A HYPOTHETICAL MODEL FOR THE RELATIONSHIP BETWEEN TEACHERS' JOB SATISFACTION, BURNOUT AND PERCEPTIONS OF INDIVIDUAL PERFORMANCE

(Research article)

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Abstract

This study aims at determining the relationships between teachers' job satisfaction, burnout and individual performance perceptions. The study was designed in relational screening model. The participants of the study comprised 359 volunteer teachers who were selected using appropriate sampling method in state schools in Elazığ province of Turkey. The data were collected via the Job Satisfaction Scale, the Burnout Scale, and the Individual Performance Scale in 2019-2020 academic year. In the data analysis process, descriptive statistics and Pearson moment product correlation coefficient were used to reveal the relationships between the variables. In addition, Structural Equation Model was used to determine the direct predictors of teachers' perception of job satisfaction and burnout on individual performance perception. The bootstrapping through the structural equation model was used in order to determine the indirect predictive power of teachers' perception of job satisfaction on their perception of individual performance through their perception of burnout. The results showed that there were negative and positive significant relationships between teachers' job satisfaction, burnout and individual performance perceptions. It was found that teachers' job satisfaction perception significantly predicted burnout perception negatively (β = -.40; p <0.01) whereas it positively and significantly predicted individual performance perception (β = .37; p <0.01). In addition, Teachers' burnout perception predicted their individual performance perceptions negatively and significantly (= -.28; *p* <0.01). Furthermore, it was revealed that teachers' job satisfaction perceptions had an indirect predictive (mediating) effect on individual performance perception through burnout perception. As a result, it was determined that the theoretical model and hypotheses as to the relationship between teachers' job satisfaction, burnout and individual performance perceptions were statistically verified.

Keywords: Job satisfaction, burnout, individual performance, teacher

1. Introduction

Teachers who shape the future generations need to be satisfied with their jobs in order to educate qualified people. The teachers who are satisfied with their job, enjoy their work and are highly motivated, in turn become happy. On the other hand, job dissatisfaction paves the way for failure, psychological problems and negative attitude towards work. In this sense, job satisfaction is a concept that demonstrates whether employees are satisfied with their jobs. It is revealed that employees with high job satisfaction are likely to be pleased with their jobs. Job satisfaction is also associated with the issue how people feel about the jobs they work and a number of results of their job (Spector, 1997). Eren (2011) describes job satisfaction as the desire of a person to produce products that provide material and moral benefit within the organization. Job satisfaction can also be defined as the job satisfaction level of employees (Robbins, 2013). In addition, it refers to the emotional reflex that an employee represents by comparing what s/he wants to get from his/her job and what s/he receives (Samad, 2006).

Therefore, job satisfaction is defined, in its basic form, as what an employee feels about his/her job or different aspects of his/her job, and the positive emotional level of these feelings (Spector, 1997).Job satisfaction is related to general attitudes towards work. People with high job satisfaction generally have a positive attitude whereas those with low job satisfaction have a tendency to take a negative attitude towards life (Kondalkar, 2007). Job satisfaction is a sentiment that an individual wants to achieve. Individuals, who wish to anticipate comforting and pleasing attitudes from their friends, supervisors and managers in the organization they work in, have job satisfaction when they experience these feelings (Akbas, 2006). Furthermore, job satisfaction influences an individual's social life. Individuals with high job satisfaction enjoy life. This situation directs the behavior of the person in a positive way (Spector, 1997). Teacher quality is directly related to the quality of education. Since institutions providing services such as education has an effect on the entire society with what they produce or cannot produce, ensuring job satisfaction of the teachers is of crucial importance.

Another concept discussed in this study is individual performance. A number of criteria such as job satisfaction, burnout, commitment, stress, should be taken into consideration in the evaluation of teachers' individual performances. Among these, three concepts, that are job satisfaction, burnout and individual performance, were identified in the light of studies in the literature, and their relationship was discussed in this study. Especially, to what extent and how burnout have impact on teachers' job satisfaction and to what extent it predicts the emergence of individual performance were investigated. The concept of performance has been examined in two dimensions in the literature: organizational performance and individual performance (Barutcugil, 2002). Since this study focuses directly on the performance of teachers, the concept of individual performance is examined in this study. Although a consensus on the definition of the concept of performance does not exist in the literature, there are a number of generally accepted definitions. Performance is making a judgment on the degree of employees' success. Performance is also described as a quantitative indicator of the extent to which an individual or group performing a job can achieve the goals of that job (Salt, 2002). Individual performance, on the other hand, can be defined as the efforts of individuals working in organizations despite the wages they receive for their work and other opportunities (Rousseau & Mclean, 1993). Hence, the efforts of the teachers within their possibilities refer to their individual performances. In this context, it can be said that economic and environmental factors play a significant role in increasing individual performance (Turunç & Çelik, 2010). Performance is the level of success achieved by an individual by means of all his/her efforts in his/her job. Individual performance depends on abilities and skills of individuals (Morillo, 1990) and thus a consistent structure of individual performance does not exist in that it can be affected from the environment in a negative or positive way. On the basis of these facts, organizations should attempt to have an influence on the performance of individuals in a positive way. Especially, organizations that ensure job satisfaction of their employees and respond to their individual expectations can potentially increase the individual performance of their employees (Barutcugil, 2004). The individual performances of teachers should also be discussed on the basis of these issues. It is clear that teachers having job satisfaction in their schools will also have a high individual performance. In this context, it is also possible that the individual performance of teachers, having negative emotional states such as burnout because of failure in meeting their expectations in their schools, will be low.

The concept of burnout was considered as a mediator variable in this study. The definition by Maslach is the most widely used definition of burnout. According to Maslach, burnout is a psychological syndrome including long-term responses to chronic stress sources in the workplace (Maslach & Jackson, 1981). In addition, Meier (1983) describes burnout as an emotional state that emerges in an environment where people have few positive expectations

and more negative expectations about work. Furthermore, Maslach, Jackson, Leiter, Schaufeli, & Schwab (1986) considers burnout as a three-component psychological syndrome comprising of emotional exhaustion, depersonalization, and decreased personal accomplishment. Not only the field of educational, but each professional field experiences burnout in its own unique way. Burnout refers to a breakdown in integration with job and emotional exhaustion. A job that starts out as important, meaningful and fascinating becomes a meaningless, unpleasant and unsatisfied job as a result of burnout. In an environment of burnout, feelings such as commitment to work, trust, and pleasure will be replaced by emotions such as anger and anxiety. Failure, as an expected consequence of all these, will be a situation that will harm both the institution and the employee (Maslach, Schaufeli, & Leiter, 2001). Burnout, which an individual begins to experience without even realizing it, paves the way for the individual to display negative behaviors towards the people s/he interacts with, deterioration in relations with people and a feeling of introversion without any reason. In addition, situations such as not actively participating in the environment where others are present, experiencing a decrease in individual performance, withdrawal, making mistakes, and loss of motivation may also occur as a result of burnout (Lambie, 2007). As burnout becomes widespread, both efficiency and quality will decrease within the organization. Therefore, the intellectual capital, the most important asset of the organization, will begin to lose value (Arı, Bal & Bal, 2008; Karaodul, 2003). In addition to social weakening, physical problems, inefficiency in their duties and low job satisfaction were observed in exhausted employees (Aydemir, 2003). Teachers are likely to experience these kind of negative emotional states. Negative conditions such as loss of creativity, low performance, decreased job satisfaction and professional success, being late to work and class, making excuses for failure, delaying or postponing work, and constantly blaming others may occur as a result of burnout in teachers (Kaçmaz, 2005).

The studies in the literature are consistent with this result. It has been shown that the stress sources related to roles in organizations are directly related to job satisfaction, performance and commitment of employees. However, Singh et al. (1994) found that burnout partially mediates this relationship. This shows that negative situations experienced by an individual in the organization result in burnout which then indirectly affects the individual's job satisfaction, individual performance, commitment and intention to quit. In order to provide an education service of better quality, teachers should have a high level of job satisfaction. In such situations, teachers do their job with pleasure, do not avoid solving possible problems and strengthen their commitment to their job. Teachers with high job satisfaction will offer more opportunities for students' cognitive development. It is expected that students who are educated by teachers devoted to their profession and having high job satisfaction will also be successful. The higher the job satisfaction is, the higher the institutional performance of the school will be. In this way, individual performance of teachers, one of the reasons for the increase in school performance, will also be high. On the other hand, low job satisfaction will reduce the quality of education delivered in schools as well as leading teachers to burnout. Therefore, job satisfaction of teachers who play a key role in education should be made as high as possible. Job satisfaction is related to many variables. Whereas it affects some of them in a positive way, it influences others negatively. Two variables which are thought to be related to job satisfaction in the light of studies in the literature are discussed in this study: burnout and individual performance of teachers. Therefore, this study aims at presenting a model for the relationship between teachers' job satisfaction, burnout and individual performance. For this purpose, the following hypotheses were put forward:

> H_1. There is a negative relationship between teachers' job satisfaction and their burnout perceptions.

H₂. There is a negative relationship between teachers' burnout and their individual performance perceptions.

H₃. There is a positive relationship between teachers' job satisfaction and their individual performance perceptions.

H₄. Burnout perception has a mediating role in the relationship between teachers' job satisfaction and individual performance perceptions.
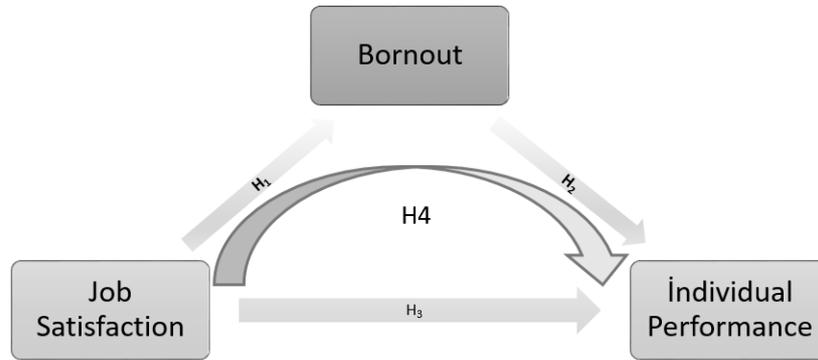

Figure 1. Conceptual (Hypothesis) Model

2. Method

2.1. Research Model

This study was designed in a relational screening model to investigate the effect of teachers' job satisfaction and burnout perceptions (independent variables) on their individual performance perceptions (dependent variable). Relational screening model, a type of screening model, is used for determining the existence and degree of changes between two or more variables that are thought to be related (Cohen, Manion, & Morrison, 2000; Karasar, 2012; Christensen, Johnson, & Turner, 2015). In this context, the relationships between variables were examined by means of the Structural Equation Model (SEM). It is a statistical analysis that integrates a number of statistical techniques and investigates and tests the predictive relationships between variables in a multidimensional way (Dursun & Kocagoz, 2010; Çokluk, Sekercioğlu, & Büyüköztürk, 2016; Sümer, 2000). For this reason, the hypotheses regarding to the independent variables (job satisfaction and burnout) and dependent variables (individual performance) addressed in this study were tested using SEM.

2.2. Participants

The participants of the study consisted of 359 teachers in different state schools in Elazig, Turkey. The data were collected in the fall semester of 2019-2020 academic year. The teachers participated in the study by signing the informed consent form. Appropriate sampling method was used in the selection of the participants. This method is preferred by researchers due to the fact that it minimizes time and labor loss (Cohen, 2007; Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2020).

Of the 359 participant teachers, 222 (61.8%) were female and 137 (38.2%) were male. In addition, 155 of them (43.2%) were married, while 204 (56.8%) were single. With regard to age category, 187 (52.1%) were 21-30 years old, 105 (29.2%) were 31-40 years old, 67 (18.7%) were 41 and over. 329 (91.6%) of the teachers had bachelor's degree and 30 (8.4%) had graduate level education. With regard to professional seniority, 189 (52.1%) of the teachers

had an experience between 1-10 years, 94 (26.2%) between 11-20 years and 76 (21.2%) 21 years or more. With regard to school type, 54 (15%) teachers worked in kindergarten, 102 (28.4%) in primary school, 107 (29.8%) in secondary school and 96 (26.8%) in high school. Finally, 124 (34.5%) of the teachers were graduated from the field of science, 146 (40.7%) from social sciences and 89 from fine arts/sports sciences.

2.3. Data Collection Tools

Similar scales in the literature were reviewed during the selection of the data collection tools. The available scales were examined in terms of criteria such as their acceptance in the literature, the features they measure, usefulness, dimensions, number of items, suitability to the methodology of the research and response time. Finally, the decision with regard to which scales to be included in the study was made. As a result, the following burnout, job satisfaction and individual performance scales were used in order to collect research data.

2.3.1. *Job Satisfaction Scale:* In order to measure teachers' job satisfaction, the job satisfaction scale developed by Hackman and Oldham (1975) and adapted to Turkish by Basım and Şeşen (2009) was used. The scale, which was also used by Çetin (2011) in his study, consists of five items and one dimension. In Çetin's study (2011), the scale was scored on a 5-point Likert-type scale ranging from 1 (totally disagree) to 5 (totally agree). The internal consistency coefficient of the scale was calculated as ".78" by Basım and Şeşen (2009) and as ".76 by Çetin (2011). As a result of the Confirmatory Factor Analysis conducted in this study, the scale was validated as being a single factor. In addition, the internal consistency coefficient of the scale was found to be .81, which means that the internal consistency coefficient of the job satisfaction scale in this study is sufficient. It was also found that the factor loadings of the five items that construct the single factor varied between "0.49" and "0.78". In addition, it was determined that the fit values of the single-factor structure were acceptable (X^2: 32.58, sd: 11.34, X^2 / df: 2.87, RMSEA: .05, SRMR: .03).

2.3.2. *Burnout Scale:* The burnout scale developed by Tümkaya, Çam, and Çavuşoğlu (2009) was used in this study. The scale is a 5-point Likert type scale with a single factor and consists of 10 items. The Confirmatory Factor Analysis confirmed the single factor of the scale. The internal consistency coefficient of the scale was found to be .86 which indicates that the internal consistency coefficient of the scale is sufficient. In addition, it was found that the factor loads of 10 items that construct the single factor ranged from "0.46" to "0.82". Finally, the fit values of the single factor structure were found to be acceptable (X^2: 65.23, sd: 30.98, X^2 / df: 2.10, RMSEA: .03, SRMR: .02).

2.3.3. *Individual Performance Scale:* In order to determine the individual job performance perception of academic staff, a scale developed by Kirkman and Rosen (1999) and adapted to Turkish by Sulu (2010) was used. The scale, which was also used by Kılıç (2013) in his study, consists of four items and one dimension. The scale is scored on a 5-point Likert-type scale ranging from 1 (totally disagree) to 5 (totally agree). The internal consistency coefficient of the scale was calculated as .87 by Sulu (2010) and .84 by Kılıç (2013). The Confirmatory Factor Analysis performed in this study confirmed the single factor of the scale. The internal consistency coefficient of the scale was found to be .83, showing that the internal consistency coefficient of the scale is sufficient. It was also found that the factor loads of the four items that construct a single factor varied between 0.51 and 0.72. In addition, the fit values of the single factor

structure were found to be acceptable (X^2: 43.87, sd: 23.62, X^2/sd: 1.85, RMSEA: .05, SRMR: .04).

2.4. Data Collection

Participant approval was achieved by informing the teachers through the Informed Voluntary Approval Form at the schools where the teachers worked. Accordingly, the researchers explained the purpose and method of the study, the principles of confidentiality and the voluntariness of participation in the schools where teachers work. After these explanations, data were obtained from teachers who agreed to participate in the study. Personal information form, Job Satisfaction Scale (JSS), Burnout Scale (BS) and Individual Performance Scale (IPS) were distributed to teachers. The teachers were provided with brief information about the aim of the study and the related concepts, and then they were asked to choose the most appropriate option in the five-point Likert scale. Some of the forms were collected on the same day while other were collected a few days after they were delivered by the researcher, and all the participants were thanked for their participation.

2.5. Data Analysis

First of all, the data were examined with regard to missing or incorrect values and outliers were removed. SEM was used to find out the direct and indirect (through burnout) effects of teachers' job satisfaction and burnout perceptions on individual performance perception. SEM verifies the compatibility of relationships in a structural model with data and examines measurement errors (Meydan & Şeşen, 2015). In this sense, it was determined that all measurement tools suitable for the created model were compatible with the data set used in this study. SEM including path analysis was applied to determine the existence and significance of relationships between the independent variables and the dependent variable in the constructed model. A number of assumptions are required to be met to use structural equation modeling in the analysis of data, which are the normal distribution of observable and latent variables, the absence of multiple linear connections between variables, and the removal of outliers in the data set (Çokluk, Şekercioğlu & Büyüköztürk, 2016; Sümer, 2000; Şimşek, 2007). The normality of the data was investigated using Kolmogorov-Smirnov (KS) test, skewness and kurtosis coefficients and Z values. In order for the data to be normally distributed, it is expected that the p-value of the Kolmogorov-Smirnov (KS) test should be greater than .05, and the skewness and kurtosis values should be between "-2" and "+2" (Tabachnick and Fidell, 2007; Sümer, 2000; George & Mallery, 2010; Çokluk et al., 2016). These assumptions must be met in order to perform SEM analysis. In this context, normality values of all variables were examined. The kurtosis and skewness values of the variables showed that the scores obtained from the scales were normally distributed (job satisfaction scale: skewness = -.35, kurtosis = .48; burnout scale: the skewness = -.81, the kurtosis = -.58; individual performance scale: skewness = .30, the kurtosis value = .57). Pearson moment product correlation coefficient was used to reveal the relationships between the scores obtained from the scale. The fact that the Variance Increase Factor is less than 10 (VIF <10), the tolerance value is greater than .10 (TV> .10), and the condition indices are less than 30 (CI <30) in the relationships between variables indicate that there is no multicollinearity problem. (Sümer, 2000; Kline, 2011; Çokluk et al., 2016). In this regard, it was ascertained that the correlation values between variables were not greater than .43, and VIF, TV and CI values met the expected conditions. In addition, there are some goodness-of-fit indices that are recommended to be reported and interpreted in SEM for the model tested in determining the relationships between variables. These include Chi-Square ($\chi2$), Root Mean Square Error (RMR), Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), Excess Fit Index (IFI), Goodness Fit Index (GFI) and adjusted

Good Fit Index (AGFI) (Jöreskog & Sörbom, 1993; Sümer, 2000; Kline, 2011; Tabachnick & Fidell, 2013; Çokluk et al., 2016). A path analysis was performed within the framework of SEM in order to find out the direct and indirect predictive power of the independent variables in which these values are taken into account on the dependent variable. In addition, "ordinary least-squares regression" proposed by Hayes (2012) was used in determining the mediating role of the model tested in the present study, and bootstrap was applied to support the regression analysis results. It is stated that the Sobel test, widely used by researchers in mediation tests, should be avoided for the reason that it performs on the basis of the assumption that the sample distribution is normal (Hayes & Roockwood, 2020). Therefore, the examination of 95% confidence intervals in Bootstrapping can give more reliable results as regards whether there is a mediating effect. For the mediation test, PROCESS macro plug-in, which can be used with the analysis program, was used. With the PROCESS macro plug-in, mediation and regulatory tests can be performed using the Bootstrapping method. The Bootstrap is frequently used due to the fact that it minimizes the Type 1 error rate and provides the opportunity to control the factors that may affect the relationships between variables (Preacher & Hayes, 2008). Bootstrap analysis was performed using "Model 4" via PROCESS Macro. The significance of the indirect effect is tested by the absence of a zero value between the lower and upper limits of the confidence interval (Hayes, 2013).

3. Findings

Findings of the study are presented and illustrated as in the following:

The descriptive statistics of the measurement tools used in the study and the relationships between the scores were calculated. These findings are presented in Table 1.

Table 1. *Descriptive Statistics and Correlation Coefficient Values of Job Satisfaction, Burnout and Individual Performance Scores*

Variables	Descriptive Statistics		Correlation Coefficient		
	$\overline{X}$	Sd	1	2	3
1. Job Satisfaction	4,40	,468	---		
2. Burnout	2,12	,514	-,353**	---	
3. Individual Performance	3,08	,314	,435**	-,342**	---

As shown in Table 1, the average scores of the job satisfaction scale is $\overline{X}$ = 4.40, Sd =, 468, the average scores of the burnout scale is $\overline{X}$ = 2.12, Sd =, 514, and the average scores of the individual performance scale is $\overline{X}$ = 3.08. Sd =, 314. The analysis of the correlation showed that there was a significant negative correlation between teachers' job satisfaction and burnout perceptions (r = -.353; p <.001) as well as a positive and significant relationship (r = .435; p <.001) between teachers' job satisfaction and individual performance perceptions. In addition, a significant negative correlation between teachers' burnout and individual performance perceptions (r = -.342; p <.001) was determined. It can be seen that as teachers' job satisfaction perceptions increased, their burnout perceptions decreased and their individual performance perceptions increased. Furthermore, the results of correlation coefficients demonstrated that as the burnout perception of teachers decreased, their individual performances also increased. The tested model and standardized beta values for the mediation of burnout in the relationship between job satisfaction and individual performance perceptions are shown in Figure 1, and the fit value is presented in Table 2.
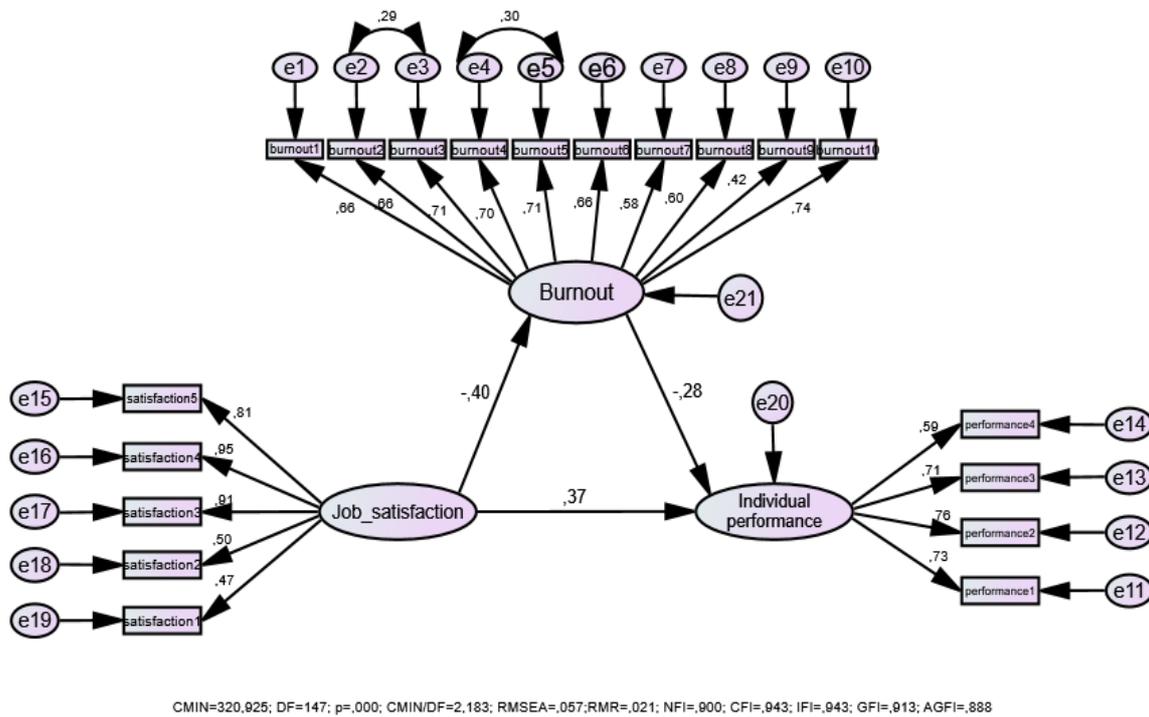
CMIN=320,925; DF=147; p=,000; CMIN/DF=2,183; RMSEA=,057;RMR=,021; NFI=,900; CFI=,943; IFI=,943; GFI=,913; AGFI=,888

Figure 1. Standardized Path diagram of the structural model

Table 2. *Theoretical Model Fit Indexes*

Good Fit	Acceptable Fit	Fit Values	Fit
χ2/sd < 3	3< χ2/sd <5	2.183	Good
RMSEA < 0.05	0.05 < RMSEA < 0.08	0.06	Acceptable
RMR < .050	0.05 < RMR < 0.08	0.02	Good
NFI > 0.95	0.90 < NFI < 0.94	0.90	Acceptable
CFI > 0.95	0.90 < CFI < 0.95	0.94	Acceptable
IFI > 0.95	0.90 < IFI < 0.95	0.94	Acceptable
GFI > 0.90	0.85 < GFI < 0.89	0.91	Good
AGFI > 0.90	0.85 < AGFI < 0.89	0.88	Acceptable

(Hu & Bentler, 1999; Sümer, 2000; Tabachnick & Fidell, 2001; Kline, 2005)

It can be seen that the model created in accordance with the fit indices in Table 2 meets the required fit criteria. The fit indices of the model revealed that χ2 / df = 2.183, RMR = .021 and GFI (.91) values showed excellent fit (Byrne Barbara, 2010; Kline, 2015; Schumacker & Lomax, 2004; Sümer, 2000; Tabachnick & Fidell, 2007), whereas RMSEA = .057, NFI =. 94, CFI = .94, IFI = .94 and AGFI (.88) values demonstrated good fit (Hu & Bentler, 1995; Meydan & Şeşen, 2011; Seçer, 2013). In other words, the developed theoretical model was compatible with the data. It was observed in the model that job satisfaction had a direct effect on burnout at the level of -.40, whereas it had a direct effect on individual performance at the level of .37. On the other hand, burnout was found to have a direct effect on individual performance at the level of -.28. The findings of the model and correlation showed that the H_1, H_2 and H_3 hypotheses were confirmed. Information as to the mediating effect of burnout in the model consistent with the H_4 hypothesis is given in Table 3.

Table 3. Information about the mediating effect of burnout

		Product of Coefficients		Bootstrapping 95% (BCa)	
Prediction	**Estimates**	**SH**	**p**	**Lower Limit**	**Upper Limit**
Indirect effect	.12	.028	.000	.0662	.1786
Direct effect	.37	.073	.000	.3861	.6752
Total effect	.49	.071	.000	.5089	.7885

The findings in Table 3 reveals that the partial mediating role of teachers' perception of burnout in the relationship between teachers' job satisfaction and individual performance perceptions was statistically significant. This shows that H$_4$ hypothesis was confirmed. In other words, the difference between the total and direct predictiveness of teachers' job satisfaction perceptions on their individual performance perceptions was found to be statistically significant [(Indirect Effect = .12; p = 00) and 95% Confidence Interval (.0662, .1786)].

4. Discussion, Conclusions and Suggestions

The findings of this study, the aim of which was to examine the relationship between teachers' job satisfaction, burnout and individual performance perceptions, showed that that teachers' perceptions of job satisfaction were high. This reveals that the teachers participating in this study were satisfied with their jobs, which is both in line with and contrary to other studies in the literature. The studies on this issue have demonstrated that teachers have a moderate level of job satisfaction perceptions (Aksoy, 2007; Kabakçıoğlu, 2010; Yılmaz, 2014; Çınarcı, 2015; Buluç & Demir, 2015; Erdoğan, 2017). In addition, there are also studies in which job satisfaction was found to be high (Kumaş and Deniz; 2010; Diri, 2015; Umay, 2015; Günbayı and Toprak, 2010; Güney, 2014; Al, 2018; Aksoy, 2019). On the other hand, it has been stated in the literature that there are some cases where teachers had low level of job satisfaction (Tu, Bernard, Plaisent, & Maguiraga, 2004; Akın & Koçak, 2007; George, Louw, & Bodenhorst 2008; Çolak, 2017). It was found in the present study that teachers' burnout perception was low. This finding is in consistence with other studies in the literature (Boyraz, 2015; Diri, 2015). However, the burnout levels of the teachers were found to be high in some of the studies in the literature (Kapar, 2016). Another finding of the present study is that the individual performance perceptions of the teachers were at a medium level. For example, Gönüldaş (2017) and Karacan (2012) found that employees' perceptions of their performance in their organization were adequate and moderate. All these show that the results of the present study as to the job satisfaction, burnout and individual performance perceptions have similarities and differences with the studies in the literature. Especially in recent years, the complex organizational structure in educational settings may have paved the way teachers to experience burnout. In addition, the intensity of work life, society's expectations from the education system and differing living standards may have caused teachers to feel stress, which may lead teachers to experience professional burnout. Such a situation can be considered as an obstacle that prevents teachers' individual performance from being at the expected level. Despite these conditions, the high perception of teachers' job satisfaction allows us to make positive projections regarding the present and future of a profession that requires sacrifice such as teaching.

The correlation analysis on the relationship between job satisfaction, burnout and individual performance showed that the individual performance of the teachers increased as their job satisfaction increased. Similarly, it was found that as the perception of burnout increased, job

satisfaction and individual performance perception decreased. These findings demonstrate that the factors that lead teachers to experience burnout should be prevented in order to have sufficient level of individual performance and job satisfaction. Especially, the increase in individual performance as a result of the increase in teachers' job satisfaction supports this situation. In other words, burnout levels of teachers must be low in order to achieve job satisfaction. These findings are consistent with studies on this issue. Studies in the literature have revealed that as job satisfaction perceptions increase, burnout perceptions decrease (Yüksel, 2013; Dinler, 2010; Teltik, 2009; Sarıtaş, 2015; Atabey, 2012). Furthermore, Gönüldaş (2017) found that teachers' efficacy perceptions had a negative relationship with their burnout perceptions, that is as the perception of burnout decreases, the perception of efficacy increases, which, in turn, positively contribute to individual performance. This result supports the findings of the present study. Low burnout perception is likely to lead teachers to have high individual performance. The importance of teachers' performance in terms of efficiency in education is a significant implication of this finding. In addition, the relationship between job satisfaction and individual performance is also important in this sense. The high individual performances of teachers with high job satisfaction can be considered as a positive situation in terms of efficiency and effectiveness.

Another finding of this study is that the tested model had excellent, good or acceptable fit values. In addition, the standardized regression coefficients between teachers' job satisfaction, burnout and individual performance perceptions were found to be significant. This stage was also tested in the hypotheses included in the theoretical model of this study. The standardized regression coefficients showed that job satisfaction had a predictive power of -.40 on burnout. On the basis of this finding, H1 hypothesis including the statement *There is a negative relationship between teachers' job satisfaction and their burnout perceptions* was accepted. Burnout perceptions of the teachers had a predictive power of -.28 on their individual performance perceptions. Therefore, H2 hypothesis including the statement *There is a negative relationship between teachers' burnout and their individual performance perceptions* was accepted. The standardized regression coefficients in the model demonstrated that job satisfaction perceptions had a .37 level of predictive power on individual performance perceptions. On the basis of this finding, H3 hypothesis including the statement *There is a positive relationship between teachers' job satisfaction and their individual performance perceptions* was accepted. The finding that correlation analysis and the regression coefficient included in the model confirmed the hypotheses in the conceptual model is an expected result. Especially, the negative effect of job satisfaction, as expected, on burnout is a significant finding showing the importance of job satisfaction perceptions of teachers. The predictive power of individual performance perception by burnout perception shows that burnout is one of the most important hindrances for teachers to put on the expected performance. Another conclusion drawn in this study is that the perception of burnout has a mediating role on job satisfaction and individual performance perception. Findings of this study show that job satisfaction not only has a direct impact on individual performance, but also an indirect impact through burnout. Whereas job satisfaction had a direct effect of .37, this rate was .12 with the mediating effect of burnout. The feeling of burnout can reduce the positive effect on individual performance by negatively affect it. This situation reveals the mediating role of burnout perception between teachers' job satisfaction and individual performance perceptions. Therefore, H4 hypothesis including the statement *Burnout perception has a mediating role in the relationship between teachers' job satisfaction and individual performance perceptions* was accepted.

It is anticipated that the study will contribute to the field as it investigated different variables on the subject and deal these with a structural model. Despite the conclusions drawn by the findings, this study has some limitations, similar to other empirical studies. One of the most

important limitations of this study is that the participants were limited to Elazığ. For this reason, the generalizability of this study is limited to teachers having similar conditions with the participants in the present study. This study can be expanded to include participants from different cities. In this way, the findings would be more generalizable. Another limitation is that teachers participating in this study were selected only from public schools. Another study in which teachers working in private schools are included will contribute to the field, especially since the working conditions, work intensity and personal rights in private schools differ from public schools. In addition, the assumption that the measurement tools used in this study (Job Satisfaction Scale, Burnout Scale and Individual Performance Scale) would reflect teachers' honest and sincere judgments of behaviors, attitudes and beliefs in the relevant domain is another limitation. Therefore, it can be suggested that similar studies in which qualitative data collection tools or mixed method is used should be carried out. Furthermore, only voluntary teachers were included in the study, which may affect the external validity of the study. Therefore, the existence of teachers who did not participate or did not want to participate in this study is an evidence that the answers given to the relevant measurement tools may differ. For these reasons, aforementioned limitations of the present study should be taken into account in generalizing the results. As a result, in order for teachers to perform better in their work life, it is important to provide them environments in which their job satisfaction perceptions increase. Finally, minimizing the factors that lead teachers to experience burnout is another important issue for improving individual performance of the teachers.

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