The Relationship between the Teachers' Personality Characteristics and Burnout Levels

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ABSTRACT The present research investigates whether there is a relationship between personality characteristics and burnout levels in specific field of educational organizations. Five Factor Personality Model was used to determine personality characteristics. The research model is a relational survey model. The universe of the study consisted of the 926 teachers, working in primary schools in Kütahya city center. Random sampling method was used to select the sample. The sample consisted of the 303 teachers. The data gathered The Five Factor Personality Scale and Maslach Burnout Inventory. As per the result, participants demonstrated highest participation regarding personality characteristics respectively in conscientiousness, agreeableness, and openness to experience, extraversion and emotional stability dimensions. Participants' emotional exhaustion levels are at the medium level, while reduced personal accomplishment and depersonalization levels are low. Statistically significant middle to low level negative correlations was found between teachers' personal characteristics and burnout levels. Thus, it is analyzed that increase the teachers' positive views about personal characteristics, their burnout levels decrease.

INTRODUCTION

Burnout has become an often highlighted syndrome especially during recent years. Increasingly complex and busy structures of social life and business life cause an increase in burnout syndrome observed in workers. Therefore, burnout and variables which might be related to burnout frequently made a topic for research. Though, the personality characteristics among these variables were studied for other organizations, a similar study for educational organizations has not been found in the literature. It is necessary to evaluate educational organizations differently than other organizations due to their being value oriented organizations and particular characteristics of teaching profession. In this context, the research was conducted in primary schools.

Personality is a collection of consistently displayed characteristics which are unique to the individual and separate him/her from other individuals. Even though it is not easy to recognize an individual with all characteristics that constitute his/her personality, it is possible to develop various judgments based on the characteristics he/she demonstrates constantly. Personality can be seen as the collection of characteristics that represents who the individuals are. In this regard, some researches were done to classify individuals' personality characteristics. The most commonly used classification among these classifications is the Five Factor Personality Model. Five Factor Personality Model involves the analysis of the words that individuals use to define themselves or others and is a construct that emerged as a result of researches for long years (McCrae and John 1997).The dimensions of the five factor personality model are extraversion/introversion, agreeableness, conscientiousness, emotional stability, and openness to experience. The personality dimensions specified in this model are summarized briefly below (Digman 1990; John and Srivastava 1999; Somer and Goldberg 1999; Girgin 2007; Basim et al. 2013).

Extraversion / Introversion: Such dimensions basically entail characteristics like, being full of life, excited, cheerful, talkative, enterprising and sociable. Since extravert individuals tend to show positive emotions, they are usually defined as active, ambitious, energetic, enthusiastic, open-hearted and communicative. On the contrary, individuals with low level extraversion (introverts) appear to be quiet, reserved, shy,

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and timid. While high scores in this measurement are associated with characteristics like being friendly, energetic, cheerful, excitement seeker and dominant, lower scores are associated with characteristics like being distant, quiet, introverted, and preferring solitude.

Agreeableness: Addressing the humanitarian aspect of the individual, agreeableness dimension is also referred as names like reconciliation or humility. Among the actions indicating individual difference, agreeableness carries importance in terms of social compatibility and cooperation. Agreeable individuals are kind, trustworthy, caring for their physical appearance, forgiving, tolerant, valuing compromise rather than competition, helpful reluctant to enter interpersonal conflicts, avoidant of using power or creating pressure to resolve a conflict in situations they entered. While high scores in this measurement are associated with characteristics like humility, believing in cooperation, sincerity and understanding, lower scores emphasize characteristics like skepticism, stubbornness, competitiveness and being cautious.

Conscientiousness: In fact, conscientiousness refers to being careful, organized, planned, hard-working, achievement oriented, decisive, tidy, disciplined, prepared to deal with problems, adherence to ethical principles and values, and the ability to finish a job started and the tendency to think carefully before taking action. Employees with high level of conscientiousness also seem to show high levels of job satisfaction and motivation. As the score increases in this measurement characteristics like being systematic, determined, achievement-oriented, ambitious and meticulous increase as characteristics like not making plans, procrastinating and, being easily distracted and disorganized decrease.

Emotional Stability: Individuals with high emotional stability are usually calm, easygoing, with high self-confidence, disposed to experience positive emotions, without intense emotional ups and downs and with high life satisfaction. The opposite side of the emotional stability is perceived as neurotic or emotional instability. Disorder of emotional stability indicates personality characteristics corresponding to being nervous, anxious, needing the approvals of others, being unsure of oneself, constantly changing moods and being inconsistent. The increase of the scores in this dimension is associated with characteristics like being comfort-able, confidant, patient, open to criticism, resistant to stress while lower score is associated with characteristics like being anxious, nervous and shy.

Openness to Experience: Individuals who are open to experience are flexible about the rules, they reject traditional gender roles, and they approach to trials with humorous manner and show inherent interest towards new experiences. As they do not share the belief that rules must be fulfilled in a manner absolute and unconditional, they use concepts related to being independent and original while they define themselves. Individuals who show openness to experience are highly imaginative, creative, curious, courageous, fans of diversity and freedom. Individuals who are not open to experience have traditional attitudes regarding interpersonal relationships, show strong adherence to the rules and principles, are not/cannot be creative, do not/cannot dream, do not like adventure, show absolute obedience to authority, are conservative, and adopt standard or familiar work or behavioral patterns. High scores in this measurement indicates characteristics like creativity, analytical thinking, openness to other perspectives, and sensitivity, while low scores indicate characteristics like being traditional, conservative, and indifferent.

Using these personality types Goldberg (1990) developed "The International Personality Inventory-IPI" scale. This scale has been used in many different cultures and groups. In these studies, it has determined that many variables are associated with personality characteristics. One of the variables that may be related to personality characteristics is burnout.

However, burnout is defined as a multi dimensional; physical, emotional and mental, state which entails the physical exhaustion, long-lasting fatigue, sense of helplessness and hopelessness, negative self concept, sense of uselessness and the negative attitudes against others seen in workers who have to interact with people face to face at their jobs (Maslach and Jackson 1981). Initially the burnout concept was used related to stress concept, or even was used as a synonym. However, burnout is different than temporary fatigue that fades away after specific period of rest, and may occur at the different phases of work life (Cimen 2000). Maslach (1981) considered burnout with regards to three dimensions "emotional exhaustion, depersonalization, reduced personal accomplishment."

Emotional Exhaustion: Emotional exhaustion is the feeling of overburdened, exhausted emotionally felt by the individual due to his/her work. Defines the depletion of emotional resources and loss of energy and it is the most important indicator of burnout. Emotional exhaustion is the intrinsic aspect of burnout. This aspect refers to the state of physical and emotional exhaustion and is the most important aspect in the core of burnout (Maslach and Jackson 1984; Cokluk 2000).

Depersonalization: Depersonalization is demonstration of negative, non-serious attitudes and behaviors against people served (not taking into account that they are individuals) by the individual. The person in this situation displays behaviors that are devoid of emotion, unfeeling, dismissive, indifferent, hard and cynical (Maslach and Jackson 1984; Leiter and Maslach 1988). Using derogatory language, categorizing people, doing business according to strict rules and anxiety are also among the symptoms of burnout (Torun 1997).

Reduced Personal Accomplishment: Reduced personal accomplishment refers to individual's tendency to evaluate him/her negatively (Maslach 2003). It is defined as individual's inability to overcome problems successfully and perceive him/herself inadequate. Individual's motivation regarding work was declined. Individual feels lack of control and desperate. It indicates the lessening of worker's feelings of success and self-efficacy, or even indicates the feelings of failure, inadequacy and loss of self-respect (Maslach and Jackson 1984; Cokluk 2000).

Burnout syndrome is observed more often in occupations that involve helping people, like medicine, nursing, law enforcement, management, psychology and education. These professions are occupations with higher emotional tension potential (Maslach and Jackson 1981). Burnout is also seen commonly in professions like teaching and school administration, requiring intense human relationships, emotionally fraying yet underappreciated (Kalker 1984; Maslach 1986; Maslach and Leiter 1997).

Besides, because of such characteristics, teaching profession has been an occupation directly related to human beings. Teachers should deal not only with their students' academic states but also students' problems and emotional states simultaneously. This situation increases the likelihood of experiencing burnout for teachers.

According to Cokluk (2000) compare to the average stress level of the workers of other occupations, teachers experience more stress in general. Therefore this condition may raise the level of burnout for teachers. Employees having a sense of burnout become unable to fulfill the requirements of the task and the job. As much as on individuals, burnout creates negative effects on organizations (Saglam-Ari and Cina-Bal 2008).

Among the factors affecting burnout, personal characteristics as well have an important place. In some situations individuals' personality characteristics refers to properties that provide basis for burnout or increase burnout and in other situations they may play a role to decrease burnout and its effects. Gender, age, education, marital status, duration of employment, social support, personality and expectations can be count among the personal and social characteristics affecting burnout (Saglam-Ari and Cina-Bal 2008).

In the last 10 years, personality traits and burnout issues have often been investigated in the researches of the field of management and psychology. These researches generally were conducted on the workers in health and banking sector. With the aim of integrating the findings from these studies meta-analysis studies were also performed. According to Alarcon, Eschleman and Bowling (2009) the Five Factor Model personality characteristics, positive and negative affectivity explained significant variance in each of the burnout dimensions. Swider and Zimmerman (2010) also made a meta-analysis study on the relationship between personality traits, burnout and job outcomes. Meta-analytic path modeling indicated that job burnout partially mediated the relationships between Five-Factor Model personality traits. In different studies, it is been continued to investigate the correlations between burnout and the variables, such as personality traits (Morgan 2008; Cetin and Hazir 2012), interpersonal relationships (Droogenbroeck et al. 2014), role ambiguity (Celik 2013), and self-efficacy (Bümen 2010; Saricam and Sakiz 2014).

Purpose

The purpose of this research is to determine the relationship between primary school teachers' personality characteristics and their burn-

out levels. To achieve this purpose answers the following questions were sought:

1. What are the teachers' personality characteristics and burnout levels?
2. Is there a relationship between teachers' personality characteristics and burnout levels?

MATERIAL AND METHODS

The Research Method

The research model is a relational survey model, since the research tries to determine whether there is a relationship between teachers' personality characteristics and burnout levels.

Sample

The universe of the study consisted of 926 teachers working in primary schools in Kütahya city center. Random sampling method was used to select the sample. Cohran's sample size formula was used to specify the sample size and it was decided that 271 participants were needed in order to achieve 95 percent trust level. Considering that, some of the questionnaires would not be returned, 320 teachers were contacted. Analyses were conducted using the 303 valid questionnaires that were returned. A total of 53.5% of the respondents were female (n=162), and 46.5% were male (n=141). A total of 49.5% of the participants were class teachers (n=150), and 50.5% (n=153) had specific fields. Ages of the teachers who participated in the study varied between 22 and 61, and their years of employment as a teacher varied between 1 and 38.

Instruments

The data gathered The Five Factor Personality Scale (Goldberg 1990) and Maslach Burnout Inventory (Maslach and Jackson 1981). The Five Factor Personality Scale developed by Goldberg (1990) and adapted to Turkish by Girgin (2007). The Five Factor Personality Scale consists of 50 items and each item is assessed using Likert type five scale ratings. The scale has five dimensions each of them containing 10 items. These dimensions are Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experience. The scale is answered in the range of "1-Never" and "5- Al-

ways." There are inversed scored items in the scale. An increase of the scores in a specific dimension means an increase of the named characteristic and a decrease of the scores means a decrease of that characteristic. While Girgin (2007) stated the Cronbach's Alpha reliability coefficient as .80, in this study the reliability coefficient was found as .83.

Maslach Burnout Inventory (Maslachand Jackson 1981) was used in order to determine participants' burnout levels. The inventory was adapted to Turkish by Ergin (1992). There are 22 Likert type items in the inventory. The three sub-scale points constituting Maslach Burnout Inventory are evaluated between 0-4 points range for each item. Scoring is done separately for each subscale. Emotional Exhaustion and Depersonalization dimensions consist of negative items while Reduced Personal Accomplishment dimension consists of positive items. Items in Reduced Personal Accomplishment dimension need to be scored inversely. According to this, items constituting Emotional Exhaustion (9 item) and Depersonalization (5 item) were scored as "0= never, 1=rarely, 2=sometimes, 3=often, 4=always," while items constituting Reduced Personal Accomplishment (8 item) sub-dimension were scored inversely as "0=always, 1=often, 2=sometimes, 3=rarely, 4=never." The interpretation of the scores obtained from Burnout Inventory is as follows:0.00-0.79 very low level; 0.80-1.59 low level; 1.60-2.39 moderate level; 2.40-3.19 high level; 3.20-4.00 very high level. Ergin (1992) stated Cronbach's Alpha reliability coefficients in Turkish adaptation of the inventory as .83 for Emotional Exhaustion dimension, .71 for Depersonalization dimension, and .72 for Reduced Personal Accomplishment dimension. Cronbach's Alpha reliability coefficients determined in this were as follows: .80 for Emotional Exhaustion dimension, .73 for Depersonalization dimension, and .74 for Reduced Personal Accomplishment dimension

Data Analysis

Descriptive analysis was used for the overall assessment of the participants' views, and Pearson correlation analysis was used for determining correlations. In correlation analysis, the following intervals were used as the measure to determine the strength of the obtained correlations: 0.70-1.00 high; 0.69-0.30 moderate; 0.29-0.00 low (Buyukozturk 2002).

RESULTS

In this section, first of all the finding regarding participants' personality characteristics and their burnout levels were given in Table 1. After that, it was tried to determine whether there is a relationship between participants' personality characteristics and burnout levels in Table 2.

Table 1: Descriptive statistics regarding teachers personality characteristics and burnout levels (n=303)

Points	Sub-dimensions	M	S
Personality	Extraversion	3.27	0.47
Charac-	Agreeableness	3.78	0.47
teristics	Conscientiousness	3.99	0.53
	Emotional stability	3.17	0.44
	Openness to experience	3.73	0.45
Burnout	Emotional exhaustion	1.64	0.84
	Depersonalization	1.01	0.79
	Reduced personal accomplishment	1.33	0.51

Table 2: Correlations between teachers' personality characteristics and burnout levels

	Emotional exhaustion	Depersonal-	Reduced personal accomplishment
Extraversion	-.14*	-.17**	-.28**
Agreeableness	-.17**	-.25**	-.38**
Conscientiousness	-.18**	-.33**	-.37**
Emotional stability	-.41**	-.42**	-.20**
Openness to experience	-.04	-.15**	-.45**

*p<.05, **p<.01

As observed in Table 1, among personality characteristics participants demonstrated the highest input in "conscientiousness (M=3.99)" dimension. Where following it respectively are agreeableness (M=3.78), openness to experience (M=3.73), extraversion (M=3.27) and emotional stability (M=3.17) dimensions. Participants have the highest level of burnout in emotional exhaustion (M=1.64-Moderate Level) dimension. Following it in order are reduced personal accomplishment (M=1.33-Low level) and depersonalization (M=1.01-Low level) dimensions. In Table 2, Pearson correlation analysis results were presented to determine the relationship between the teachers' personality characteristics and their burnout levels.

There is a statistically significant, low level, and negative correlation between *extraversion* characteristics and emotional exhaustion levels of the participant(r=-.14, p<.05).There are statistically significant, low level, and negative correlations between extraversion characteristics and depersonalization (r=-.17, p<.01); and reduced personal accomplishment (r=-.28, p<.01) views of the participants. Thus, as the participants' extraversion characteristics increase emotional exhaustion, depersonalization, and reduced personal accomplishment levels decrease. If the determinant coefficients taken in to account, 1.96% of the variance in emotional exhaustion, 2.89% of the variance in depersonalization, and 7.84% of the variance in reduced personal accomplishment scores are accounted for extraversion characteristics.

There is a statistically significant, low level, and negative correlation between *agreeableness* characteristics and emotional exhaustion(r=-.17, p<.01) views of the participants and there are statistically significant, moderate level, and negative correlations with reduced personal accomplishment (r=-.38, p<.01). Thus, as the participants' agreeableness characteristics increase, emotional exhaustion, depersonalization, and reduced personal accomplishment levels decrease. If the determinant coefficients taken in to account, 2.89% of the variance in emotional exhaustion, 6.25% of the variance in depersonalization, and 14.44% of the variance in reduced personal accomplishment scores are accounted for agreeableness characteristics.

There are statistically significant, low level, and negative correlation between *conscientiousness* characteristics and emotional exhaustion (r=-.18, p<.01) and statistically significant, moderate level, and negative correlations with depersonalization (r=-.33, p<.01), reduced personal accomplishment (r=-.37, p<.01) views of the participants. Therefore, as the participants' conscientiousness characteristics increase, emotional exhaustion, depersonalization, rand educed personal accomplishment levels decrease. If the determinant coefficients taken in to account, 3.24% of the variance in emotional exhaustion, 10.89% of the variance in depersonalization, and 13.69% of the variance in reduced personal accomplishment scores are accounted for conscientiousness characteristics.

There are statistically significant, low level, and negative correlation between *emotional sta-*

bility and reduced personal accomplishment (r=-.20, p<.01) of the teachers and statistically significant, moderate level, and correlations with emotional exhaustion (r=-.41, p<.01), and depersonalization (r=-.42, p<.01) regarding teachers' views. In consequence, as the participants emotional stability characteristics increase, emotional exhaustion, depersonalization, and reduced personal accomplishment levels decrease. If the determinant coefficients taken in to account, 16.81% of the variance in emotional exhaustion, 17.64% of the variance in depersonalization, and 4% of the variance in reduced personal accomplishment scores are accounted for emotional stability characteristics.

There are statistically significant, low level, and negative correlations between participant teachers' *openness to experience* characteristics and depersonalization (r=-.15, p<.01), and there is a statistically significant, moderate level, and negative correlation with reduced personal accomplishment (r=-.45, p<.01) views of the participants. Hence, as the participants' openness to experience increase, their reduced personal accomplishment levels decrease. There is not a statistically significant relationship between participants' openness to experience characteristics and their opinions regarding emotional exhaustion. If the determinant coefficients taken in to account, 2.25% of the variance in depersonalization, 20.25% of the variance in reduced personal accomplishment scores are accounted for openness to experience characteristics.

DISCUSSION

The present research aims to determine the relationship between teachers' personality characteristics and burnout levels. The research determined that teachers emphasized the conscientiousness characteristics the most. Following it in order were agreeableness, openness to experience, extraversion, and emotional stability characteristics. Mete (2006) stated that primary school teachers possess openness to experience characteristics the most and this characteristic is followed by agreeableness, extraversion, and emotional stability characteristics. High scores of teachers in personal characteristics like conscientiousness, agreeableness, openness to experience, and extraversion is pleasing, since these characteristics brings many positive characteristics along with them. For example, owing

to their personality individuals with high levels of openness to experience, self-discipline, extraversion and agreeableness, adopt the confrontation strategy for conflict resolution that plays an affective and positive role in this process (Basim et al. 2009).

Teachers' high levels of openness to experience are very important in terms of educational organizations. Openness to experience or development in general is defined as a person or an organization's proneness, suitability or willingness to change (Ozdemir 1999). The research conducted by Tasdan (2013) also reached at similar results regarding teachers' openness to experience. According to Balci (2001) it is very difficult to achieve a change or development that is not approved or adopted by the teachers in a school. In order to make teachers to value the change, it is necessary to match the objectives of the change with the teachers' goals. Therefore, while deciding for a change, it is necessary to include the teachers to the process of change.

Characteristics like agreeableness, extraversion, and emotional stability are extremely significant in terms of teachers. Both in terms of organizational life and teacher-student relationship, a teacher's agreeableness, extraversion and emotional stability are quite essential, because, these characteristics will help teachers to build healthy and more stable social relationships regarding human relations and communications. These characteristics are also reflected on teachers' characteristics like stress and burnout that can be seen as negative characteristics. Consequently, in the study teachers' burnout levels are found to be low. It is extremely important that participants' burn out levels were low in terms of schools, because teacher burnout is a problem that affects not only teachers but also students and other stakeholders of education (Swenson-Donegan 1990 Cited in: Cokluk 2000).

Teachers' burnout levels were at a moderate level for emotional exhaustion, while the levels were low for reduced personal accomplishment and depersonalization dimensions. Gunduz (2005) states that primary school teachers feel the highest level of burnout in reduced personal accomplishment dimension, while they feel the lowest level of burnout in depersonalization dimension. On the other hand Cemaloglu and Erdemoglu-Sahin (2007) denote in their research on high school teachers that teachers experience the highest level of burnout in emotional

exhaustion while they experience the lowest level of burnout in depersonalization dimensions. Polat et al. (2009) in their study of high school teachers have reached similar results as well. It is significant to observe that low scores for teachers' burnout levels in terms of education system. Since burnout reveals itself through the changes in attitudes and behaviors towards work, chronic fatigue, helplessness, and hopelessness and with a development of negative self-concept: a physical, emotional and mental state which becomes evident through negative attitudes towards other people, life and work (Maslach 1981; Maslach and Jackson 1981).

Individuals with high levels of burnout develop negative attitudes towards their profession and this may reduce their performances. At the same time these negative attitudes cause individual to experience problems in their marriage and interpersonal relationships by spreading to his/her entire life (Gunduz et al. 2013). Karakelle and Canpolat (2008) state that primary school teachers with high burnout levels cannot build positive relationship with their students, approach positive students' behaviors by using grades, and think only one way to deal with negative student behaviors and prefer to scold their students. When faced with more complex situations, primary teachers with high levels of burnout transfer the problem to the school administration, and explain students' negative behaviors in class as a result of causes unrelated to themselves like negative upbringing and developmental characteristics of the students.

Many correlations between personality characteristics with burnout levels of the participants and with their views of the sub-categories of burnout were determined. There was a statistically significant, low level negative correlation between participants' levels of extraversion and emotional exhaustion. In earlier studies (Morgan 2008; Cetin and Hazir 2012), low level and negative correlations were also determined. Basim et al. (2013) research on primary and secondary school teachers also presented a statistically significant, low level negative correlation between participants' levels of extraversion and emotional exhaustion. In light of these results, it can be said that individuals' emotional exhaustion levels decrease as their extraversion levels increase. In other words, individuals' burnout levels increase as their introversion characteristic increase. It is also suggested in the literature

that as individuals' introvert characteristic increases their burnout level increases (Saglam-Ari and Cina-Bal 2008). Swider and Zimmerman (2010) in their meta-analysis study also reached the low level and similar conclusions.

There was a statistically significant low level negative correlation between participant teachers' opinions of agreeableness characteristics and emotional exhaustion. Basim et al. (2013) research on primary and secondary teachers revealed a statistically significant low level negative correlation between emotional exhaustion and agreeableness. Also there is a statistically significant low level negative correlation between agreeableness characteristics and depersonalization views of participants while there is a significant moderate level negative correlation between reduced personal accomplishments. Cetin and Hazir (2012) in their study also determined low level negative correlation. Thus, it can be said that as participants' agreeableness levels increase, emotional exhaustion, depersonalization, and reduced personal accomplishment levels decrease. Swider and Zimmerman (2010) in their meta-analysis study also determined correlations between agreeableness and emotional exhaustion, personal accomplishment and depersonalization.

A statistically significant low level negative correlation was found between participants' conscientiousness characteristics and emotional exhaustion levels while there are statistically significant moderate level negative correlations with participants' views of depersonalization, and reduced personal accomplishment. Cetin and Hazir (2012) in their study also determined low level negative correlations between conscientiousness characteristics and emotional exhaustion and depersonalization. Therefore, it can be said that as participants' conscientiousness characteristics increase, their levels of emotional exhaustion, depersonalization, and reduced personal accomplishment scores decrease. Similar conclusions were also reached in the earlier studies (Morgan 2008; Alarcon, Eschleman and Bowling 2009; Swider and Zimmerman 2010).

Between emotional stability characteristics and reduced personal accomplishment levels a statistically significant low level negative correlation was found, as well as statistically significant moderate level negative correlations with the participants' views of emotional exhaustion, and depersonalization scores. Cetin and Hazir

(2012) in their study also determined low level negative correlation between emotional stability and emotional exhaustion. As participants' emotional stability characteristics increase, their reduced personal accomplishment, emotional exhaustion, and depersonalization scores decrease.

Statistically significant low level negative correlations were determined between participant teachers' openness to experience with depersonalization scores also a statistically significant moderate level negative correlation was determined with participants' views regarding reduced personal accomplishment. No correlation was detected between openness to experience and emotional exhaustion. Cetin and Hazir (2012) in their study also determined low level negative correlation between openness to experience and reduced personal accomplishment. Therefore, as participants level of openness to experience increases their levels of depersonalization, and reduced personal accomplishment decrease. Swider and Zimmerman (2010) in their study also determined correlations between openness to experience and depersonalization, personal accomplishment and emotional exhaustion. However, the correlation (r=-.09) between openness to experience and emotional exhaustion is little if any.

Even though, the obtained results show that teachers' overall burnout levels, depersonalization, emotional exhaustion and reduced personal accomplishment levels were low, it is necessary to take precautions to improve current situation. Yellice-Yuksel et al. (2011) state that, the burnout levels of teachers who receive vocational and social support are lower than the teachers who do not receive support. Moreover, as teachers' perceived level of support increases, their organizational trust (Tasdan and Yalcin 2010) and organizational royalty (Venkatachalam1995) levels increase, work absenteeism and severance rates decrease. According to Droogenbroeck et al.'s (2014) research, as the teachers' favorable opinions of interpersonal relationships are increasing teachers' burnout levels are reducing. In addition, as teachers' self-efficacy perceptions are increasing the opinions related to the emotional exhaustion and depersonalization are reducing; in case the opinions related to the personal accomplishment are increasing (Saricam and Sakiz 2014).

CONCLUSION

To conclude, it is explored that the teachers possess conscientiousness characteristics the most and emotional stability characteristics the least. Teachers' burnout levels were at a moderate level for emotional exhaustion, while the levels were low for reduced personal accomplishment and depersonalization dimensions. There were relationships between participants' levels of *extraversion, agreeableness, conscientiousness, emotional stability* and emotional exhaustion.

There were statistically significant relationships between participants' levels of *extraversion, agreeableness, conscientiousness, emotional stability, openness to experience* and depersonalization, and reduced personal accomplishment.

RECOMMENDATIONS

In this research, the relationship between teachers' personality characteristics and burnout levels was tried to be determined. Further researches can be design by taking variables like the constant change in the education system and teachers' burnout levels, their economic status, students' complaints line (Call 147), the loss of the status of the profession, educational administrators' attitudes, and the lack of salaries into account. Also qualitative researches on burnout might be beneficial to investigate this topic in-depth.

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