

The Mediating Role of Psychological Well-Being in the Relationship Between Teachers' Career Burnout and Couple Burnout¹

Hazal KARAKUŞ², Burhan ÇAPRI³

Abstract

This study investigated the relationship between the career burnout, couple burnout and psychological well-being scores of teachers. The study further investigated whether psychological well-being have mediating role on the relationship between career burnout and couple burnout. The data of the study were collected from 830 teachers. The sample consisted of 349 male and 481 female who are married or in romantic relationship in the metropolitan district of Adana, Turkey. The data were collected by using "Personal Information Form", "Burnout Scale-Short Version", "Couple Burnout Scale-Short Version", "Psychological Well-Being Scale". The correlation analysis was used to determine the relationships between career burnout, couple burnout and psychological well-being. Then, the structural equality model was used to analyze whether teachers' psychological well-being had a mediating role between career and couple burnout. The study showed that a significant positive relationship was observed between career burnout and couple burnout. Moreover, psychological well-being was negatively correlated with career burnout and couple burnout. Finally, the study concluded that psychological well-being plays a partial role in the relationship between teachers' couples and career burnout.

Keywords: Career burnout, couple burnout, psychological well-being, teacher.

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Introduction

The nature of work, working conditions and opportunities offered for an individual to develop him/herself professionally and the excess of occupational stress affect his/her family life, individual happiness and satisfaction with his/her life even though she/he has chosen a profession that is suitable for their ability, interest and values (Kuiper, Martin, & Dance, 1992). Considering the place that business and professional life occupies in a person's life the nature of the individual's occupation, working conditions, opportunities offered for the individual to develop him/herself professionally and the excess of occupational stress factors even if she/he has chosen a profession that is suitable for the person's ability, interest and values, affect his/her family life, happiness and satisfaction with his/her

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²Corresponding author: Lecturer Hazal Karakuş, Batman University, Türkiye, hazal.karakuş@batman.edu.tr, ORCID: 0000-0003-2745-2528

³ Prof. Dr. Burhan Çapri, Mersin University, Türkiye, burhancapri@mersin.edu.tr, ORCID: 0000-0002-6812-4785

life (Kuiper, Martin, & Dance, 1992). Teachers are one of the occupational groups with a high risk of career burnout due to the intense factors that cause stress in working life. By considering the effects of teachers on society, it can be said that the problems they experience in their professional lives and marriages and consequences of these problems would indirectly affect society. Teaching is one of the occupational groups with a high risk of career burnout due to the intense factors that cause stress in working life. Working under negative conditions and pressure negatively affects the performance of teachers in the work environment, while also causing deterioration in the person's health (Akten, 2007; Yeşiltepe, 2011). To talk about a qualified educational environment, there must first be teachers who are devoted, patient, open to constant change and loving. Teachers who are psychologically stable and healthy will also help students positively, affect their psychology and increase the quality of education (Yeşiltepe, 2011). In connection with this, it is important to determine the levels of career burnout, couple burnout and psychological well-being in teachers. In particular, it can be said that reducing the levels of career burnout and couple burnout in teachers and increasing the psychological well-being levels by controlling the reasons for their emergence have a very important place in increasing the quality of education.

Looking at the literature on the concept of burnout, Maslach's career burnout model (Maslach & Jackson, 1981) and Pines' Psychoanalytic-Existential Model (Pines & Aronson, 1988) have been the most researched subjects, respectively. In Maslach's burnout model, he explained professional burnout as a syndrome seen in professionals that require face-to-face interaction with people. Symptoms of this syndrome can be listed as physical exhaustion, prolonged fatigue, helplessness, hopelessness and a sense of uselessness. According to this model, professional burnout comprises of emotional exhaustion, depersonalization and decreased personal achievement dimensions (Maslach & Jackson, 1981). In the Psychoanalytic-Existential Career burnout Model put forward by Pines and Aronson, career burnout is described as "the physical, emotional and mental weariness caused by environments that constantly consume individuals emotionally". According to the psychoanalytic-existential perspective, the reason for burnout is that people expect to acquire the existential meaning in their work that they cannot reach in their lives. When this expectation is not met, people start to experience burnout by falling into despair. According to this approach, career choice is explained by unconscious processes shaped by the individual's negative childhood experiences and unresolved family interaction. It is possible that career burnout, which has consequences that directly affect the work life of the individual, also affects marriage and family life, which are other important parts of the individual's life (Lingard, 2004). Thus, Pines' Psychoanalytic-Existential Model is best suited to adapt for the area of spouse/marriage. The reason why Pines' Psychoanalytic-Existential Model has an important place in the literature is that burnout studies conducted only on business life have been adapted by Pines to another area of life such as spouse/marriage (Çapri, 2013).

According to the psychoanalytic approach, it is thought that the negative childhood experiences of individual will increase the possibility of establishing negative interpersonal relationships in the future, and the unconscious determinants of the individual's choice of job and spouse will be built on childhood traumas. Individuals make their choice of profession and spouse in order to meet some of their needs that they are not able to satisfy during their childhood and to give an existential meaning to their childhood experiences (Pines, 1996, 2000; Pines and Yanai, 2001). In other words, they try to meet their unfulfilled needs with their work or their marriage life. If the individual finds his/her job or relationship meaningful, or if he/she can meet these needs and make the right choices in his/her job or relationship, the probability of experiencing burnout decreases. Pines (2004) states that there is high expectation and hope in the selection process of the individual, but disappointments, failure to meet emotional expectations or loss of the meaning of the relationship will cause couple burnout in individuals.

Couple burnout is a type of burnout that occurs when various marriage expectations such as couples caring for each other, mutual love, trust in each other, fulfilling parenting roles, sharing responsibilities and worldview do not match (Slosarz, 2002). People experiencing couple burnout also experience physical, mental and emotional fatigue, and if these are not prevented, various consequences may occur, including divorce (Pines, 1996). Physical fatigue, which is the result of couple burnout, is the

dimension of fatigue that manifests itself with a state of chronic fatigue and a constant desire to sleep, which is different from the fatigue caused by doing any physical work (Kızıldağ, 2015). Mental fatigue, on the other hand, expresses a negative attitude towards the relationship, especially the spouse, and a low sense of self (Çapri, 2008). Emotional fatigue refers to the fact that those experiencing burnout feel exhausted, disappointed, irritable, and do not want to do anything and think about something else. In this case, spouses often experience depression symptoms such as chronic unhappiness, seeing life as empty and meaningless, and difficulty in fulfilling daily routines (Can, 2013). In other words, according to Pines' Psychoanalytic-Existential Model, individuals who experience couple burnout experience deterioration in their physical and psychological health.

On the other hand, psychological well-being is a concept that includes the ability of the individual to have a positive perception of himself/herself, to be satisfied with himself/herself even when he/she is aware of his/her limitations, to establish safe and sincere relationships with other individuals, to shape the environmental conditions to meet his/her personal needs, to act independently, to have the meaningfulness and purpose of his/her life, to be aware of one's individual potential and to make efforts to develop this potential (Keyes, Shmotkin ve Ryff, 2002). Psychological well-being is the subjective perception of an individual's psychological health and quality of life, which is evaluated in the cognitive and emotional domain (Lubin & Whitlock, 2004). In addition to subjective happiness, psychological well-being is also related to the individual's personal view of realizing his/her own potential and how he/she lives (Hefferon & Boniwell, 2014; Onraet, Hiel, Dhont, 2013).

When the literature on the concept of career burnout is examined, it is seen that it has a positive correlation with couple burnout (Çapri, 2008; Kızıldağ, 2015; Laes & Laes, 2001; Pines et al., 2000; Nunes, Pines, Rodrigue, & Utasi, 2000). It is known that the concept of psychological well-being, which has been investigated frequently in recent years, has a negative correlation with career burnout (Burke, Koyuncu, & Fiksenbaum, 2010; Greenglass, Burke, & Fiksenbaum, 2001). In the above studies, it was observed that there was a positive relationship between career burnout and couple burnout, and a negative relationship between Career burnout and psychological well-being, and this information led us to think that these two concepts, which are known to be associated with career burnout, are related to each other.

While the relationship between career burnout and couple burnout is known, creating a mediation model including the concept of psychological well-being will make important contributions to the literature in terms of the direct-indirect effects of these three concepts on each other and their predictive power, as well as in strengthening the generalizability of this model, which has not been tested in Turkish culture before. In addition, in the light of the results to be obtained from the research, the development of their psychological well-being can be supported by gaining insights on career and couple burnout in teachers. In addition, testing psychological well-being, which is a protective factor for career and couple burnout, which is one of the risk factors in teachers' lives, will be able to provide an important data for intervention studies as well as protective and preventive mental health services for teachers by mental health professionals such as psychological counselors, psychologists and psychiatrists. In the light of all these explanations, the aim of this study is to examine whether psychological well-being has a mediating role in the relationship between teachers' career burnout and couple burnout.

Method

This research is a descriptive study in relational screening model, which aims to examine whether psychological well-being has a mediating role in the relationship between teachers' career burnout and couple burnout.

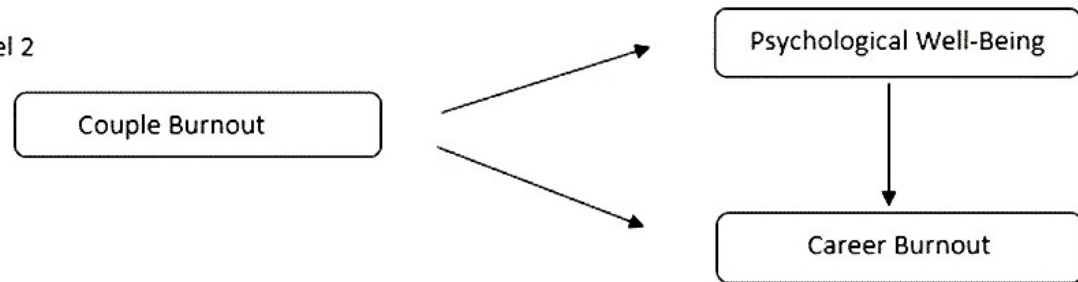
The research model is presented in Figure 1 below.

Figure 1
Research Model

Model 1



Model 2



As seen in Figure 1 above, the relationship between career burnout and couple burnout was examined in Model 1. In Model 2, the mediation of psychological well-being in the relationship between career burnout and couple burnout was examined.

Study Group

In order to determine the sample group of the research, the number of married teachers working in Adana Provincial Directorate of National Education was asked. However, the sample could not be determined due to the answer that they did not have such statistical data. Thus, it was decided to form a study group consisting of teachers determined by the appropriate sampling method, since it would be an easily accessible and economical method for the researchers. The study group consisted of 349 (42.0%) males and 481 (58.0%) females, who worked at different levels in the central districts of Adana in 2018, agreed to participate in the research voluntarily, were married or had a romantic relationship during research. Study group consists of 830 teachers in total. Of the participants, 158 (19.0%) were primary school teachers, 628 (75.7%) were branch teachers, and 44 (5.3%) were kindergarten teachers. 250 (30.1%) of the teachers in the study group have 1-10 years, 312 (37.6%) have 11-20 years, 215 (25.9%) have 21-30 years and 53 (6.4%) have 31 years or more working experience. 346 (41.7%) participants have relationship duration of 1-10 years, 295 (35.5%) have between 11-20 years, 189 (22.8%) have 21 years and above. 141 (17.0%) participants don't have children. There are 192 (23.1%) participants with 1 child, 409 (49.3%) with 2 children, and 88 (10.6%) participants with 3 or more children.

Data collection tools

In this study, "personal information form" was used to determine teachers' sociodemographic characteristics, "Burnout Scale-Short Form" was used to determine career burnout levels, "Couple-Burnout Scale-Short Form" was used to determine couple burnout levels, and "Psychological Well-Being" was used to determine psychological well-being scale". Detailed information about the scales used in this study is given below.

Personal Information Form

In the study, a Personal Information Form (PIF) consisting of 7 questions and created by the researcher, was used to determine the sociodemographic characteristics of the teachers participating in the study. With these questions, it was aimed to determine teachers' perception of gender, length of service, branch, marriage-relationship duration, number of children, and social support for work and marriage.

Burnout Scale- Short Form (BS-SF)

The scale was adapted from Pines and Aranson's (1988) Burnout Scale consisting of 21 items. With this adaptation, the scale was transformed into a 10-item form by Pines (2005) in order to facilitate its use. BS-SF is based on the statements of the interviewees on a seven-grade scale (1- Never and 7- Always) to measure the career burnout level of individuals. It was observed that the internal consistency coefficients of the scale, which was calculated with the data obtained from different ethnic origins, professions and student groups, ranged from .85 to .92. The validity and reliability study of the Turkish version of the scale was carried out by Çapri (2013). The test-retest reliability coefficient, which was carried out with 4-weeks apart by Çapri (2013), was reported as .88 and the internal consistency reliability coefficient as .91. The Cronbach alpha internal consistency coefficient obtained from the data of this study was found to be .89.

Couple Burnout Scale-Short Form (CBS-SF)

In order to facilitate the application of Pines' (1996) Couple-Burnout Scale, which consists of 21 items, a short 10-item form was developed from this scale. This measuring tool was developed by Pines, Neal, Hammer and Icekson in 2011. CBS-SF, which is the adapted version of Pines's (2005) 10-item BS-SF for spousal relations (such as marriage, dating, engagement and dating) differs from this measurement tool. The main point where CBS-SF differs from this measurement tool is that the word "People" in the phrase "Disappointed with People" in the 2nd item of the scale is replaced by the words "Spouse/Partner". CBS-SF is a seven-point scale used to measure the burnout level of a person's partners or relationships in all types of relationships (married, engaged, dating, etc.). The internal consistency coefficients of the scale calculated with the data obtained from married individuals were found to be .94 for married women and .95 for married men. The validity and reliability study of the Turkish adaptation of the scale was carried out by Çapri (2013). The test-retest reliability coefficient, which was performed with 4-week apart, was revealed as .90 and the internal consistency reliability coefficient as .91 by Çapri (2013). The Cronbach alpha internal consistency coefficient obtained from this study was found to be .93.

Psychological Well-Being Scale (PWBS)

The Psychological Well-Being Scale (PWBS), developed by Diener, Scollon, and Lucas (2009), consists of 8 items. The Turkish validity-reliability study and adaptation of the scale was done by Telef (2011). At the end of the explanatory factor analysis, it was concluded that the total explained variance was 42%, and the factor loadings of the scale items were calculated between .54 and .76. In confirmatory factor analysis, the fit index values were found to be RMSEA= 0.08, SRMR= 0.04, GFI= 0.96, NFI= 0.94, RFI= 0.92, CFI= 0.95, and IFI= 0.95. The Cronbach alpha internal consistency coefficient obtained in the reliability study of the scale was calculated as .80. As a result of the test-retest performed by Telef, it was observed that there was a high level, positive and significant relationship between the two applications applied with an interval of 2 weeks ($r= 0.86, p<.01$). It was determined that the item-total correlations of the Psychological Well-Being Scale varied between .41 and .63, and the t-values were significant ($p<.001$). Scoring is made between 1-7 on the scale. Therefore, the lowest score that can be obtained from the scale is 8, and the highest score is 56. The median score is 32. A high score from the scale indicates that the person has psychological strength. The Cronbach alpha internal consistency coefficient obtained from the data within the scope of this study was found to be .88.

Process

Data collecting tools used in obtaining the research data were applied by the researcher/s after the teachers who participated in the study were informed about the purpose of the research. Further, the principles of voluntariness and confidentiality in participating in the study were explained. During the implementation process, the aim of the research and the basic instructions regarding the application of the scales were explained to all teachers in a standard way. The application was made collectively during the lunch break of the teachers in the school environment.

Data Analysis

Before analyzing the data, assumptions such as sample size, normality, linearity, multicollinearity, missing values, extreme values should be tested for multivariate statistical studies (Cokluk, Şekercioğlu, & Büyüköztürk, 2014). First, the missing values were determined by checking the data entries, and approximate values were assigned for the measurements with less than 5% data loss in the data set. Boxplots were created and no extreme values were found in the data set. Mahalanobis distance was calculated for multidirectional extreme values, Mahalanobis value determined for each subject was compared with the critical chi-square value, and no data could be found above the chi-square value calculated in the data set. The kurtosis and skewness coefficients were calculated for univariate normality, and the coefficients obtained showed that the distribution did not deviate excessively from the normal. In addition, when the histogram, steam-leaf, boxplot and normal q-q plot graphs are examined, it is seen that the distribution of the data set is normal. The variance increase factor (VIF) and tolerance values were calculated to examine multicollinearity, which is the other assumption of multivariate statistical analyses. When the variables of the study were examined, it was concluded that there was no multicollinearity problem between the variables, since the VIF value was less than 10 and the tolerance value was greater than .10 (Cokluk et al., 2014). IBM SPSS Statistics 22 and Lisrel 8.80 were used for the data analysis. For the study, Pearson product-moment correlation coefficient was calculated in order to determine whether there is a significant relationship between teachers' career burnout, couple burnout and psychological well-being scores. Path analyses were used to examine the mediating role of psychological well-being scores in the relationship between teachers' career burnout and couple burnout scores.

Results

This section presents the findings that are explained by two models used in the study. In the first model, the findings of the relationship between career burnout and couple burnout are included. In the second model, the findings on the mediating role of psychological well-being in the relationship between career burnout and couple burnout are presented.

Findings on descriptive and correlation values of career burnout, couple burnout, and psychological well-being

In this section, the results of the study were presented to show the relationship between teachers' career burnout, couple burnout and psychological well-being scores (see Table 1 below). Correlation analysis was carried out to determine the relationship between teachers' career burnout, couple burnout and psychological well-being scores, and the results are presented in Table 1 below.

Table 1

Results of Correlation Analysis Regarding Relationships Between Teachers' Career burnout, Couple burnout and Psychological Well-Being Scores

Variables	1.	2.	3.
1.Total Career burnout	-		
2.Total Couple Burnout	.54**	-	
3. Total Psychological Well-Being	-.30**	-.33**	-

p<.01

By examining Table 1, it is seen that there are statistically significant relationships between career burnout and couple burnout and psychological well-being scores. Moreover, there was a moderately significant positive correlation between career burnout and couple burnout ($r=.54$ $p<.01$). On the other hand, it was observed that there were moderately significant negative correlations between career burnout and psychological well-being scores ($r=-.30$ $p<.01$) and couple burnout and psychological well-being scores ($r=-.33$ $p<.01$).

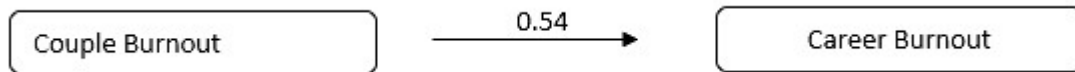
Model 1: Examining the relationship between career burnout and couple burnout

Path analysis results of Model 1 and Model 2, which were designed in line with the purpose of the research, are presented in Figure 2 and Figure 3 below.

In this study, the method suggested by Baron and Kenny (1986) was used to examine whether psychological well-being has a mediating role in the relationship between career burnout and couple burnout. According to the researchers, one of the criteria required for mediation analysis is a significant relationship between dependent and independent variables. In order to test Model 2, Model 1 was tested first and is presented in Figure 2.

Figure 2

Test Results of Couple Burnout as a Predictor of Career Burnout



When the fit indices of the model created in Figure 2 were examined, it is seen that $\chi^2=0$. The fact that χ^2 is 0 indicates that there is no difference between the expected and observed covariance matrices and represents the observed cross-table perfectly (Cokluk, Şekercioğlu, & Büyüköztürk, 2014). In addition to the fit indices for the verification of the structural model, t values were also examined as criteria. The t values and standardized β and standard error values for Figure 2 are given in Table 2.

Table 2

Path coefficients for Figure 2

Path	Standardize β	Sh	t
Couple burnout → Career burnout	0.54	0.71	18.43

*p<.01

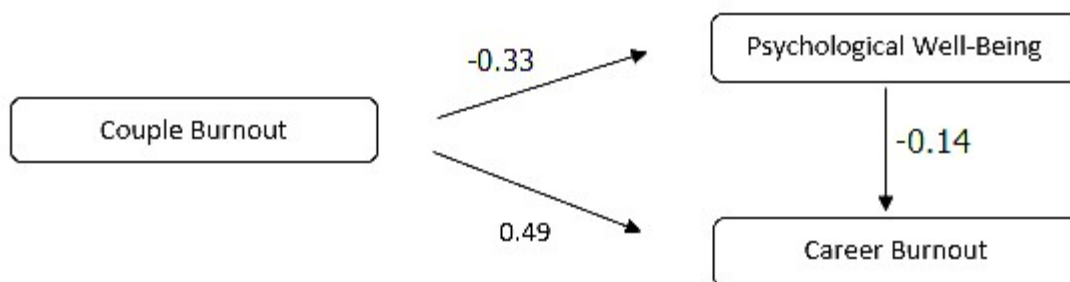
When the path coefficients for Figure 2 were examined, it is seen that couple burnout positively predicts career burnout ($\beta=.54$ $t=18.43$; $p<.01$).

Model 2: Examining the mediating role of psychological well-being in the relationship between career burnout and couple burnout

Whether psychological well-being has a mediating role in the relationship between career burnout and couple burnout was tested by path analysis. The model established based on this is given in Figure 3.

Figure 3

Test Results Regarding the Mediator Role of Psychological Well-Being in the Relationship Between Career burnout and Couple burnout



When the fit indices of the model created in Figure 3 were examined, it is seen that the model was confirmed by showing a perfect fit ($\chi^2=0$, $df = 0$). In addition to the fit indices for the verification of the structural model, t values were also examined as criteria. The t values and standardized β and standard error values for Figure 3 are given in Table 3.

Table 3

Path coefficients for Figure 3

Path	Estimates	Standardized β	t
Couple burnout → Psychological Well-Being	-2.25	-0.33	-9.93
Couple burnout → Career burnout	0.49	0.49	16.15
Psychological Well-Being → Career burnout	-0.02	-0.14	-4.56

* $p < .01$

When the path coefficients for Figure 3 were examined, it is seen that couple burnout negatively predicts psychological well-being ($\beta = -0.33$, $t = -9.93$; $p < .01$). It is seen that couple burnout positively predicts career burnout ($\beta = 0.49$, $t = 16.15$; $p < .01$) and there was a difference of .04 points in this relationship after the mediator variable was included in the analysis. In order to talk about the mediation effect, when the mediating variable is included in the relationship between the independent variable and the dependent variable, full mediation should be seen as a result of the relationship being meaningless or partial mediation as a result of a decrease in the relationship (Gürbüz & Şahin, 2018). Accordingly, it can be said that psychological well-being has a partial mediating role in the relationship between career burnout and couple burnout.

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Discussion, Conclusion and Recommendations

This study examined the mediating role of psychological well-being in the relationship between teachers' career burnout and couple burnout by using path analysis. The results showed that there is a positive and significant relationship between career burnout and couple burnout, a significant negative relationship between career burnout with psychological well-being, and a negative significant relationship between couple burnout and psychological well-being. Furthermore, the study displayed that the teachers' psychological well-being has a partial mediating role between career and couple burnout.

The primary finding of the study is that there is a statistically significant positive correlation between teachers' career burnout levels and couple burnout levels. It has been that this finding supports the studies in the literature (Çapri, 2008; Danner-Vlaardingerbroek, Kluwer, Van Steenberg, & Van der Lippe, 2000; 2013; Nunes et al., 2000; Kızıldağ, 2015; Pines et al., 2000; Pines et al., 2011; Utasi, 2000) that show a positive relationship between occupational burnout and spouse burnout and supports the findings that these two concepts affect each other. The strong relationship between these two concepts can be explained by the fact that according to Pines' psychoanalytic-existential perspective (Pines, 2000), people's choice of job and spouse is made to heal the same childhood traumas and to satisfy their unfulfilled childhood needs. Based on this view, the fact that people have similar disappointments in line with the same expectations in their work and family life may cause them to experience burnout in both their work and family lives. In addition, according to Pines (1996), career burnout and couple burnout can develop simultaneously and affect each other. In other words, the burnout that occurs in the work life might affect the marriage life or the burnout experienced in the marriage might affect the occupational life. In this study conducted with teachers, the relationship between the participants' career burnout levels and couple burnout levels is thought to be a proof that people have experienced burnout simultaneously in their professional and marital lives in connection with their inability to find an existential meaning in their lives. It is also thought that burnout, which started in one area of human life, spreads to other areas as well. In this context, the results of this research points the existence of this transition and diffusion process between career burnout and couple burnout and burnout that started in one area could spread to another area. At the same time, with research results pointing to the existence of this transition and diffusion process between career

and couple burnout (Çapri, 2008, 2013; Demerouti, Bakker, & Schaufeli, 2005; Bakker, Demerouti, & Schaufeli, 2005; Kızıldağ, 2015; Pines et al., 2011). It can also be said that the results are like previous studies and that it is a proof for the existence of the relationship between Pines' psychoanalytic-existential career burnout and couple burnout models in terms of conceptual, philosophical and theoretical aspects.

In this study, it was also determined that there was a statistically significant negative moderate relationship between teachers' career burnout and psychological well-being. This finding is in line with the results of previous studies in the literature (Burke, Koyuncu, & Fiksenbaum, 2010; Demir, 2018; Greenglass, Burke, & Fiksenbaum, 2001) that there is a negative relationship between career burnout and psychological well-being levels. It can be thought that it is an expected result that the psychological well-being level of the individual is negatively affected by the emergence of physical and mental problems because of career burnout. Another subject examined in the study was whether there is a relationship between teachers' couple burnout and psychological well-being levels. As a result of the study, it was determined that there was a statistically significant and negative moderate relationship between teachers' couple burnout and psychological well-being levels. In the literature review, no study was found that examined this relationship before. However, it is known that there is a positive relationship between career burnout and couple burnout, and the scores of these concepts are identical in studies (Çapri, 2008; Danner-Vlaardingerbroek, Kluwer, Van Steenbergen ve Van der Lippe, Gonzalez, 2000; 2013; Nunes ve diğerleri, 2000; Kızıldağ, 2015; Pines ve diğerleri, 2000; Pines ve diğerleri, 2011; Utasi, 2000) on these two concepts. In addition, knowing that there is a negative relationship between career burnout and psychological well-being (Burke, Koyuncu, & Fiksenbaum, 2010; Demir, 2018; Greenglass, Burke, & Fiksenbaum, 2001) made researchers think that there may be a negative relationship between couple burnout and psychological well-being. Therefore, it can be said that the findings of the study support this prediction.

The result that has a negative relationship between psychological well-being and both career burnout and couple burnout can be explained by Pines' Psychoanalytic Existential Burnout Model. At this point, considering that burnout is a very serious threat to people's relationships, family, community lives and psychological well-being (Etzion & Pines, 1986). In this serious threat, psychological well-being, which is defined as "life's meaning and purpose" (Keyes, Shmotkin, & Ryff, 2002) and Psychoanalytic-Existential Model, which is considered as the result of burnout as "seeing life as empty and meaningless" are identical with each other. Based on this, it is expected that people who experience burnout in their work and marriage life also experience a decrease in their psychological well-being. The person experiencing burnout begins to see his/her life as meaningless and this causes a decrease in his/her psychological well-being. It can be expected that people with a high level of psychological well-being see life as meaningful and display a more solution-oriented approach to the problems they will encounter in their work or marriage life.

In the study, it was examined whether psychological well-being levels play a mediating role in the relationship between teachers' career burnout and couple burnout levels. In the findings obtained, it was concluded that the level of psychological well-being plays a partial mediating role in the relationship between the levels of career burnout and couple burnout in teachers. According to the definition of Baron and Kenny (1986), the mediating variable is defined as the variable that strengthens the independent variable over the dependent variable. In line with this information, it can be inferred that psychological well-being plays a mediating role in the relationship between career burnout and couple burnout levels in teachers, and that psychological well-being strengthens the effect of couple burnout on career burnout. When the relationships between the variables of the study were examined, it was concluded that the three variables were related to each other. The fact that teachers' psychological well-being levels are negatively related to career and couple burnout can be interpreted as the mediation of psychological well-being is an expected result in this model. It is thought that this result can be explained by the fact that when the psychological well-being of the individuals is high, they may not have reflected the problems that they encountered in their occupational life and that caused their burnout to their married life. In addition, no other study modeling the mediating role of psychological well-being in the relationship between career burnout

and couple burnout could be found in the literature. In this context, it can be said that this study has made significant contributions to the literature by testing this model and determining its partial mediation role.

This study, which examined the mediating role of psychological well-being in the relationship between teachers' career burnout and couple burnout, has some limitations. Although the study group consisted of teachers from a province, the fact that the participants were selected by convenient sampling method is a limitation of the research. In this respect, examining whether the same model produces a similar result on samples selected from teachers working in other provinces or regions with richer cultural diversity to represent the whole country may increase the generalizability of the research findings. Another limitation of this study is the use of self-report measurement tools. Therefore, in order to obtain more detailed findings and results in future research, it may be beneficial to use qualitative studies or mixed designs in which qualitative and quantitative methods are used together. In addition, longitudinal studies can be planned to understand whether the study model, which has a cross-sectional feature, is also effective over time. In addition, since this research has a limitation to examine the mediating role of psychological well-being in the relationship between career and couple burnout, future studies using research designs that include different psychological and socio-demographic variables will provide important information. The last limitation of this study is that teachers' career and couple burnout and psychological well-being were evaluated on the basis of the overall total score. Accordingly, it is thought that the multi-factor evaluation of these variables in new studies may contribute to the literature by providing deeper and more important information.

Based on the results and limitations of the research, some suggestions for research and application areas can be presented. Considering that the variables of the study, career burnout and couple burnout are negatively related to psychological well-being, it can be said that individuals' psychological well-being levels are effective on their career burnout and couple burnout scores. In this context, it can be suggested that mental health professionals should implement practices to increase the level of psychological well-being in their studies to reduce the burnout levels of individuals and their effects on different areas of their lives. Another important result of the study is that the level of psychological well-being has a partial mediating role in the relationship between teachers' career burnout and couple burnout scores in this respect, in studies that will examine the stress in family and business life and the relationships between family and business life, it is recommended to consider that the psychological well-being of individuals also has an effect. In some studies, a limited number of studies on couple burnout draws attention. It is recommended to contribute to the literature and practitioners by conducting more detailed studies on couple burnout or studies to examine the relationship with different variables. This study was conducted only on teachers working in public schools. It will be possible to make significant contributions to the literature through in-depth studies with teachers working in different institutions and on different professional groups. Finally, in the results, it was seen that there are significant relationships between career and couple burnout and psychological well-being and that psychological well-being mediates the relationship between career and couple burnout, in future studies, these two variables can be mediated by a single or multiple social, psychological and socio-demographic variables. It is thought that it will be useful to examine it in terms of variables.

Research and Publication Ethics

In this study, all rules specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" were followed. None of the actions specified under the second section of the Directive, "Actions Contrary to Scientific Research and Publication Ethics", have been carried out.

Disclosure Statements

1. Contribution rate statement of researchers: First Author 50%, Second Author 50%
2. No potential conflict of interest was reported by the author.

CrediT authorship contribution statement

Hazal KARAKUŞ: Writing – review & editing, data collection, data analysis, Methodology, Conceptualization

Burhan ÇAPRI: Writing – review & editing, data collection, data analysis, Methodology, Conceptualization

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