

INVESTIGATION OF WORK RELATED BEHAVIORS AND EXPERIENCE PATTERNS OF TEACHERS ACCORDING TO VARIOUS VARIABLES

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Abstract

The study aimed to determine the work related behavior and experience patterns of teachers working at primary and secondary education institutions and to examine their attitudes in terms of the variables of genders, age group, marital status, the school type they work, and total years in service. 161 female and 48 male teachers participated in the study. In the study, work-related behavior and experience patterns scale consisting of 66 items and 11 sub-dimensions was used. The results obtained show that 43.5% (n=91) of the teachers have the qualities of beautiful health experience pattern, 14.8% (n=31) have heedless attitude% 29.7 have (n=62) hyper devotion and % 12 (n=25) burnout pattern. None of the behavior types affecting the formation of these experience patterns show significant differences in terms of gender and age groups. Striving for perfection, satisfaction with work, satisfaction with live and experience of social support behaviors show statistically significant differences in terms of teachers' marital status. Considering the school type variable, professional ambition, tendency to exert and emotional distancing behaviors differ significantly whereas only professional ambition behaviors show statistically significant difference in terms of the variable of years in service.

Key Words: Teaching, work related behavior, experience patterns, burnout