisfaction with life scale, it has been detected that there is a negative relation between emotional burnout and personal success subscales with satisfaction with life scale. At the same time, statistically negative correlation has been detected between the Maslach burnout inventory total scores and satisfaction with life. When these correlations evaluated, it is understood that as the emotional burnout of the special education teachers, the burnouts associated with personal success and the total burnout levels increase, the teachers' satisfactions with life decrease. As a result of the correlation analyses made with Maslach burnout inventory among all of the subscales, statistically significant positive correlations were observed among all other subscales and total scale scores as anticipated except for the relation between personal success and desensitisation subscales. With the observation of all the subscales and total scores related to

burnout, that all the scores tend to increase or decrease together was shown with significant correlations.

Within the scope of obtained results, these recommendations can be made in order to shed light onto new studies:

1. Organizing in-service trainings by TRNC Ministry of National Education towards increasing the professional development and fruitfulness of the teachers working in this area in the process, especially although they were not graduated from special education field and providing active participation of the teachers to these trainings are suggested.
2. Satisfaction with life is rather complicated and versatile variable. Individual's satisfaction with his/her job, happiness in his/her private life, harmony in his/her social life are among the important factors affecting the life satisfaction. Therefore, it is suggested to conduct studies examining the correlation different variables such as job satisfaction, social life harmony with life satisfaction.
3. This study examining the burnouts and teachers' satisfactions with life working in special education field in schools run by the Ministry of National Education in TRNC. It is suggested that subsequent studies should be carried out among different groups of teachers and especially examining their correlations between the teachers working in special education field.
4. In this study, teachers working in private support rooms in primary schools and special education centers were included. For the following studies it is recommended to include the teachers working in private support rooms in secondary schools and special institutions.
5. Investigating the causes burnout of the teachers within the age range of 30-39 working in special education field in TRNC with a qualitative study is suggested.
6. Conducting a qualitative study investigating the causes of burnout of the teachers working with different disability groups in TRNC is suggested.

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