

T.C.
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SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZCE İŞLETME ANABİLİM DALI
ORGANIZATIONAL BEHAVIOR BİLİM DALI

**A STUDY APPLIED IN BANKING SECTOR ABOUT THE
RELATIONSHIP BETWEEN PERFECTIONISM AND
BURNOUT**

Master' s Thesis

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ADVISOR: ASSIST. PROF. DR. MELEK BİRSEL

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TEZ ONAY BELGESİ

İŞLETME (İNGİLİZCE) Anabilim Dalı ÖRGÜTSEL DAVRANIŞ (İNGİLİZCE) Bilim Dalı TEZLİ YÜKSEK LİSANS öğrencisi Aygül Kakırman'nın A STUDY APPLIED IN BANKING SECTOR ABOUT THE RELATIONSHIP BETWEEN PERFECTIONISM AND BURNOUT adlı tez çalışması, Enstitümüz Yönetim Kurulunun 15.06.2015 tarih ve 2015-21/21 sayılı kararıyla oluşturulan jüri tarafından oy birliği oy çokluğu ile Yüksek Lisans Tezi olarak kabul edilmiştir.

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ABSTRACT

The main aim of this study was to investigate the association between perfectionism and burnout. In this context, the impact of perfectionism dimensions on burnout dimensions was explored.

The study was carried out in different banks which were located in Turkey. Participants were selected from these banks on a voluntary basis for the sample of the research. Multidimensional Perfectionism Scale, Maslach Burnout Inventory and demographic information form were administered 212 banking sector employees. The link of the survey, together with an introductory statement about the content and purpose of the study was sent to participants.

According to results, contrary to expectations, perfectionism was found to have no significant influence on burnout. However, the findings show that negative significant relationship between achievement-oriented perfectionism and burnout.

The research is expected to be beneficial for the literature, especially in the context of the relationship between perfectionism and burnout for banking sector employees.

Key Words: Perfectionism, Burnout, Banking Sector, Banking Sector Employees.

ÖZET

Bu çalışmanın başlıca amacı mükemmeliyetçilik ve tükenmişlik arasındaki ilişkiyi araştırmaktır. Bu bağlamda, mükemmeliyetçiliğin alt boyutlarının tükenmişliğin alt boyutları üzerindeki etkisi araştırılmıştır.

Çalışma, Türkiye' de bulunan farklı bankalarda yürütülmüştür. Katılımcılar, araştırmanın örneklem grubu için gönüllülük esasına dayalı olarak bu bankalardan seçilmiştir. 212 banka çalışanına; Çok Boyutlu Mükemmeliyetçilik Ölçeği, Maslach Tükenmişlik Ölçeği ve demografik bilgi formu uygulanmıştır. Anketin linki, çalışmanın içeriğini ve amacını içeren bir ön yazıyla birlikte katılımcılara gönderilmiştir.

Araştırma sonuçlarına göre, beklentilerin aksine, mükemmeliyetçiliğin tükenmişlik üzerinde anlamlı bir etkisi bulunmamıştır. Bununla birlikte, bulgular başarı odaklı mükemmeliyetçilik ile tükenmişlik arasında negatif anlamlı bir ilişki olduğunu göstermiştir.

Araştırma sonuçlarının, özellikle banka çalışanlarının mükemmeliyetçilik ve tükenmişlik arasındaki ilişki bağlamında literatür için yararlı olması beklenmektedir.

Anahtar Kelimeler: Mükemmeliyetçilik, Tükenmişlik, Bankacılık Sektörü, Banka Sektörü Çalışanları.

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1.INTRODUCTION

Burnout is one of the most important subject in industrial psychology and organizational behavior literature. The use of the term which is burnout started to begin in the 1970s at the United States, particularly among people working in the human services (Maslach, Schaufeli and Leiter, 2001). In industrialized countries, the term of burnout has been popular in public interest in recent years. There is a great discrepancy between the opinion of public and the certain knowledge even the subject has enjoyed a boom in the media (Weber and Jaekel-Reinhard, 2000). For many years, burnout was described as a problem of individual; whereas current researches indicate that burnout is a concept which is related to organizational environment as well as individuality. In the literature, burnout is described as a metaphor that is mostly used to explain a state or process of mental exhaustion. It is kind of smothering of a fire or the extinguishing of a candle (Schaufeli and Buunk, 1996). One of the most frequently cited definitions of burnout is coming from Maslach and Jackson (1981). According to them, burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind.

In this context, it may be accepted that banking sector employees are susceptible to burnout. Banking sector is one of the sectors in which most intense stress, interpersonal relationships and workload are experienced. As this sector involves face-to-face work with people and carries financial risks, the employees are required to do a perfect job. As a result, this necessity for long-term perfectionist behaviour may cause burnout.

In the literature, there are different antecedents of burnout which is accepted one of them is perfectionism. Perfectionism is a personality trait which affect an individual's social, family and work life. One opinion was about that term is, idealistic workers experience burnout, because they dedicate passionately toward their ideal. That's why, they could experience exhaustion and cynicism unless they achieve their goals (Angerer, 2003).

Burnout and perfectionism are considerable concepts which affecting the career in terms of both individual and organizations. For this reason, burnout and perfectionism are researched as considerable subject by researchers currently. Despite perfectionism being most prevalent in the work domain, it has been researched so far has mainly focused on students, athletes and clinical samples paying relatively little attention to employees (Stoeber and Damian, 2015). For this reason, in the present study aims to investigate the relationship between perfectionism and burnout in banking sector.

2. LITERATURE REVIEW

2.1.BURNOUT

2.1.1. *A Brief History of Burnout*

The term was used in Graham Greene's 1961 novel, *A Burn-Out Case*, which tells about sorrowful story of the world most well-known architect Querry who left his job and went into the African jungle which is kind of explanations the similar phenomena, including extreme exhaustion and the loss of faith on his values and desire for his job (Maslach, Schaufeli and Leiter, 2001).

Herbert Freudenberger (1974) is commonly known to be the founding father of the burnout syndrome. Freudenberger who was employed in New York Free Clinic, was organized mainly by volunteers for drug addicts. Freudenberger detected that many of them a gradual energy depletion, loss of motivation and commitment. At the same time, it was accompanied by a wide array of mental and physical symptoms. As a result, he classified it which was being used incidentally in order to assign to effects of chronic drug exploitation: burnout (Schaufeli and Buunk, 1996).

At about the same time, Christina Maslach (1976), a social psychologist who was studying emotions in the workplace. Maslach assigned an ample scope of human service's workers about the emotional stress of their jobs. As a result, she discovered the coping strategies for people's professional identity and job behavior (Maslach, *et al*, 2001).

At the time around 1980s, researches concentrate on determining burnout. Although many different measures were progressed, the most widely used measure which is the Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1981). Subsequently; Maslach, Jackson and Leiter (1986) developed the MBI- Human Services Survey, which was proposed for employees in human service jobs. They also developed the MBI- Educators Survey (Form ED) for teachers. Because of the using the MBI only among employees who work with people, the MBI- General Survey (MBI-GS) was developed by Maslach et al. (1996) (Angerer, 2003).

The other Burnout Inventory is Copenhagen Burnout Inventory that starts to developed by Kristensen and colleagues in Denmark (Cox, Tisserand and Taris, 2005). Copenhagen Burnout Inventory (CBI) is a questionnaire with three sub-dimensions: Personal burnout, work-related burnout and client-related burnout (Kristensen, Borritz, Villadsen and Christensen, 2005). Personal burnout is a scale that related to general exhaustion applies to everyone in and out of the workforce. Work-related burnout applies to everyone in the workforce and also client-related burnout applies to employees doing "people work" (Borritz, 2006).

Another instrument has been developed by Halbesleben and Demerouti (2005) as an alternative to the MBI which is named Oldenburg Burnout Inventory (OLBI). The instrument is based on a similar model which is MBI-GS, but it measures only exhaustion and disengagement (Cox, Tisserand and Taris, 2005).

2.1.2. Defining the Construct: What is Burnout?

"...I'm under a lot of stress, ...completely burned out..., I'd like to pack it in..., my battery is flat...!" Who has not gotten identical criticism while people are talking about their work? (Weber and Jaekel-Reinhard, 2000).

The time over 35 years ago, when a practitioner and a researcher started to compose about unrecognized phenomenon, burnout turned into an affair of importance (Maslach, Leiter and Jackson, 2012).

Freudenberger (1974) describes burnout on the point of exhaustion case that conclusion of failure, fatigue, loss of energy power or unmet demands on one's inner assests (Arabacı, 2010).

In 1981, Maslach and Jackson defined burnout as syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who do 'people-work' of some kind (Maslach and Jackson, 1981). Likewise, Maslach and Jackson (1981, 1986) assert that burnout exists completely in groups of affair where professionals precisely deal with subjects of groups such as students, pupils, clients, patients, consumers or delinquents. Because of that, burnout is

in their aspects that confined to the helping professionals, including health care, education and the human services (Schaufeli and Buunk, 1996).

Nonetheless, by the late 1980s, researchers and practitioners started to recognize that burnout existed outside of the human services as among managers, entrepreneurs and white-and blue collar workers. Hence, the burnout metaphor was broadened from the acute requirements of client service to other work requiring creativity, problem solving or mentoring. For this reason, in this more general form, Maslach, Jackson and Leiter (1996) defined as '...a state of exhaustion in which one is cynical about the value of one's occupation and doubtful of one's capacity to perform' (Schaufeli, Leiter and Maslach, 2009).

Pines and Aronson (1988) defined the term burnout broader perspective. These authors emphasize also physical symptoms and do not restrict burnout to the helping professions. They described burnout as: "a state of physical, emotional and mental exhaustion caused by long-term involvement in situations that are emotionally demanding" (Schaufeli and Buunk, 1996). This definition is almost identical to the definition by Schaufeli and Greenglass from 2001: "Burnout may be defined as a state of physical, emotional and mental exhaustion that results from long-term involvement in work situations that are emotionally demanding" (Schaufeli and Greenglass, 2001).

The spread of burnout, which includes some scholars examine of burnout as a generic, context-free phenomenon that may occur outside work (Schaufeli, Leiter and Maslach, 2009). In Kristensen's opinion, burnout has a phenomenon which has three sub-dimensions: Personal burnout, work-related burnout and client-related burnout. In their theoretical work, they aim to distinguish between working with clients, customers and colleagues. In their Copenhagen Burnout Inventory the core of burnout is fatigue and exhaustion. According to them, personal burnout may exist among those who do not work such as young people, unemployed, early retired people, pensioners and housewives (Kristensen, Borritz, Villadsen and Christensen 2005).

According to Schaufeli and Taris, burnout should be categorized as a work associated phenomenon existing of at least two aspects (fatigue and withdrawal, perhaps supplemented with lack of adequacy) that can be measured generally (i.e., using items

applicable to a wide variety of occupations) or specifically (with items applicable towards only one type of affair) (Schaufeli and Taris, 2005).

According to Pines (1993), burnout may occur in such diverse settings as love and marriage and political activism, as well as in occupational settings (Schaufeli and Buunk, 1996). In this context; Pines and Nunes (2003) examined the relationship between career and couple burnout. In their exploratory cross-cultural study involving Israeli, Spanish, Portuguese, American, British and Finnish students, they found an association between the career burnout and couple burnout; it is indicated in the results that despite certain differences in culture, sample size, age, percentage of men and women, and years of marriage among the samples studied, the analysis of correlation revealed significant moderate correlations between career and couple burnout in all six samples (Pines and Nunes, 2003).

Consequently, burnout was that the slippery idea at the beginning (Maslach, *et al*, 2001). Despite of that case, definition of burnout alters in scope and precision that they share at least five common elements:

1. There could be seen symptoms such as mental or emotional exhaustion, fatigue and depression.
2. While some authors indicate mental and behavioral symptoms, the others mention physical complaints.
3. The syndrome of burnout occurs in the work environmnet.
4. The symptoms of burnout occurs in "normal" persons who did not have the symptoms of psychopathology before.
5. Because of negative beliefs and behaviours, decreased effectiveness and work performances are existed (Schaufeli and Buunk, 1996).

2.1.2.a. Three Dimensions of Burnout

Interpersonal stressors on the job leads to response as burnout because when employees have more contact with each other, their attitudes and behaviors change. More spesifically, definition of burnout is that syndrome of emotional exhaustion,

depersonalization and a reduced sense of personal accomplishment (Maslach and Leiter, 1988).

A main point of burnout is the emotional exhaustion which is the complex syndrome obviously. When people express themselves or others as experiencing burnout, they are mostly attributing to sense of exhaustion (Maslach, *et al*, 2001). The integral of exhaustion refers that basic personal anxiety dimension of burnout. The dimension of emotional exhaustion means that being overextended and wasting emotional and physical sources (Maslach and Leiter, 2008). When emotional resources of workers are depleted, they cannot cope with this current psychological level (Maslach and Jackson, 1981). Because of without the resource of personal energy, employees are less capable to manage the job demands (Leiter, Hakanen, Ahola, Tanner, Koskinen and Vaananen, 2013).

The other burnout component is called depersonalization or cynicism. It produces the aspect of interpersonal dimension of burnout and represents to a negative, apathetic or extremely unrelated responses to the job's several forms (Maslach and Leiter, 2008). There is an attempt in order to put distance between oneself and service recipients which is called depersonalization (Maslach, *et al*, 2001). This dimension enlarge to concern about the physical or emotional well-being of individuals while their capacity consider to connect with external world (Leiter, Gascon and Martine-Jarreta, 2008). While workers are in the depersonalization level, they begin to see clients as objects rather than people and may display detached behaviors and an emotional callousness. They may be cynical toward co-workers, clients and the organization (Cordes and Dougherty, 1993).

The studies point that depersonalization and emotional exhaustion have positively connection with one another. When employees have higher levels of emotional exhaustion, the level of depersonalization is higher on these individuals (Leiter and Maslach, 1988).

A third component of the burnout syndrome, reduced personal accomplishment or inefficacy. It indicates to awareness of incompetence and the lack of accomplishment and productivity at work (Maslach, *et al*, 2001). Individuals experience in a failure of

job competence in their work or communications with people (Cordes and Dougherty, 1993). As a result workers do not feel happy about themselves and they are not satisfied with their accomplishments on their jobs (Maslach and Jackson, 1981).

The dimension of personal accomplishment exhibits a more complex relationship than other dimensions, because of being directly related to them and sometimes being more independent (Maslach and Leiter, 2008). Overwhelming demands affect to contribute the exhaustion or depersonalization in a chronic work situation. It is similar to consume effectiveness of workers. Further, exhaustion or depersonalization interfere with effectiveness (Maslach, *et al*, 2001). On the contrary to the other two dimensions, higher total scores on this dimension correspond to lower degrees of experienced burnout (Maslach and Jackson, 1981).

2.1.2.b. Developmental Models

The earliest pioneering phase of burnout research, several folk theories emerged. One of them is that it is the best and most idealistic workers experience burnout. The idea is that dedicated people finish doing too much support of their goals that points to exhaustion and eventual cynicism when their devotion has not been sufficient to achieve their ideas. Another theory of burnout is the result of long exposure to chronic job stressors (Maslach, *et al*, 2001).

Several developmental models were presented when the three dimensions of the burnout syndrome had been identified in the literature.

One of the developmental model is presented by Leiter and Maslach. According to them, there is an improvement to the three phases of burnout consecutively. The first stage as exhaustion, leads to cynicism, which in turn leads to inefficacy made them argued about that. Exhaustion is the first reaction to job stress. When people have exhaustion, they usually feel drained and unable to unwind. The second reaction to job stress is cynicism. If people want to protect themselves for exhaustion, they exhibit the cold attitudes toward work and their colleagues. The last phase is inefficacy that people feel themselves inadequate. When people feel inadequate at work, accomplishments

appear trivial and projects of work seem overwhelming (Maslach and Leiter, 1997, cited in Angerer, 2003).

The other developmental model is presented by Golembiewski and Munzenrider (1981, 1984) and Golembiewski (1989). They hypothesized that significant depersonalization leads decreased feelings of personal accomplishments and significant reductions cause the high level of emotional exhaustion. They generated eight phases in order to divide each subscale into high and low groups with using median. Each phase is categorized with some combination of either high or low emotional exhaustion, depersonalization and personal accomplishment (Cordes and Dougherty, 1993).

In Cordes's opinion, Dougherty and Blum, the Maslach *et al.* model (1988) fits better than the Golembiewski's evidence *et al.* model (1989). The two conceptual issues are inconvenient in their mind. First of all, in the Maslach *et al.* model, depersonalization is questioned to be mean of stanching the flow of emotional energy, of coping with growing exhaustion. In the Golembiewski *et al.* model, it is not clear at all that how and why depersonalization does develop. Second of all, Maslach *et al.* questioned that emotional exhaustion occurs from an often unrealistic desire in order to solve the intractable problems of clients frequently. Certainly, the more idealistic the service provider, the greater the risk of burnout. The provider is already retreating from a commitment to his or her clients through depersonalization and low accomplishment in the Golembiewski *et al.* model. The topic, why emotional exhaustion would develop rather than earlier, is not clear (Ashforth and Lee, 1997).

Consequently; although there has been a debate about the developmental models, Maslach *et al.* model (1988) is accepted more valid and reality than others.

2.1.2.c. Burnout and Job Stress

As a topic of physical, emotional and mental exhaustion that results from long-term involvement in work situations may be defined as burnout (Schaufeli and Greenglass, 2001). Lazarus and Folkman (1984) stand for to the if job demands tax overcomes the person's adaptive resources, occupational stress is formed (Schaufeli and Buunk, 1996).

As is evident from the definitions, burnout and job stress are related to occupational terms that are concluded with exhaustion. Although there are related terms, there is difference between them.

Characterizing stress by Brill (1984) as a generic phrase indicates to the process of temporal adaptation which is allied with mental and physical symptoms. In contrast, burnout can be seen in degeneracy of adaptation and it can be accepted the final stage. The results come from the long term imbalance of demands and resources (Schaufeli and Buunk, 1996).

At the same time, Pines (2000) denoted that burnout is not always the result of high stress. At times, when a work of people are important, they have lower level of burnout because of stress at work. A hospital nurse provides an example: *“The days I enjoy work most are the days in which I work the hardest”* she says. Burnout develops *“when there is nothing I can do to help a patient”* (Pines and Keinan, 2005).

In Maslach’s opinion, the multidimensional model of job burnout stands rather than more typical unidimensional conceptions of stress. Because it goes beyond the personal stress experience (exhaustion) to encompass the person’s response to the job (cynicism) and to him-or herself (feelings of inefficacy).

The term of burnout is studied interpersonal context which also was studied not so much as an personal stress response, but rather in terms of an individual’s transactions with other people in the workplace. Furthermore, this interpersonal context target attention on the individual’s emotions and on the motives and values.

Because of that, intensity on the context of the job environment, researchers of burnout have focused more on situational variables (e.g., workload demands, social support from colleagues) than on individual variables such as personality (e.g., Type A) and physical health (e.g., cardiovascular disease), which were the focus of prior research on stress (Maslach, 2003).

The investigation of Pines and Keinan strengthens the situation. According to the results of research, strain with such (outcome) variables as job dissatisfaction, desire to quit the job, physical and emotional symptoms and perceived performance level all were less highly than burnout (Pines and Keinan, 2005).

2.1.2.d. Burnout and Depression

The nature of the relationship between burnout and depression has long been investigated. Although the perspective of burnout and depression are considered that they are similar and correlating symptoms (i.e., low energy and self-esteem), there are several studies have shown that the burnout and depressive symptoms do not psychometrically group together (Ahola, *et al*, 2014).

Depression may be intended as context-free affective well-being which was expected by Warr (1987), however burnout concerns job-related affective well-being. That was burned-out individuals who are most likely to experience a similar loss of energy primarily at work; however, depressive individuals tend to experience energy loss at any time (Bakker, *et al*, 2000).

Research on the burnout and depression that investigated by Bakker and *et al*. shows that they are related but distinct concepts. First of all, psychometric evidence exists for the discriminant validity of two popular self-report surveys which are (i.e., the Maslach Burnout Inventory and the Center for Epidemiologic Studies Depression Scale). Second of all, burnout and depression are associated with lack of reciprocity in interpersonal relationships, however in different spheres of life. So, a work-related phenomenon is called burnout, however depression is more pervasive and context-free in nature (Bakker, *et al*, 2000).

According to Glass and McKnight (1996), symptoms of burnout and depression are different from each other for the same dysphoric state. While they share appreciable variance which includes the emotional exhaustion component, the results do not indicate complete isomorphism (Glass and McKnight, 1996).

The research which is used the sample of dentist is the two-wave longitudinal setting shows that burnout and depression are reciprocal with one another. That is, occupational burnout predicted new cases of depressive symptoms and interchangeably depression predicted new cases of burnout. Therefore, it can be said that occupational burnout is a phase in the emergence of career-related depression. (Ahola and Hakanen, 2007).

As a result, burnout is more than depression, a multidimensional phenomenon while it is different than depression, restricted to the job setting (Schaufeli and Buunk, 1996).

2.1.3. Antecedents of Burnout

Social and organizational conditions are primary correlates of burnout which is increasingly recognized by researchers (Maslach, *et al*, 2012). In this context, Maslach and Leiter carried out a research that they tried to figure out "*How do individuals and organizations move from burnout to engagement?*". During the research, they reached more than 10.000 people across a wide range of organizations in several countries via surveys and interviews. The results have indicated that most person-job mismatches fall into six categories: workload, control, reward, community, fairness and values (Maslach and Leiter, 1997, cited in Maslach and Leiter, 2005).

Accordingly, the greater the gap in any of these, the greater the probability of burnout; on the other hand the greater the match, the greater the probability of engagement with work (Maslach, *et al*, 2001).

2.1.3.a. Workload

As much as businesses are concerned, the term of workload means productivity. The mean of workload is energy expended and time consumed on the perspective of individuals (Angerer, 2003). The researches are shown that burnout and workload have relationship with one another. Specifically, it associates the exhaustion directly in the burnout perspective (Maslach, *et al*, 2001; Cordes and Dougherty, 1993).

According to Maslach and Leiter (1997), the actual restructuring and downsizing of companies has touched the workload in three ways: One is about work which is more intense, more complex and more demanding of time. For example, teachers have larger class sizes, doctors have more patients and bank tellers are handling more transactions in today's work environment (Angerer, 2003).

That is true, individuals must find a compromise between the needs of the business world and their own needs. This is a proof that especially why the dimension of emotional exhaustion is increased in business world.

2.1.3.b. Control

Defining is control which has an individual's work to choose, to decide, to solve a problem and the ability of fulfill their responsibilities. If individuals who have lack of control over the resources have inadequate authority, individual and job mismatch occurs (Maslach, *et al*, 2001).

In this context, "*Job Strain Model*" is an important model which was developed by Karasek. Psychological strain which results from the joint effects of both the demands of the work conditions and worker's attained decision-making freedom to meet those demands is shown in the model. In this model, three related terms are defined: The first term is an independent variable that measures stressors, such as work load demands, present in the work environment. These are called "*job demands*". The second measures decision latitude and is called "*job control*" or "*discretion*". Definition of job decision latitude is potential control of employees over his tasks and his conduct throughout the working day. The third is a derived composite measure that is called "*job strain*." Higher level of job demands and lower level of job decision latitude lead to job strain (Karasek, 1979).

Research on the effects of job demands, job control and the relationship between these two variables on burnout that investigated by Bolat shows that job demands, job control and the relationships between these two variables have effects on burnout. The study indicates that while job demands are increasing the burnout, job control is determined to reduce the burnout (Bolat, 2011).

In the subject of control, total control is not a possibility for most workers. In a group of two or more people working together, control must be shared among them.

In conclusion, when employees do not possess control over the important aspects of their job, they may become susceptible to exhaustion, cynicism, and ineffectiveness (Angerer, 2003).

2.1.3.c. Reward

Both extrinsic and intrinsic rewards are worked by people. It can be received from a job some of rewards such as money, prestige and security. Extrinsic rewards are minimized in order to increase the profit margin in an increasingly competitive market (Angerer, 2003).

High expectations which are in terms of work challenge, rewards and recognition, career advancement and many other aspects of work can create intrinsic demand stress in the modern workplace (Cordes and Dougherty, 1993). That's why, disappearing one's intrinsic satisfaction is the more important problem on the modern workplace. If employees have lack of social rewards, the hard work of workers ignores or devalues by their work and workers, so their creativity decreased (Maslach, *et al*, 2001).

As a consequence, work environment types affect the individuals' level of burnout (Angerer, 2003). In addition, according to Maslach there is a relationship between lack of reward and feelings of inefficacy (Maslach, *et al*, 2001).

2.1.3.d. Community

The social interaction which is community at work, including issues of conflict, mutual support, closeness and the capacity to work as a team (Maslach and Leiter, 2008).

People should share praise, comfort, happiness and humor with each other for developing in community so they like and respect. If the positive connection is disappeared by employees in the workplace, community is destroyed (Maslach and Goldberg, 1999).

In the modern age, losing of job security and transient nature of employment has an effect of the work community which has been weakened. The close bonds which are between people are destroyed because of feeling less committed to each other when there is no job security. Moreover, a significant role in the destruction of communities at work is played by the job market. Because of decreasing loyalty toward companies, employees tend to change jobs frequently to increase their salaries, position and benefits (Angerer, 2003).

In conclusion, breakdown of community causes the decrease of organizational commitment which is related to burnout in the long term.

2.1.3.e. Fairness

Trust, openness and respect are three key elements for a fair workplace (Angerer, 2003). Fairness provides respect and feeling of people's self-worth. Mutual respect between people is central to a shared sense of community. A lack of fairness exacerbates burnout in at least two ways which are the experience of unfair treatment is emotionally upsetting and exhausting and also unfairness fuels a deep sense of cynicism about the workplace (Maslach, *et al*, 2001).

When there are inequities of workload or pay, cheating, and also when evaluations and promotions are handled inappropriately, unfairness can occur (Maslach, *et al*, 2001). Research has shown that the often-reported effect of inequity on burnout can partly be interpreted in terms of elevated levels of job stress (Taris, Peeters, Le Blanc, Schreurs & Schaufeli, 2001). Additionally, when the attitude of the supervisors are perceived as fair and supportive by their employees, the employees are much less susceptible to burnout and seen to be more accepting in issues like organizational changes (Leiter and Harvie, 1997, 1998).

2.1.3.f. Values

Cognitive-emotional power of job goals and expectations, which mean values, attract employees to their jobs because of being ideals and motivations. When there is a conflict between individual and organizational values, employees will find making a tradeoff between work they want to do and work they have to do on themselves (Maslach and Leiter, 2008).

If the mission and reality conflict with each other or values conflict in themselves, workers can have to conflict values of the organization (Maslach, *et al*, 2001).

To conclude, as also supported by the research, there is a relationship between values and burnout (Leiter and Harvie, 1997).

2.1.4. Situational Factors: Where Does Burnout Occur?

The burnout that is a particular individual problem that was viewed. People with burnout have flaw in their characters, behaviors or drives. Although, according to Angerer (2003) burnout does not care the individuals as problem, because it is about the work environment problems.

2.1.4.a. Job Characteristics

A lot of studies which is about the burnout contains job characteristics, because it was seen that job characteristics are both the basic cause of syndrome and related with burnout (Schaufeli, Taris and Rhenen, 2008).

In this context, job demands and job resources are two different subjects. Job demands refer to physical, psychological, social or organizational aspects of the job that require sustained physical and/or psychological effort. For this reason, they are related to certain physiological and/or psychological costs. High work pressure, role overload, emotional demands and poor environmental conditions are some of job demands (Bakker, Demerouti and Verbeke, 2004).

Role conflict and role ambiguity have focused primarily by studies of job demands. A moderate to high correlation with burnout is consistently showed by both of them. Role conflict occurs when conflicting demands has to be met at the job; however role ambiguity occurs when there is no clear or adequate information about the job description on how to do the job well (Maslach, *et al*, 2001).

The way of the job' s physical, psychological, social or organizational are job resources and these resources are functional for achieving work-related goals, decreasing job demands and its costs. Also, they trigger the developing of people. (Bakker and Demerouti, 2007). Resources may be located at the various levels of the organization (e.g. salary, career opportunities, job security), interpersonal and social relations (e.g. supervisor and coworker support, team climate), the organization of work (e.g. role clarity, participation in decision making) and the level of the task (e.g.

performance feedback, skill variety, task significance, task identity, autonomy) (Bakker, *et al*, 2004).

The research which was conducted by Bakker, Demerouti and Euwema (2005) focused on the job demands-resources model and they found that some job resources affect the several job demands in buffering for burnout. It was found that when employees experienced autonomy, received feedback, had social support or had a high-quality relationship with their supervisor; it was not a result in high levels of burnout that to be subjected to work overload, emotional demands, physical demands and work-home interference. For this reason, burnout may develop when high job demands are combined with low job resources (Bakker, Demerouti and Euwema, 2005).

2.1.4.b. Occupational Characteristics

The occupational sector of human services and education carried out initial studies on burnout. Most of these occupations probably involved in recipients which is emotionally demanding and might be related to burnout (Maslach, *et al*, 2001).

By the late 1980' s, burnout might be seen the other occupations were started to recognize by researchers and practitioners. For example, that is between managers, entrepreneurs and white- and blue collar workers. In that way, in order to focus to occupations that included contact with people to occupations that requiring creativity, problem solving or mentoring, the burnout metaphor was extended (Schaufeli, *et al*, 2009). Although, the burnout concept seems to relate to wider range of occupations, there was still the hypothesis that the emotional stressors are more intense at people-oriented occupations (Maslach, *et al*, 2001).

To conclude, even though literature in this field is mostly consists of stress and burnout in human service professionals, it can be said that employees in all other sectors are also vulnerable to burnout (Schaufeli and Greenglass, 2001).

2.1.4.c. Organizational Characteristics

Larger social, cultural and economic forces shape organizational context. Organizational characteristics include hierarchies, operating rules, resources and space distribution. In these days, organizations have undergone a lot of changes, such as

downsizing and mergers. The changes have remarkable effects on employees (Maslach, *et al*, 2001).

The research which was carried out by Burke and Greenglass (2001) examined work family conflict, family-work conflict and psychological burnout among nursing staff during a time of hospital restructuring and downsizing. It was found that organizational policy, downsizing, corporate restructuring and the interaction between work and family life associated with burnout (Burke and Greenglass, 2001).

Another research which was examined job burnout and job characteristics, including decision authority, skill discretion, predictability and information flow. The results indicated that job characteristic of information flow played an important role for prediction of subsequent levels of exhaustion and cynicism. The prediction of professional efficacy was improved by the work characteristics of skill discretion and predictability. Moreover, skill discretion and predictability may act as resources that help in carrying out tasks in the most efficient way (Leiter, *et al*, 2013). A similar research which is related to administrator burnout indicates that boundary-spanning requirements of the job such as complying with rules and regulations, negotiating contracts and gaining public approval for programmes adds to administrator's feeling of low personal accomplishment (Gmelch and Gates, 1998).

Social support is an important matter in organizational context. According to Cohen and Wills (1985) social support can help employees in order to redefine the potential of harm in the situation or it can enhance their belief that they can cope with the situation owing to the others who will provide the necessary resources (Cordes and Dougherty, 1993). Moreover, researches indicate that when employees feel their supervisor high on consideration, they experience low burnout (Seltzer and Numerof, 1988).

As mentioned previously, organizational context is shaped by larger social, cultural and economic forces. That's why, burnout is an interaction between society and the working environment (Weber and Jaekel-Reinhard, 2000).

2.1.5. Individual Factors: Who Experiences Burnout?

People bring unique features to the work environment. These personal factors include demographic variables (such as age or formal education) and personality

characteristics (such as perfectionism or emotional instability). Some of them have been found to associated with burnout (Maslach, *et al*, 2001).

2.1.5.a. Demographic Characteristics

The researches which are related to burnout touch on the subject of demographic characteristics. In this context; age, gender, marital status, education level, organizational tenure and the number of children are discussed.

Burnout seems most frequently among younger employees who have relatively little work experience than it is among those over 30 or 40 years old. The reason is most likely that employees who are burnout out have left or had to leave their jobs. Quite remarkably, according to the results of a research which is conducted Schaufeli and Van Dierendock (1994), in European countries, such as The Netherlands, burnout is more prevalent in older age groups. Quite likely, European employees are more reluctant to change jobs because cultural values. Also, the social security systems of Europe restrict labour market mobility more than other countries (Schaufeli and Buunk, 1996).

The researches which are related to the demographic variable of gender have some arguments. Some studies show higher scores of burnout for women, some show higher scores for men and some of them find no overall differences between them. Consistently, the score of cynicism is seen often males than females. However, there is a tendency in some studies for women to score higher on the dimension of exhaustion. The results could be associated with gender role stereotypes or occupations (e.g. police officers tend to be male, nurses tend to be female) (Maslach, *et al*, 2001).

The research which was carried out by Kokkinos (2007) examined to investigate the association between burnout, personality characteristics and job stressors in primary school teachers from Cyprus. According to results, married female teachers were more emotionally exhausted than their married male counterparts. In addition, male teachers with less than 10 years of teaching experience were less emotionally exhausted than their female counterparts.

Burnout is related to higher levels of education. There was positive relationship between education level and emotional exhaustion (Maslach and Jackson, 1981). It is

quite likely that people with higher education have jobs requires greater responsibilities and higher stress; or the educated people have higher expectations for their jobs (Maslach, *et al*, 2001).

Marital status was significantly related to emotional exhaustion. People who were single or divorced had higher scores than those who were married (Maslach and Jackson, 1981). However, some researches have been found no differences. The research found that age, gender, education and organizational tenure had significant effects on emotional exhaustion; however, marital status and the number of children did not. Employees who are older and had better education reported higher levels of emotional exhaustion, while employees with longer tenure reported less (Karatepe and Uludag, 2007).

2.1.5.b. Personality Characteristics

In spite of the literature which was related to burnout, indicates that stressful forms of the work environment are more important than personal factors. Recently, researchers consider individual differences in the concept of burnout (Bakker, *et al*, 2006; Kim, *et al*, 2007; Zellars, *et al*, 2000; Gmelch and Gates, 1998; Lue, Bee-Horng, *et al*, 2010).

To discover which types of people may be at greater risk for experiencing burnout, several personality traits have been studied in the literature (Maslach and Leiter, 2008). In regard to Big Five Personality Model, the current labels for the bipolar factors are; Extraversion versus Introversion, Agreeableness versus Hostility, Conscientiousness versus Lack of Conscientiousness, Emotional Stability versus Neuroticism and Intellect/Autonomy or Openness to Experience versus Lack of Intellect/Autonomy or Closedness to Experience (Bakker, *et al*, 2006).

Deary *et al.* (1996), Zellars *et al.* (2000), Bakker *et al.* (2006) and Lue, Bee-Horng *et al.* (2010) have consistently found a positive relationship between the dimension of neuroticism and burnout. Neuroticism includes trait anxiety, hostility, depression, self-consciousness and vulnerability. So that, it is clear to understand that neurotic individuals are prone to psychological distress (Maslach, *et al*, 2001). In addition, the research which was carried out by Bakker *et al.* (2006) examined that

extraversion and agreeableness particularly correlated positively with the dimension of personal accomplishment. In a similar study, Kim et al. (2007) investigated that agreeableness is a useful predictor of two job burnout dimensions cynicism and professional efficacy in the lodging segment and conscientiousness was positively related to professional efficacy. It is clear to understand that, individuals who have a high level of conscientiousness strive to complete their duties, it leads to an increase in professional efficacy.

Locus of control is defined as a personality feature. The person who with internal locus of control believe that he can control the destiny, whereas with an external locus believe that lives are controlled by outside forces. Because people with internal locus of control are more tend to believe that they can have a significant influence on the outcome, they are less likely to experience burnout (Robbins, 2003).

In addition, researches have been reported on coping styles and burnout. Accordingly, active and confrontive coping is related to less burnout than passive and defensive coping. In other research, all three burnout dimensions have been associated with lower self-esteem (Maslach, *et al*, 2001).

2.1.6. Consequences of Burnout

Consequently, burnout involves the chronic exhaustion and negative attitudes toward work environment so it damages the health and productivity of employees (Bakker and Costa, 2014). The consequences of burnout are conceptualized in two aspects: organizational consequences and individual consequences.

In regard to organizational consequences, variety variables are found relation with burnout. Particularly, it has been related to decreased job satisfaction, organizational commitment, lowered productivity, turnover and abseenteesim (Schaufeli, Taris and Rhenen, 2008; Schaufeli and Buunk, 1996; Swider and Zimmerman, 2010; Pines and Keinan, 2005; Low, George S., *et al*, 2001 and Weisberg, 1994). The research which was conducted by Cherniss examined to investigate that burnout experienced level in the first year of employees' career connect and career adaptation for next decade. The results showing early career burnout does not cause the significant, negative and long-term consequences. On the other hand, when employees work more in their career life,

burnout can show up with the effects of critical long-term. Also, possible explanation of this study is that early positive experience of employees in their career leads more self-confident of people, willing to take risks of individual, so they can change fields in the career at later time (Cherniss, 1992).

Researches show that burnout leads to individual consequences as well as organizational consequences. Common somatic symptoms are headaches, gastrointestinal disorders (irritable stomach, diarrhoea) or cardio-vascular disturbances are related to burnout. Also the development of addictions (e.g. alcohol, medicines) have been related to burnout (Weber and Jaekel-Reinhard, 2000). A similar research indicated that workers tend to use psychotropic medication and especially antidepressants if they had shifted toward burnout (Leiter, Hakanen, Ahola, Tanner, Koskinen and Vaananen, 2013). Researches indicate that also there is a relationship between depression and burnout (Shin, Noh, Jang, Min Park and Min Lee, 2013; Ahola, Honkonen, Isometsa, Kalimo, Nykyri, Aromaa and Lönnqvist, 2005). Besides that, there were relationship between the dimensions of burnout, decreased personal benefit and negative reactions of others or disrupted social functioning (Schaufeli, Taris and Rhenen, 2008). A similar research which was conducted by Burke and Greenglass showed that burnout might have a negative effect on people's home life as well as work (Burke and Greenglass, 2001).

2.1.7. Burnout in Banking Sector

The range of literature, in spite of the theory of burnout seems to relate to wider range of occupations, there was still the hypothesis that the emotional stressors are more intensified on people-oriented occupations (Maslach, *et al*, 2001).

The employees who work at the human service institutions often need to spend considerable time with other people. Generally, the staff-client interaction is centred on the client's current problems (psychological, social, and/or physical) and so it is charged with feelings of anger, embarrassment, fear or despair (Maslach and Jackson, 1981).

In this context, banking sector is accepted one of these industries. The employees in banking sector are likely to be affected in a negative way because of

having intense stress sources, financial risks and working with people face to face (Ok, 2004). Moreover, the working conditions (e.g. long working hours, intense workload) and negative changes (e.g. the closure of banks or merging) in the sector are likely to affect mood of employees (Siliğ and Ceyhan, 2005).

To conclude, burnout is an important issue to research for organizations effectiveness as well as for employees in banking sector.

2.1.8. Studies on Banking Sector Employees Burnout in Turkey

Although burnout is having been widely researched, banking sector employees burnout has been less investigated in Turkey. In particular, studies on banking sector employees burnout has been increased recently.

Siliğ and Ceyhan (2005) aimed to determine the relationship between burnout (emotional exhaustion, depersonalization and personal accomplishment sub-dimensions) and personal, social and general adjustment levels of the bank workers. The findings showed that the emotional exhaustion, the depersonalization and the personal accomplishment levels of the banking sector employees were significant predictors of their personal, social and general adjustment levels. While the emotional exhaustion sub-dimension was the best predictor of personal, social and general adjustment levels; levels of the depersonalization and the personal accomplishment sub-dimensions were very much low.

Güllüce and Kaygın (2013) aimed to research the relationship between burnout levels and demographic variables. The research was conducted in Kars province with 173 banking sector employees. The findings showed that burnout was associated with demographic variables. As a consequence of that study, the burnout levels of employee was at moderate level. While the sub-dimensions of burnout was considering, emotional exhaustion and depersonalization were at moderate level; whilst the personal accomplishment was at low.

Results of the study by Sat and Ay (2010) showed that burnout is associated with job satisfaction negatively in banking sector. In addition, there is no significant difference among the bank employees' perceptions of emotional exhaustion, depersonalization, reduced personal accomplishment dimensions and total burnout level in

terms of gender and marital status. However, the dimension of depersonalization is associated with age and the length of occupational service positively.

The results of the study conducted by Gürbüz and Karapınar (2014) showed that considering the bank employee burnout according to Maslach Burnout Inventory, emotional burnout and depersonalization were at moderate level whilst the personal accomplishment was at low. At this point, the findings are consistent with the research of Güllüce and Kaygın (2013).

The study by Ok (2004) aimed to explore the effect of employees' job satisfaction, role conflict, role ambiguity and several personal characteristics on bank employees' burnout. According to results the employees' burnout was affected by personal characteristics varying degrees. However, it was found that there is no relationship between marital status, income and the dimensions of depersonalization, personal accomplishment. On the other side, the effect of job satisfaction, role conflict and role ambiguity statistically controlled and it was seen that there are many factors influencing variables on burnout.

A recent study by Eroğlu (2014) investigated the relation between emotional labor and burnout dimensions on individual customer service workers who are employed in various banks in Denizli. The results indicated that surface acting is related to the dimensions of emotional exhaustion and depersonalization positively. In addition, it has been found that positive relation between deep acting and the dimension of personal accomplishment.

2.2. PERFECTIONISM

2.2.1. Conceptualization of Perfectionism

Perfectionism is a personality characteristic that is related to stress and burnout (Childs and Stoeber, 2012). In scientific research, although the term of perfectionism has not been definite, there are some important features. Perfectionism is characterized by setting of excessively high personal standards of performance, striving want to be perfect in all domains of their lives, tending to engage in all-or-none thinking and failures tend to be overgeneralized (Frost, Marten, Lahart and Rosenblate, 1990; Hewitt, Flett, Turnbull-Donovan and Mikail, 1991; Stoeber and Stoeber, 2009).

In the early times of the researches on perfectionism, researchers and psychologists had been interested in the pathological and negative aspects of it (Caliskan, Arikan and Saatci, 2014). According to Beck (1976), all types of perfectionists seem to be cognitively dysfunctional, characterized by a dichotomous thinking style and by overgeneralization (Terry-Short, Owens, Slade and Dewey, 1995). Burns (1980) and Pacht (1984) emphasized the importance of fear of mistakes in defining perfectionism. Burns (1980) characterized perfectionism as part of the dichotomous thinking style and any minor flaw constitutes failure (Frost, *et al*, 1990). Although Hamachek (1978) emphasized to differentiate two forms of perfectionism; a positive form labeled "normal perfectionism" and a negative form labeled "neurotic perfectionism". Normal perfectionism was described that individuals enjoy pursuing their perfectionistic strivings; on the other hand neurotic perfectionism in which individuals suffer from their perfectionistic strivings (Stoeber and Otto, 2006).

In the perfectionism literature, the two forms have been given different labels. It has been named positive strivings and maladaptive evaluation concerns by Frost, Heimberg, Holt, Mattia and Neubauer (1993); active and passive perfectionism by Adkins and Parker (1996); positive and negative perfectionism by Terry-Short, Owens, Slade and Dewey (1995); adaptive and maladaptive perfectionism by Rice, Ashby and Slaney (1998); functional and dysfunctional perfectionism by Rheaume, Freeston, et al.,

(2000); healthy and unhealthy perfectionism by Stumpf and Parker (2000); personal standards and evaluative concerns perfectionism by Blankstein and Dunkley (2002) and conscientious and self-evaluative perfectionism by Hill et al., (2004). Based on previous findings, there is an agreement about being perfectionism is two-side (Stoeber and Otto, 2006). On the other hand, according to Flett and Hewitt (2002) and Greenspon (2000), perfectionism is the features of debilitating in the end (Hill, Hall, Appleton and Kozub, 2007).

The studies indicate that when individuals strive for perfection, it may enhance their performances and lead to performance increments, avoiding engaging in negative, self-focused reactions to imperfection, experiencing less anxiety and more self-confidence during competitions (Stoeber, Otto, Pesheck, Beckek and Stoll, 2007; Stoeber, Stoll, Pesheck and Otto, 2008; Stoll, Lau and Stoeber, 2008). However, according to Flett and Hewitt (2006), striving for perfection causes motivation go awry. As a result, perfectionism induces a rigid adherence to excessively high goals and an irrational belief in the importance of their attainment. This makes perfectionist individuals criticize themselves and think overly focusing on their personal-interpersonal incompetence especially if there is a wide discrepancy between their aspired goals and attained performance (Appleton, Hall and Hill, 2009). Based on previous findings, it could be say that the research literature is complex and confusing whether perfectionism is positive or negative.

In the scientific inquiry on perfectionism, the other controversial issue is whether perfectionism is one-dimensional or multidimensional. At the beginnings of the 1990' s, perfectionism was demonstrated as multidimensional construct with intrapersonal and interpersonal content (Bieling, Israeli and Antony, 2004). Frost and colleagues (1990) proposed that six dimensions. The major dimension was excessive concern over making mistakes. Five other dimensions were including high personal standards, the perception of high parental expectations, the perception of high parental criticism, the doubting of the quality of one' s actions and a preference for order and organization. Hewitt and Flett (1991a), on the other hand, described three dimensions of perfectionism: self-oriented perfectionism, other-oriented perfectionism and socially prescribed perfectionism. The dimensions of self-oriented perfectionism is excessive

striving and demanding absolute perfection from the self; other-oriented perfectionism is demanding perfection from other people and socially prescribed perfectionism is the perception that other people demand perfection from oneself (Flett and Hewitt, 2005). Substantially, when all dimensions were categorized to a single factor analysis, two substantial factors emerged: first factor was categorized personal standards, organization, self-oriented perfectionism and other-oriented perfectionism; second factor was categorized concern over mistakes, doubts about actions, socially prescribed perfectionism, parental expectations and parental criticism (Frost *et. al.*, 1993, cited in Stoeber and Otto, 2006). Based on findings it could be say that, different dimensions have included each other.

On the contrary, as previously noted, according to some authors perfectionism is one-dimensional. In this context; Shafran, Cooper and Fairburn (2002) provided a cognitive-behavioural analysis of perfectionism. They emphasize the primacy of cognition and they focused on self-oriented perfectionism. They claimed that other-oriented perfectionism and socially-prescribed perfectionism may be associated perfectionism rather than integral elements of perfectionism (Hewitt, Flett, Besser, Sherry and McGee, 2002). However, a long time ago, Horney (1950) emphasized the interpersonal aspects of perfectionism. As regards other-oriented perfectionism, she stated that:

"...a person may primarily impose his standards upon others and make relentless demands as to their perfection. The more he feels himself to be the measure of all things, the more he insists—not upon general perfection but upon his particular norms being measured up to. The failure of others to do so arouses his contempt or anger" (Horney, 1950, p.78, cited in Hewitt, *et al.*, 2002).

In the perfectionism literature, it may be seen cases which are related to unconditional acceptance. This inability to unconditionally accept the self sometimes extends to an inability to accept other people. For example, Ellis (2002) presented the case study of John, a 36-year-old accountant who demanded perfection from himself and others. Ellis observed that John was:

"equally perfectionistic about his wife Sally and his two accounting partners. They, too, had to—yes, had to—perform well, dress well, and even play tennis well. And often they didn't, those laggards! John, of course, couldn't control others as he strove

for his own perfection, so he was frequently enraged against his “careless” wife and partners, much more than he was anxious about his own performances” (Ellis, 2002, p.225, cited in Flett, Dawis and Hewitt, 2003).

According to Hewitt, Flett, Besser, Sherry and McGee; the model of perfectionism is dynamic and multidimensional which involves both intrapersonal processes and interpersonal dynamics (Hewitt, *et al.*, 2002). In conclusion, when the opinions and cases considered it would be more remarkable to conclude that perfectionism is multi-dimensional.

2.2.2. Dimensions of Perfectionism

In the perfectionism literature, it is accepted generally that perfectionism is multidimensional. However, there is still controversy whether the dimensions of perfectionism are adaptive or maladaptive (Flett and Hewitt, 2005). In point of fact, as mentioned previously, Frost *et al.* (1993) proposed two substantial factors. The two factors were aggregated positive strivings and maladaptive evaluation concerns and then correlated with measures of well-being. According to results, there was relationship between only maladaptive evaluation concerns and higher levels of negative affect and depression. On the other hand, there was relationship between positive strivings and higher levels of positive affect (Stoeber and Otto, 2006).

According to Hewitt and Flett (1991a), the construct of perfectionism is multidimensional which consists of personal and social factors and the factors cause to severe levels of psychopathology. One of the most influential and widely researched models of perfectionism regarding multidimensional conceptualizations of it is that of Hewitt and Flett (1991a). Hewitt and Flett (1991a) describe three dimensions of perfectionism: self-oriented perfectionism, other-oriented perfectionism and socially prescribed perfectionism.

Self-oriented perfectionism is an intrapersonal dimension that involves requiring perfection of oneself. Self-oriented perfectionists have personal motivation which motivate them in order to be perfect. Also, they set exacting standards for oneself and highly evaluating one's own behavior if they are not able to accomplish the expectations (Hewitt and Flett, 1991a).

Self-oriented perfectionism is a more controversial dimension whether is maladaptive or adaptive. There is some evidence that self-oriented perfectionism is related to positive motivational consequences. For instance; it has been seen that there is relationship between self-oriented perfectionism and resourcefulness, in student samples (Flett, Hewitt, Blankstein, & O'Brien, 1991). According to Bieling et al. (2004), self-oriented perfectionism often leads to positive consequences. In addition, Stoeber and Otto (2006) proposed that if perfectionists are not overly concerned about their mistakes and negative evaluations of others, self-oriented perfectionism can be positive. On the other hand, according to Hewitt and Flett (1991b) self-oriented and socially prescribed perfectionism are the dimensions most relevant to depression. Regarding eating disorders, the study found that both bulimic and anorexic patients scored higher on self-oriented perfectionism. Moreover, it was found that self-oriented perfectionism is seen more specifically in eating disorders than in depressive or anxiety disorders (Castro-Fornieles, *et al*, 2007). About marital relationships, partners who were displaying high other-oriented and self-oriented perfectionistic behavior, they experienced greater family difficulties (Haring, Hewitt and Flett, 2003).

Other-oriented perfectionism is an interpersonal dimension that one's need for other people to be perfect. Other-oriented perfectionists demand unrealistic expectations from significant others and stringently evaluates others' performance. The dimension is similar with self-oriented perfectionism; the difference is the perfectionistic behavior is directed outward (Hewitt and Flett, 1991a).

Other-oriented perfectionism is described the "dark" side of perfectionism and should be considered a negative form of perfectionism. Regarding social goals, there are negative relationships between the other-oriented perfectionism and intimacy goals and social development goals. That is, people who are high in other-oriented perfectionism are less interested in helping and supporting others. That's why, there is a negative relationship between other-oriented perfectionism and emotionality, altruism. Moreover, other-oriented perfectionists are less sympathetic and more hard-hearted towards who are weak or in need of help. In addition, there is positive relationship between other-oriented perfectionism and narcissism, Machiavellianism and (subclinical) psychopathy (Stoeber, 2014). The research which was conducted by Hewitt and Flett (1991a) indicates that other-oriented perfectionism is related to

authoritarian, exploitative and dominant behaviors and other-directed blame. On the other hand, there is a positive note that other-oriented perfectionism may be related to desirable attributes such as leadership ability or facilitating others' motivation (Hewitt and Flett, 1991a).

Socially prescribed perfectionism is an interpersonal dimension comprising one's belief that others have excessively high standards from oneself. Socially prescribed perfectionists believe that others exact unrealistic standards and exert pressure on them to be perfect; also others evaluate them stringently when they fail to meet these expectations (Hewitt and Flett, 1991a). Socially prescribed perfectionists display perfectionistic attitudes for avoiding disapproval by others (Stoeber and Otto, 2006). As shown, socially prescribed perfectionism is an externally motivated form (Stoeber and Stoeber, 2009).

Socially prescribed perfectionism should be considered a negative form of perfectionism like other-oriented perfectionism. For this reason, socially prescribed perfectionism is associated with low subjective well-being and poor psychological adjustment (Stoeber and Childs, 2010). The research showed that socially prescribed perfectionism predicted dysfunctional attitudes (such as perfectionistic attitudes and dependent attitudes) (Sherry, Hewitt, Flett and Harvey, 2003). In general, the results indicate that positive relationship between socially prescribed perfectionism and burnout, job dissatisfaction and depression. In addition, lack of control and lack of recognition seem broad among people who display highly socially prescribed perfectionistic behavior (Fairlie and Flett, 2003). Regarding marital relationship, partners who displayed highly socially prescribed perfectionistic behavior showed that difficulties in family adjustment (Haring, Hewitt and Flett, 2003). The research showed that there is relationship between socially prescribed perfectionism and poorer physical health, negative feelings that diminishing positive affect (Molnar, Reker, Culp, Sadava and DeCourville, 2006). Moreover, the research which was conducted by Hewitt and Flett (1993) demonstrated that socially prescribed perfectionism is unique variance in depression.

In conclusion, these three dimensions of perfectionism have been associated variety of interpersonal and intrapersonal problems. In this context, it may be more rational to indicate that perfectionism is primarily maladaptive.

2.2.3. Antecedents of Perfectionism

In the perfectionism literature, one of the most important subject is the development of perfectionism. In this context, perfectionism has been conceptualized that related to psychological difficulties.

More than half a century, Sullivan (1953) described perfectionism as a compulsion which was formed in childhood because of hostile and hypocritical parent-child relationships. The children were treated with contempt, control, humiliation and exposed to exaggerated demands. When the demands were failed, the children were punished. For this reason, when these children were grown up, they had met difficulties in interpersonal relationships because of controlling the others (Tziner and Tanami, 2013).

According to Burns, Pacht, Hamachek and Hollander who are the major contributors to literature of perfectionism have indicated the parental connection. According to them, perfectionists are rewarded with love and approval when they perform excellent performance in their childhood. Otherwise, any failure or mistake were punished as rejection and loss of love by parents. As a result, a perfectionist learns that mistakes lead to nonacceptance and try to be perfect in during his life (Frost, *et al*, 1990).

Barrow and Moore (1983) described four types of parenting approaches:

1. The parents who are critical and demanding,
2. To expect high expectations and standards of performance,
3. The absent of unconditional parental approval,
4. The parents who are displaying perfectionistic attitudes and behaviors as models (Shafran and Mansell, 2001).

In this context, the other research subject is whether the relationship between perfectionism and the gender of the parent. The study which was conducted by Frost, Lahart and Rosenblate (1991) have shown that there is a relationship between perfectionism among mothers and daughters, but not between fathers and daughters. In addition, it was found that mothers', but not fathers', ratings of harshness were related to perfectionism. Another research indicated that mothers', except fathers', significantly

predicted their daughters' perfectionism. Furthermore, it indicated that the relation between mothers' and daughters' perfectionism is mediated by mothers' psychological control, whereas fathers influence their daughters' perfectionism indirectly (Soenens, Elliot, Goossens, Vansteenkiste, Luyten and Duriez, 2005). On the other hand, the study which was conducted by Appleton, Hall and Hill (2010) indicate that athletes' self-oriented perfectionism was anticipated by parents' self-oriented perfectionism, athletes' other-oriented perfectionism was anticipated by parents' other-oriented perfectionism and athletes' socially prescribed perfectionism was anticipated by parents' socially prescribed and other-oriented perfectionism. Also, the research indicated that the intergenerational transmission of perfectionism between parents and their athletic child who was not limited to same-sex.

To conclude, it seems that the development of perfectionism dimensions can be explained by parents' approaches and attitudes in the childhood. However, it is not precise the effect of parents' sex in the process of perfectionism.

2.2.4. Consequences of Perfectionism

There are several researches whether perfectionism -self-oriented, other-oriented and socially prescribed perfectionism- is related to severe personality disorders and persistent symptoms of psychopathology in the literature.

One of the most important disorder which was associated with perfectionism is depression. Researches indicate that there is a robust relationship especially between self-oriented, socially prescribed perfectionism and depression (Hewitt and Flett, 1991a; Hewitt and Flett, 1993; Hewitt, Flett and Ediger, 1996). Self-oriented perfectionism is related to self-related achievement goals; that's why achievement stressors should be experienced more prevalent than other stressors. In contrast, because of socially prescribed perfectionism involves maintaining others' approval by being perfect, social stressors may be experienced more prevalent than other stressors (Hewitt, *et al*, 1996). The research which was conducted by Hewitt, Caelian, Flett, Sherry, Collins and Flynn (2002) investigated the dimensions of perfectionism, depression, anxiety, stress and anger in 114 children. According to results, two term which are depression and anxiety associated with self-oriented perfectionism, whereas socially prescribed perfectionism was significantly associated with depression, anxiety, social stress and anger-

suppression. Moreover, the results showed that self-oriented perfectionism interacted with social stress to predict anxiety and interacted with achievement stress and with social stress to predict depression.

The similar study which was conducted by Flett, Besser, Davis and Hewitt (2003) investigated the associations among dimensions of perfectionism, unconditional self-acceptance and self-reported depression. The results showed that there is negative relationship between all three trait dimensions of perfectionism (self-oriented, other-oriented and socially prescribed perfectionism) and unconditional self-acceptance. Finally, there is relationship between low unconditional self-acceptance and elevated levels of depressive symptoms.

Eating disorders have long been related to perfectionism in the literature. Anorexia nervosa is one of the eating disorder which has been associated with perfectionism and perfectionism has been considered as a necessary condition for the development of anorexia nervosa (Slade, 1982 cited in Shafran and Mansell, 2001). One of the current research indicated that the person who had anorexia nervosa had significantly higher total scores on the Multidimensional Perfectionism Scale than the healthy participants. To conclude, the results show that there is a relationship between perfectionism and anorexia nervosa (Halmi, Sunday, Strober, Kaplan, Woodside, Fichter, Treasure, Berrettini and Kaye, 2014).

In the literature, there is relationship between perfectionism and personality disorders. One of them is obsessive-compulsive personality disorder. Obsessive-compulsive personality disorder is described; *"a preoccupation with orderliness, perfectionism and mental and interpersonal control, at the expense of flexibility, openness and efficiency... The perfectionism and self-imposed high standards of performance cause significant dysfunction and distress in these people. They may become so involved in making every detail of a project absolutely perfect that the project is never finished... The emphasis is on perfect performance... They may also be mercilessly self-critical about their own mistakes... People with obsessive-compulsive personality disorder are characterized by rigidity and stubbornness"* (American Psychiatric Association, 1994, p. 669 cited in Shafran and Mansell, 2001). The broad researches which was related to dimensions of perfectionism and personality disorders were conducted by Hewitt and Flett (1991). According the results, there was positive

relationship between other-oriented perfectionism and histrionic, narcissistic and antisocial personality patterns and negative relationship with the schizotypal personality disorder. Socially prescribed perfectionism was correlated positively with the schizoid, avoidant, schizotypal, borderline and passive aggressive patterns and negatively with compulsive pattern. Self-oriented perfectionism was associated with somatoform symptoms, hypomania and alcohol abuse.

Another important research subject of perfectionism is intimate relationships. The study was conducted in a community sample of 76 couples for the purpose of investigated the relationships between perfectionism, marital coping and marital functioning. According the results, maladaptive marital coping and poorer marital adjustment for both the self and the partner associated with socially prescribed perfectionism.

To conclude, the use of negative coping strategies mediated the relationship between socially prescribed perfectionism and poorer marital functioning for both husbands and wives (Haring, *et al*, 2003).

In conclusion, based on previous findings people who display highly perfectionistic behavior, they may experience severe levels of psychopathology. Moreover, it could be say that perfectionism is a multidimensional concept because of relationship between separate dimensions and symptomatology in different ways (Frost, *et al*, 1990).

2.2.5. Relationship Between Perfectionism and Burnout

One of the personality traits that has been related to burnout is perfectionism. Even though researches on how the three forms of perfectionism are related to burnout is limited, there are substantial researches that have investigated the relationships between perfectionism and burnout (Stoeber and Damian, 2015).

Michelson and Burns (1998) investigated the relation between perfectionism and career mothers' dual roles of worker and mother and perfectionism's association with subjective well-being. According to results, there are positive correlations between socially prescribed perfectionism and cynicism, exhaustion at work and parental distress at home. In addition to, other-oriented perfectionism showed positive correlation with

parental distress at home and socially prescribed perfectionism were found to be related to a decreased sense of overall satisfaction with life and satisfaction with self.

The study which was conducted by Childs and Stoeber (2010) indicated that whereas socially prescribed perfectionism was related to higher levels of burnout, self-oriented and other-oriented perfectionism were related to lower levels of burnout. Taris, Beek and Schaufeli (2010) and Kazemi and Ziaddini (2014) found the similar results with Childs and Stoeber (2010). According to results, socially prescribed perfectionism was related to burnout, the other dimensions were unrelated to burnout.

Childs and Stoeber (2012) conducted two longitudinal studies to examine whether socially prescribed perfectionism contribute to employees' role stress and burnout. Study 1 investigated 69 healthcare service provision employees in the UK over a six-month interval and Study 2 investigated 195 school teachers in the UK over a three-month interval. According to results, in both studies, socially prescribed perfectionism predicted role stress and inefficacy. In addition, in Study 2, socially prescribed perfectionism predicted exhaustion and cynicism.

The study which was conducted in the medical field by Craiovan (2014) indicated that there is positive relationship between perfectionism tendencies, perceived stress, burnout and psychopathological symptoms in medical employees. A similar study investigated the relationship between perfectionism, stress and burnout in 87 Australian clinical psychologists. The conclusion expressed that perfectionism which was both directly and indirectly related through stress to various types of burnout (D'Souza, Egan and Rees, 2011).

There are also researches which was conducted in college students, junior elite soccer players and athletes. Zhang, Gan and Cham (2007) found that negative perfectionism (doubts about actions, concerns over mistakes, et al.) were related to burnout symptoms while positive perfectionism (personal standards and organization) were related to engagement. Aghdasi (2014) examined the relationship between multidimensional perfectionism and athlete burnout. The results indicated that there is positive relationship between socially prescribed perfectionism and burnout dimensions; whereas a negative relationship between self-oriented perfectionism and burnout dimensions. A similar study examined the influence of self-oriented and socially prescribed perfectionism on burnout in elite junior soccer players. According to results,

socially prescribed perfectionism demonstrated a significant positive association with physical and emotional exhaustion, reduced accomplishment and sport devaluation. However, self-oriented perfectionism demonstrated a significant negative association with the three dimensions of burnout (Hill, *et al*, 2007).

In conclusion, based on previous findings, it could be say that there is no precise result whether there is a positive relationship between perfectionism and burnout. However, it could be say that precisely perfectionism is a personality disposition which is related to burnout.

3. THEORETICAL STRUCTURE

3.1. THE AIM OF THE STUDY

The study aims to investigate the effect of perfectionism on burnout.

3.2. HYPOTHESIS

The hypothesis of the study is stated below.

Hypothesis: Perfectionism influences burnout.

For this purpose, burnout levels of employees from different banks were examined and sought to answer the following questions:

- What is the burnout level of banking sector employees?
- How do burnout levels of banking sector employees change in terms of demographic variables?
- Which sub-dimensions of burnout are seen in more of banking sector employees?
- What are the reasons of burnout for banking sector employees?
- How burnout can be prevented?

3.3. THE MODEL OF THE STUDY

The model of the study is shown below.

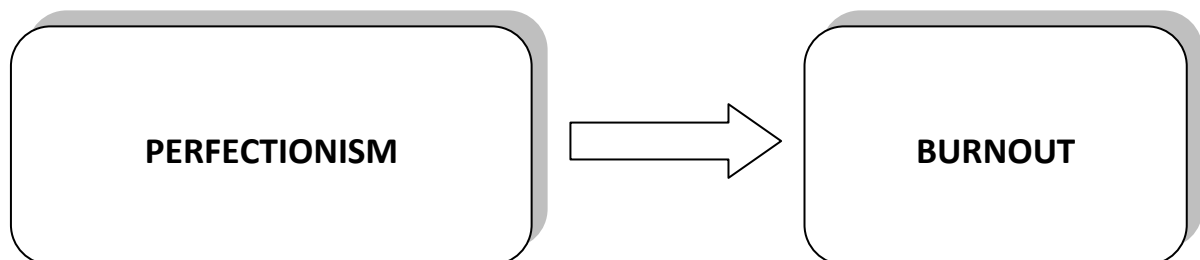


Figure 1: The Research Model

4. METHOD

4.1. SAMPLE OF THE STUDY

The study was carried out in different private and state banks which were located in Turkey. The reason for this is that as it is stated by Maslach and Jackson (1981), the employees in human service institutions are prone to suffer from burnout. In this context, banking sector is accepted one of these industries.

Population of the study consists of 201,481 banking sector employees (www.tbb.org.tr, 05.05.2015). A total 212 (87 females and 125 males) banking sector employees participated in the study. 38 banking sector employees who had participated in the study from private banks and 174 banking sector employees from state banks.

4.2. PROCEDURE

Participants were selected from these banks on a voluntary basis for the sample of the research. The link of the survey, together with an introductory statement about the content and purpose of the study was sent to about 10000 participants to different regions of Turkey. 214 surveys are sent back having answered. Among these, 2 surveys were excluded from the study as they had some unfilled questions. As a result, the total of 212 surveys are used in the study.

4.3. RESEARCH INSTRUMENTS

In order to conduct the study; Maslach Burnout Inventory (1981), Multidimensional Perfectionism Scale (1991) and demographic form were used. Items in the Maslach Burnout Inventory and Multidimensional Perfectionism Scale were measured with a six point scale.

4.3.1. *Maslach Burnout Inventory*

Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1981). Subsequently; Maslach, Jackson and Leiter (1986) developed the MBI- Human Services Survey, which was designed for employees in human service jobs. They also developed

the MBI- Educators Survey (Form ED) for teachers. Finally, the MBI- General Survey (MBI-GS) was developed by Maslach et al. (1996) to use the general population (Angerer, 2003).

There are 22 items which were written in the form of statements about personal feelings or attitudes. Each statement is rated on two dimensions: frequency and intensity. The frequency scale is labeled at each point and ranges from 1 ('a few times a year or less') to 6 ('every day'). The intensity scale ranges from 1 ('very mild, barely noticeable') to 7 ('major, very strong'). The internal consistency coefficient of Emotional Exhaustion is .90, Depersonalization is .79 and Personal Accomplishment is .71, respectively (Maslach and Jackson, 1986, cited in Torun, 1995).

The subscale of Emotional Exhaustion contains 9 components which describe feelings of being emotionally overextended and exhausted by someone's work. The other 5 components which are the Depersonalization subscale describe an unfeeling and impersonal response towards recipients of one's care or service. For both the Emotional Exhaustion and Depersonalization subscales, higher mean scores correspond to higher degrees of experienced burnout. Another 8 items which are Personal Accomplishment subscale describe feelings of competence and successful achievement in one's work with people. On the contrary to the other two dimensions, higher total scores on this dimension correspond to lower degrees of experienced burnout (Maslach and Jackson, 1981).

The Turkish version of Maslach Burnout Inventory was translated and adapted by Ergin (1992). In the Turkish version, items can be answered on a fivepoint Likert-type scale. In this study, a sixpoint Likert-type scale was used which is ranging from almost always to almost never (see Appendix A).

4.3.2. Multidimensional Perfectionism Scale

Multidimensional Perfectionism Scale (MPS) developed by Hewitt and Flett (1991a). The scale contains 45 items and 3 subscales. The subscale of Self-Oriented Perfectionism contains 15 items that describe unrealistic standards and perfectionistic motivation for the self (*e.g., One of my goals is to be perfect in everything I do*). The 15 items in the Other-Oriented Perfectionism subscale describe unrealistic standards and

perfectionistic motivations for others (*e.g., I have high expectations for the people who are important to me*). The subscale of Socially Prescribed Perfectionism contains as others 15 items that describe the belief that significant others expect oneself to be perfect (*e.g., My family expects me to be perfect*). Factor analyses have confirmed that the MPS has the three factors mentioned above and that the factor structure is congruent across clinical and subclinical populations. The internal consistency coefficient of the Self-Oriented Perfectionism is .88, the Other-Oriented Perfectionism is .74 and Socially Prescribed Perfectionism is .81, respectively (Hewitt and Flett, 1991a).

Multidimensional Perfectionism Scale (MPS) was used a sevenpoint Likert-type scale which is ranging from 1 (strongly disagree) to 7 (strongly agree). Several items are reverse-keyed and higher mean scores correspond to higher degrees of experienced perfectionism (Hewitt, *et al*, 1991). In this study, a sixpoint Likert-type scale was used which is ranging from strongly disagree to strongly agree.

The Turkish version of Multidimensional Perfectionism Scale (MPS) was translated and adaptated by Oral (1999). As a result of factor analysis, it was found that three factors which similar of the original scale. According to results of Oral (1999); the subscale of Self-Oriented Perfectionism contains 19 items, Other-Oriented Perfectionism contains 10 items and Socially Prescribed Perfectionism contains 15 items.

In this study, after the broad discussion with the thesis advisor, as a consensus, because there were large number of questions, the scale was administered as 15 items (see Appendix B).

4.3.3. Demographic Form

The demographic form contains 11 questions which is related demographic variables. 3 of them are categorical questions and 8 of them are open-ended questions. Open-ended questions are; age, job, institution, title, working time in the current workplace, working time in total, the number of people whom the participant is in charge of if she/he is an executive and what are the most exhausting work-related issues. Categorical questions are gender, educational status and marital status (see Appendix C).

4.4. STATISTICAL DATA ANALYSIS

The research which was conducted by using statistical program. Initially, descriptive statistics were used for the data analysis to investigate the general characteristics of the sample. Reliability and factor analysis were carried out. Reliability of the surveys was measured by Cronbach alpha. Subsequently; correlation, simple and multiple regression were conducted to investigate the association between independent and dependent variables. Lastly, to test the demographic variables whether there are significant differences between groups, independent T-test and one-way ANOVA were used.

5. FINDINGS

5.1. DESCRIPTIVE ANALYSES

The analyses results of the profile and distribution of 212 participants are shown in Table 1 and Table 2.

TABLE 1. Descriptive Analysis Statistics Results of the Sample Group

	Frequency	%	Standard Deviation	Skewness	Kurtosis
Gender			,49307	-,367	-1,883
Female	87	41			
Male	125	59			
Age			,92951	,448	-,645
20-30	59	27,8			
31-40	86	40,6			
41-50	47	22,2			
51 and above	20	9,4			
Marital Status			,44922	-,996	-1,017
Single	59	27,8			
Married	153	72,2			
Education			,45606	,636	,752
High School	7	3,3			
License	162	76,4			
Graduate	43	20,3			
Institution			,38447	-1,684	,845
Private	38	17,9			
State	174	82,1			
Title			,49470	-,327	-1,911
Executives	89	42,0			
Employees	123	58,0			
The Most Exhausting Issues in The Profession			1,70933	,918	-,558
None	35	16,5			
Organizational/Job	91	42,9			
Interpersonal	33	15,6			
Work environment	8	3,8			
Individual	5	2,4			
Psychological	40	18,9			
Current Here Working Time			1,59209	-,115	-1,182
1 year and below	32	15,1			
2-3 years	36	17,0			
4-5 years	33	15,6			

6-10 years	42	19,8			
11-20 years	49	23,1			
21 years and above	20	9,4			
The Total Working Time			1,06088	-,093	-1,211
0-5 years	41	19,3			
6-10 years	58	27,4			
11-20 years	61	28,8			
21 an above	52	24,5			

As it is seen from the Table 1, 87 participants are female and 125 participants are male. The majority of the participants are between the ages of 31-40.

59 of the participants are single and 153 of them are married. 7 of the participants are graduated from high school and 162 of the participants have license degree, 43 of the participants have graduate degree. 38 participants are from a private bank and 174 participants are from a state bank. 89 participants are working as an executive and 123 participants are working as an employee.

While 35 of the participants have not any exhausting work-related issues ; 91 of the participants have organizational/job issues (task demands, role demands, workload, target pressure, organizational structure and organizational justice); 33 of the participants have interpersonal issues (lack of social support, poor interpersonal relationship with customer and customer complaints); 8 of the participants have work environment issues (technical problems and working conditions); 5 of the participants have individual issues (family and economic problems) and 40 of the participants have psychological issues (mobbing, stress and risk management).

The number of participants who have the experience of one to less than one year in current working is 32, two to three years is 36, four to five years is 33, six to ten years is 42, eleven to twenty years is 49 and twenty-one to above is 20. 41 of the participants have 0-5 years, 58 of the participants have 6-10 years, 61 of the participants have 11-20 years and 52 of the participants have 21 and above total working time.

The results of the descriptive analysis of the variables show that the results are approximately normally distributed. In Social Sciences, approximately normally distributed of the variables may be accepted to analyze parametric tests (Durmuş, Yurtkoru and Çinko, 2011).

5.2. ANALYSES FOR THE SCALES

5.2.1. Factor and Reliability Analysis for Multidimensional Perfectionism Scale

Multidimensional Perfectionism Survey was divided in to two factors. Due to the low load factor and low reliability coefficient of 4, 6, 7, 8, 11, 13 and 15 questions were eliminated. 8 questions left were divided into two factors. Total cumulative variance was % 56,271.

Depending on the content, factors was named as "Achievement-Oriented" and "Socially-Oriented", respectively.

Reliability analysis of the survey was done with cronbach' s alpha coefficient. For achievement-oriented cronbach' s alpha was 0,775 and for socially-oriented cronbach' s alpha was 0,659. Total cronbach' s alpha coefficient of the survey was 0,798. Factor analysis results are below:

TABLE 2. Perfectionism Survey Factor Analysis Results

Factor 1: Achievement Oriented, Cronbach's Alpha = ,775 (% variance % 30,629)		Component
12. If I ask someone to do something, I expect it to be done flawlessly.		,855
10. I am perfectionistic in setting my goals.		,767
9. I expect others to excel at whatever they do.		,746
1. When I am working on something, I cannot relax until it is perfect.		,585
Factor 2: Socially Oriented, Cronbach's Alpha = ,659 (% variance % 25,642)		Component
3. The people around me expect me to succeed at everything I do.		,767
5. The better I do, the better I am expected to do.		,715
14. My family expects me to be perfect.		,666
2. It is very important for me that people I am close with are successful.		,517
Cumulative Variance		%56,271
Total Cronbach's Alpha		,798
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		,766
Bartlett's Test of Sphericity		482,104
df		28
Sig		,000

5.2.2. Factor and Reliability Analysis for Maslach Burnout Inventory

Maslach Burnout Survey was divided into three factors in the study. Due to the low load factor and low reliability coefficient of 9, 13, 14, 17, 20 and 22 questions were eliminated. According to factor analysis result, 6 and 2 questions were gathered from the dimension of depersonalization to the dimension of emotional exhaustion. 16 questions left were divided into three factors. Total cumulative variance was % 62,394.

Depending on the content, factors were named as "Emotional Exhaustion", "Empathy" and "Vigor", respectively.

For emotional exhaustion Cronbach's alpha was 0,924, for empathy Cronbach's alpha was 0,734 and for vigor it was 0,621. Total Cronbach's alpha coefficient of the survey was 0,893. Factor analysis results are below:

TABLE 3. Burnout Survey Factor Analysis Results

Factor 1: Emotional Exhaustion , Cronbach's Alpha = ,924 (% variance %37,312)		Component
12. I feel burned out from my work.		,894
5. I feel fatigued when I get up in the morning and have to face another day on the job.		,843
6. I worry that this job is hardening me emotionally.		,809
4. I feel used up at the end of the workday.		,782
1. I feel emotionally drained from my work.		,765
11. I feel like I'm at the end of my rope.		,754
8. Working with people all day is really a strain for me.		,735
15. I feel frustrated by my job.		,712
2. I've become more callous toward people since I took this job.		,684
21. Working with people directly puts too much stress on me.		,616
Factor 2: Empathy , Cronbach's Alpha = ,734 (% variance % 14,067)		Component
18. I deal very effectively with the problems of my recipients.		,809
19. I feel I'm positively influencing other people's lives through my work.		,805
16. I can easily understand how my recipients feel about things.		,733
10. I have accomplished many worthwhile things in this job.		,525
Factor 3: Vigor , Cronbach's Alpha = ,621 (% variance % 11,015)		Component
3. I can easily create a relaxed atmosphere with my recipients.		,829
7. I feel exhilarated after working closely to my recipients.		,760
Cumulative Variance		%62,394
Total Cronbach's Alpha		,893
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		,877
Bartlett's Test of Sphericity		1769,121
df		120
Sig		,000

The dimension of Emotional Exhaustion, higher mean scores correspond to higher degrees of experienced burnout. Otherwise, the dimension of Empathy and Vigor, lower mean scores on these dimensions correspond to higher degrees of experienced burnout. For this reason, to conduct the total burnout, the questions of empathy and social power were examined as reverse questions.

5.3. CORRELATION ANALYSES FOR RESEARCH VARIABLES

To investigate the relationships among the variables, correlation analysis was conducted. The results are presented below:

TABLE 4. Descriptive Analysis Statistics Results of the Variables

	N	Min	Max	Mean	SD	Skewness	Kurtosis
Achievement Oriented	212	4,00	24,00	17,877	3,42614	-,765	1,035
Socially Oriented	212	4,00	24,00	18,547	3,22206	-1,002	2,251
Total Perfectionism	212	8,00	47,00	36,425	5,80153	-,998	2,367
Emotional Exhaustion	212	11,00	57,00	27,561	10,54492	,693	,125
Empathy	212	7,00	24,00	17,259	3,21632	-,278	-,001
Vigor	212	2,00	12,00	8,519	1,93854	-,494	,810
Total Burnout	212	19,00	83,00	43,783	12,62061	,399	-,006

TABLE 5. Correlation Between Variables

	Emotional Exhaustion	Empathy	Vigor	Achievement Oriented	Socially Oriented	Perfectionism Total	Burnout Total
Emotional Exhaustion	1						
Empathy	-,225(**)	1					
Vigor	-,327(**)	,428(**)	1				
Achievement Oriented	-,059	,272(**)	,259(**)	1			
Socially Oriented	,059	,262(**)	,161(*)	,523(**)	1		
Perfectionism Total	-,002	,306(**)	,242(**)	,881(**)	,864(**)	1	
Burnout Total	,943(**)	-,509(**)	-,536(**)	-,158(*)	-,042	-,117	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

As it is seen in the table, there is a significant positive relationship between achievement-oriented perfectionism and empathy ($r=.272$; $p<.01$). There is a significant positive relationship between socially-oriented perfectionism and empathy ($r=.262$; $p<.01$). There is also a significant positive relationship between total perfectionism and empathy ($r=.306$; $p<.01$).

As it is seen in the table, there is a significant positive relationship between achievement-oriented perfectionism and vigor ($r=.259$; $p<.01$). There is a significant positive relationship between socially-oriented perfectionism and vigor ($r=.161$; $p<.05$). There is also a significant positive relationship between total perfectionism and vigor ($r=.242$; $p<.01$).

When the relationship among achievement-oriented perfectionism and total burnout was examined; it was seen that there is a significant negative relationship ($r=-.158$; $p<.05$).

5.4. REGRESSION ANALYSES

To investigate the how dependent variable (burnout) is explained by independent variable (perfectionism), regression analyses were conducted.

5.4.1. Simple Linear Regression Analysis for Burnout

In this analysis, the independent variable which is perfectionism and the dependent variable, burnout, were analyzed.

TABLE 6. Results of Simple Linear Regression Analysis of Perfectionism for Independent Variable

Model	R	R ²	R ² _{adj}	pΔF	F	β	t	p
1	,117	,014	,009	,089	2,914	-,117	-1,707	,089

Independent Variable: Perfectionism

Dependent Variable: Burnout

As it is seen in the simple regression analysis table, perfectionism was found to have no significant influence on burnout [(β=-,117); (p>0,05)]. In other words, the regression analysis conducted showed that there is no significant relationship between perfectionism and burnout.

5.4.2. Multiple Linear Regression Analyses for Burnout

In order to acquire a more detailed examination, multiple regression analyses were conducted.

TABLE 7. Results of Multiple Linear Regression Analysis of Factors of Perfectionism for Independent Variables

Model	R	R ²	R ² _{adj}	ΔR ²	pΔF	F	P _{model}	β	t	p	
1	,165	,027	,018	,027	,055	2,936	,055				
								Achievement Oriented	-,187	-2,324	,020
								Socially Oriented	,056	,696	,487

Independent Variables: The Factor of Achievement-Oriented Perfectionism, The Factor of Socially-Oriented Perfectionism

Dependent Variable: Burnout

As it is seen in the Table 7, when the factor of achievement-oriented perfectionism and the factor of socially-oriented perfectionism were analyzed together, they were found to have no significant influence on burnout. However, the factor of achievement-oriented perfectionism was found to have significant influence on burnout [$(\beta = -.187)$; $(p < 0,05)$]. In this context, the hypothesis is partially supported.

TABLE 8. Results of Multiple Linear Regression Analysis of Factors of Perfectionism for Independent Variables

Model	R	R ²	R ² _{adj}	ΔR ²	pΔF	F	P _{model}	β	t	p	
1	,121	,015	,005	,015	,216	1,545	,216				
								Achievement Oriented	-,124	-1,535	,126
								Socially Oriented	,123	1,533	,127

Independent Variables: The Factor of Achievement-Oriented Perfectionism, The Factor of Socially-Oriented Perfectionism

Dependent Variable: Emotional Exhaustion

In the multiple linear regression analysis, the factors of perfectionism for independent variable, they were found to have no significant influence on emotional exhaustion ($p > 0,05$).

TABLE 9. Results of Multiple Linear Regression Analysis of Factors of Perfectionism for Independent Variables

Model	R	R ²	R ² _{adj}	ΔR ²	pΔF	F	P _{model}	β	t	p	
1	,306	,093	,085	,093	,000	10,777	,000				
								Achievement Oriented	,186	2,405	,017
								Socially Oriented	,164	2,129	,034

Independent Variables: The Factor of Achievement-Oriented Perfectionism, The Factor of Socially-Oriented Perfectionism

Dependent Variable: Empathy

As it is seen in the Table 9, when the factor of achievement-oriented perfectionism and the factor of socially-oriented perfectionism were analyzed together,

they were found to have significant influence on empathy and they explain the model by %9. Achievement-oriented perfectionism was found to have significant influence on empathy $[(\beta =,186); (p<0,05)]$ and socially-oriented perfectionism was found to have significant influence on empathy $[(\beta =,164); (p<0,05)]$. Achievement-oriented perfectionism was found to have more significant effect than socially-oriented perfectionism $(\beta =,186 > \beta =,164)$.

TABLE 10. Results of Multiple Linear Regression Analysis of Factors of Perfectionism for Independent Variables

Model	R	R ²	R ² _{adj}	ΔR ²	pΔF	F	P _{model}	β	t	p	
1	,260	,068	,059	,068	,001	7,607	,001				
								Achievement Oriented	,240	3,061	,002
								Socially Oriented	,036	,462	,645

Independent Variables: The Factor of Achievement-Oriented Perfectionism, The Factor of Socially-Oriented Perfectionism

Dependent Variable: Vigor

In the multiple linear regression analysis the factors of perfectionism for independent variables, it was seen that among the factors, achievement-oriented perfectionism revealed a significant effect on vigor $[(\beta=,240); (p<0,05)]$. Socially-oriented perfectionism was found to have no significant effect on vigor $(p>0,05)$.

5.5. DEMOGRAPHIC ANALYSES

In the demographic analyses, it was aimed to examine whether the variables of the research model differ with respect to demographics or not.

5.5.1. Analyses for Gender

T-test conducted to find out whether there is a difference between the gender groups' level of burnout or not. The results are presented below:

TABLE 11. Results of Difference test for Gender

	Groups	N	$\bar{x}$	SD	$SE_{\bar{x}}$	<i>t</i> Test		
						<i>t</i>	<i>df</i>	<i>p</i>
Emotional Exhaustion	Female	87	29,2299	10,714	1,149	1,935	210	,054
	Male	125	26,4000	10,310	,922			
Empathy	Female	87	16,7701	3,146	,337	-1,859	210	,064
	Male	125	17,6000	3,233	,289			
Vigor	Female	87	8,2184	1,794	,192	-1,894	210	,060
	Male	125	8,7280	2,0136	,180			
Burnout Total	Female	87	46,2414	12,718	1,364	2,392	210	,018
	Male	125	42,0720	12,315	1,102			

As it seen in the table, there is a difference between female and male participants in terms of total burnout level ($t = 2,392$; $p < ,05$). That is, total burnout level of females is higher than the total burnout level of males ($\mu_{\text{female}} = 46,24$; $\mu_{\text{male}} = 42,07$).

5.5.2. Analyses for Marital Status

T-test conducted to find out whether there is a difference between the marital status groups' level of burnout or not. The results are presented below:

TABLE 12. Results of Difference test for Marital Status

	Groups	N	$\bar{x}$	SD	$SE_{\bar{x}}$	<i>t</i> Test		
						<i>t</i>	<i>df</i>	<i>p</i>
Emotional Exhaustion	Single	59	30,848	11,229	1,462	2,865	210	,005
	Married	153	26,294	10,022	,810			
Empathy	Single	59	16,305	3,287	,428	-2,723	210	,007
	Married	153	17,628	3,122	,252			
Vigor	Single	59	7,932	1,999	,260	-2,780	210	,006
	Married	153	8,745	1,873	,151			
Burnout Total	Single	59	48,610	13,418	1,747	3,552	210	,000
	Married	153	41,922	11,827	,956			

As it seen in the Table 12, there is a difference between single and married participants in terms of burnout level ($p < .05$). That is, singles have higher total burnout and emotional exhaustion than marrieds. On the other hand, marrieds have higher empathy and vigor than singles.

5.5.3. Analyses for Institution

T-test conducted to find out whether there is a difference between banking sector employees' level of burnout in terms of the institution. The result is displayed in the table below:

TABLE 13. Results of Difference test for Institution

	Groups	N	$\bar{x}$	SD	$SE_{\bar{x}}$	<i>t</i> Test		
						<i>t</i>	<i>df</i>	<i>p</i>
Emotional Exhaustion	Private	38	26,8684	8,04773	1,30551	-,446	210	,656
	State	174	27,7126	11,02903	,83611			
Empathy	Private	38	16,5263	3,45423	,56035	-1,556	210	,121
	State	174	17,4195	3,14980	,23879			
Vigor	Private	38	8,2368	2,00586	,32539	-,990	210	,323
	State	174	8,5805	1,92395	,14585			
Burnout Total	Private	38	44,1053	11,20760	1,81811	,173	210	,863
	State	174	43,7126	12,93729	,98077			

As it seen in the Table 13, there is no difference between private and state institutions in terms of burnout level ($p>0,05$).

5.5.4. Analyses for Title

T-test conducted to find out whether there is a difference between banking sector employees' level of burnout in terms of their titles. The result is displayed in the table below:

TABLE 14. Results of Difference test for Title

	Groups	N	$\bar{x}$	SD	$SE_{\bar{x}}$	<i>t</i> Test		
						<i>t</i>	<i>df</i>	<i>p</i>
Emotional Exhaustion	Executives	89	25,9326	10,47160	1,10999	-1,925	210	,056
	Employees	123	28,7398	10,48249	,94517			
Empathy	Executives	89	17,8427	3,02977	,32116	2,268	210	,024
	Employees	123	16,8374	3,29275	,29690			
Vigor	Executives	89	8,9775	1,86461	,19765	2,985	210	,003
	Employees	123	8,1870	1,93055	,17407			
Burnout Total	Executives	89	41,1124	12,43934	1,31857	-2,658	210	,008
	Employees	123	45,7154	12,44563	1,12218			

As it seen in the Table 14, the difference among executives and employees is significant in terms of burnout level ($p < 0,05$), except emotional exhaustion ($p > 0,05$). That is, executives have higher empathy and vigor than employees. On the other hand, employees have higher total burnout than executives ($\mu_{\text{employees}}=45,71$; $\mu_{\text{executives}}=41,11$).

5.5.5. Analyses for Age

One-Way ANOVA conducted to find out whether there is a difference among groups' level of burnout in terms of their age. The results of the ANOVA test revealed that there is equality in the variance of the groups ($p > 0,05$ in Levene Statistics). The results of age descriptive values are displayed in the table below:

TABLE 15. Results of Age Descriptive Values

	Groups	N	$\bar{x}$	SD
Emotional Exhaustion	20-30	59	30,8305	11,29869
	31-40	86	27,3721	9,79801
	41-50	47	26,9574	10,10802
	51 and above	20	20,1500	8,73152
	Total	212	27,5613	10,54492
Empathy	20-30	59	15,8644	2,97957
	31-40	86	17,0814	3,23297
	41-50	47	18,3830	2,44552
	51 and above	20	19,5000	3,45650
	Total	212	17,2594	3,21632
Vigor	20-30	59	8,0678	1,90158
	31-40	86	8,3372	1,81892
	41-50	47	9,0213	1,73818
	51 and above	20	9,4500	2,50210
	Total	212	8,5189	1,93854
Burnout Total	20-30	59	48,8983	12,77618
	31-40	86	43,9535	11,82510
	41-50	47	41,5532	11,73032
	51 and above	20	33,2000	10,01367
	Total	212	43,7830	12,62061

The result of ANOVA is displayed in the table below:

TABLE 16. Results of Difference test for Age (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
Emotional Exhaustion	Between Groups	1749,340	3	583,113	5,586	,001
	Within Groups	21712,863	208	104,389		
	Total	23462,203	211			
Empathy	Between Groups	277,279	3	92,426	10,089	,000
	Within Groups	1905,452	208	9,161		
	Total	2182,731	211			
Vigor	Between Groups	44,046	3	14,682	4,078	,008
	Within Groups	748,878	208	3,600		
	Total	792,925	211			
Burnout Total	Between Groups	4019,998	3	1339,999	9,420	,000
	Within Groups	29588,021	208	142,250		
	Total	33608,019	211			

According to results, there is significant difference for level of burnout among groups in terms of their age ($p < 0,05$). In order to present which age group is different than others, Scheffe test is used.

TABLE 17. Results of Emotional Exhaustion Difference test for Age (Scheffe)

Groups (i)	Groups (j)	$\bar{x}_i - \bar{x}_j$	$SE_{\bar{x}}$	p
20-30	31-40	3,45842	1,72717	,264
	41-50	3,87306	1,99758	,292
	51 and above	10,68051(*)	2,64362	,001
31-40	20-30	-3,45842	1,72717	,264
	41-50	,41465	1,85334	,997
	51 and above	7,22209(*)	2,53639	,047
41-50	20-30	-3,87306	1,99758	,292
	31-40	-,41465	1,85334	,997
	51 and above	6,80745	2,72772	,104
51 and above	20-30	-10,68051(*)	2,64362	,001
	31-40	-7,22209(*)	2,53639	,047
	41-50	-6,80745	2,72772	,104

According to results, there is significant emotional exhaustion mean difference between the group of 20-30 age ($\mu=30,83$) and the group of 51 and above age ($\mu=20,15$) ($p=.001 < .05$). That is, the group of 20-30 ages have higher emotional exhaustion than the group of 51 and above. Additonally, there is significant emotional exhaustion mean difference between the group of 31-40 age ($\mu=27,37$) and the group of 51 and above age

($\mu=20,15$) ($p=.047<.05$). That is, the group of 31-40 ages have higher emotional exhaustion than the group of 51 and above.

TABLE 18. Results of Empathy Difference test for Age (Scheffe)

Groups (i)	Groups (j)	$\bar{x}_i - \bar{x}_j$	$SE_{\bar{x}}$	p
20-30	31-40	-1,21699	,51165	,133
	41-50	-2,51857(*)	,59176	,001
	51 and above	-3,63559(*)	,78314	,000
31-40	20-30	1,21699	,51165	,133
	41-50	-1,30158	,54903	,135
	51 and above	-2,41860(*)	,75137	,017
41-50	20-30	2,51857(*)	,59176	,001
	31-40	1,30158	,54903	,135
	51 and above	-1,11702	,80805	,592
51 and above	20-30	3,63559(*)	,78314	,000
	31-40	2,41860(*)	,75137	,017
	41-50	1,11702	,80805	,592

According to results, there is significant empathy mean difference between the group of 20-30 age ($\mu=15,86$) and the group of 41-50 age ($\mu=18,38$) ($p=.001<.05$), the group of 20-30 age ($\mu=15,86$) and the group of 51 and above age ($\mu=19,50$) ($p=.000<.05$). That is, the group of 51 and above ages have higher empathy than the group of 20-30 age and 31-40 age. Additionally, the group of 41-50 ages' empathy is higher than the group of 20-30 age ($p=.001<.05$).

TABLE 19. Results of Vigor Difference test for Age (Scheffe)

Groups (i)	Groups (j)	$\bar{x}_i - \bar{x}_j$	$SE_{\bar{x}}$	p
20-30	31-40	-,26941	,32076	,872
	41-50	-,95348	,37098	,089
	51 and above	-1,38220	,49096	,049
31-40	20-30	,26941	,32076	,872
	41-50	-,68407	,34419	,270
	51 and above	-1,11279	,47105	,137
41-50	20-30	,95348	,37098	,089
	31-40	,68407	,34419	,270
	51 and above	-,42872	,50658	,869
51 and above	20-30	1,38220	,49096	,049
	31-40	1,11279	,47105	,137
	41-50	,42872	,50658	,869

As it seen in the Table 19, there is significant vigor mean difference between the group of 20-30 age ($\mu=8,06$) and the group of 51 and above age ($\mu=9,45$) ($p=.049<.05$). That is, the group of 51 and above ages have higher vigor than the group of 20-30 age.

TABLE 20. Results of Total Burnout Difference test for Age (Scheffe)

Groups (i)	Groups (j)	$\bar{x}_i - \bar{x}_j$	$SE_{\bar{x}}$	p
20-30	31-40	4,94482	2,01621	,114
	41-50	7,34511(*)	2,33187	,021
	51 and above	15,69831(*)	3,08602	,000
31-40	20-30	-4,94482	2,01621	,114
	41-50	2,40030	2,16349	,746
	51 and above	10,75349(*)	2,96084	,005
41-50	20-30	-7,34511(*)	2,33187	,021
	31-40	-2,40030	2,16349	,746
	51 and above	8,35319	3,18420	,079
51 and above	20-30	-15,69831(*)	3,08602	,000
	31-40	-10,75349(*)	2,96084	,005
	41-50	-8,35319	3,18420	,079

According to results, there is significant total burnout mean difference between the group of 20-30 age ($\mu=48,9$) and the group of 41-50 age ($\mu=41,6$) ($p=.021<.05$), the group of 20-30 age ($\mu=48,9$) and the group of 51 and above age ($\mu=33,2$) ($p=.000<.05$). That is, the group of 20-30 ages have higher burnout than the group of 41-50 and 51 and above. Additionally, the group of 31-40 ages' total burnout is higher than the group of 51 and above ($p=.005<.05$).

5.5.6. Analyses for Education

One-Way ANOVA conducted to find out whether there is a difference among groups' level of burnout in terms of their education level. The results of the ANOVA test revealed that there is equality in the variance of the groups ($p>0,05$ in Levene Statistics). The results of education descriptive values are displayed in the table below:

TABLE 21. Results of Education Descriptive Values

	Groups	N	$\bar{x}$	SD
Emotional Exhaustion	High School	7	22,714	8,90158
	License	162	28,124	10,74537
	Graduate	43	26,233	9,88707
	Total	212	27,561	10,54492
Empathy	High School	7	19,571	2,57275
	License	162	17,272	3,08880
	Graduate	43	16,837	3,65754
	Total	212	17,259	3,21632
Vigor	High School	7	9,429	1,81265
	License	162	8,543	1,98785
	Graduate	43	8,279	1,75018
	Total	212	8,519	1,93854
Burnout Total	High School	7	35,714	11,01082
	License	162	44,309	12,64336
	Graduate	43	43,116	12,55883
	Total	212	43,783	12,62061

The result of ANOVA is presented in the table below:

TABLE 22. Results of Difference test for Education (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
Emotional Exhaustion	Between Groups	291,569	2	145,784	1,315	,271
	Within Groups	23170,634	209	110,864		
	Total	23462,203	211			
Empathy	Between Groups	45,107	2	22,553	2,205	,113
	Within Groups	2137,624	209	10,228		
	Total	2182,731	211			
Vigor	Between Groups	8,362	2	4,181	1,114	,330
	Within Groups	784,563	209	3,754		
	Total	792,925	211			
Burnout Total	Between Groups	519,604	2	259,802	1,641	,196
	Within Groups	33088,415	209	158,318		
	Total	33608,019	211			

According to results, the findings in the ANOVA test revealed that there is no significant difference in the level of burnout between the groups of participants in terms of education level ($p>0,05$).

5.5.7. Analyses for The Most Exhausting Issues in The Profession

One-Way ANOVA conducted to find out whether there is a difference among groups' level of burnout in terms of exhausting work-related issues . The results of the most exhausting issues in the profession descriptive values are displayed in the table below:

TABLE 23. Results of The Most Exhausting Issues in The Profession Descriptive Values

	Groups	N	$\bar{x}$	SD
Emotional Exhaustion	None	35	20,4000	7,93800
	Organizational/Job	91	29,5055	10,96193
	Interpersonal	33	30,4242	9,13794
	Work environment	8	27,5000	15,14690
	Individual	5	27,6000	16,48636
	Psychological	40	27,0500	8,35111
	Total	212	27,5613	10,54492
Empathy	None	35	17,2286	3,62253
	Organizational/Job	91	17,0110	2,82644
	Interpersonal	33	16,8182	3,55716
	Work environment	8	19,0000	4,47214
	Individual	5	19,0000	5,00000
	Psychological	40	17,6500	2,84244
	Total	212	17,2594	3,21632
Vigor	None	35	8,9143	2,22778
	Organizational/Job	91	8,4396	1,68133
	Interpersonal	33	8,0606	1,91930
	Work environment	8	9,0000	2,13809
	Individual	5	6,8000	3,56371
	Psychological	40	8,8500	1,86121
	Total	212	8,5189	1,93854
Burnout Total	None	35	36,2571	10,73023
	Organizational/Job	91	46,0549	12,56747
	Interpersonal	33	47,5455	11,62188
	Work environment	8	41,5000	18,15017
	Individual	5	43,8000	22,30919
	Psychological	40	42,5500	9,92007
	Total	212	43,7830	12,62061

The result of ANOVA is shown in the table below:

TABLE 24. Results of Difference test for The Most Exhausting Issues in The Profession (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
Emotional Exhaustion	Between Groups	2419,895	5	483,979	4,738	,000
	Within Groups	21042,308	206	102,147		
	Total	23462,203	211			
Empathy	Between Groups	57,562	5	11,512	1,116	,353
	Within Groups	2125,170	206	10,316		
	Total	2182,731	211			
Vigor	Between Groups	33,985	5	6,797	1,845	,106
	Within Groups	758,939	206	3,684		
	Total	792,925	211			
Burnout Total	Between Groups	3021,726	5	604,345	4,070	,002
	Within Groups	30586,293	206	148,477		
	Total	33608,019	211			

According to results, there is significant difference for level of total burnout and emotional exhaustion among groups in terms of exhausting work-related issues ($p < 0,05$). In order to present which exhausting work-related issues group is different than others, Scheffe test is used.

TABLE 25. Results of Emotional Exhaustion Difference test for The Most Exhausting Issues in The Profession (Scheffe)

Groups (i)	Groups (j)	$\bar{X}_i - \bar{X}_j$	$SE_{\bar{x}}$	p
None	Organizational/Job	-9,10549(*)	2,01022	,001
	Interpersonal	-10,02424(*)	2,45232	,006
	Work environment	-7,10000	3,96067	,667
	Individual	-7,20000	4,83197	,817
	Psychological	-6,65000	2,33927	,157
Organizational/Job	None	9,10549(*)	2,01022	,001
	Interpersonal	-,91875	2,05374	,999
	Work environment	2,00549	3,72705	,998
	Individual	1,90549	4,64240	,999
	Psychological	2,45549	1,91734	,896
Interpersonal	None	10,02424(*)	2,45232	,006
	Organizational/Job	,91875	2,05374	,999
	Environmental	2,92424	3,98293	,990
	Individual	2,82424	4,85024	,997
	Psychological	3,37424	2,37677	,846
Work Environment	None	7,10000	3,96067	,667
	Organizational/Job	-2,00549	3,72705	,998
	Interpersonal	-2,92424	3,98293	,990
	Individual	-,10000	5,76175	1,000
	Psychological	,45000	3,91434	1,000
Individual	None	7,20000	4,83197	,817
	Organizational/Job	-1,90549	4,64240	,999
	Interpersonal	-2,82424	4,85024	,997
	Work environment	,10000	5,76175	1,000
	Psychological	,55000	4,79407	1,000
Psychological	None	6,65000	2,33927	,157
	Organizational/Job	-2,45549	1,91734	,896
	Interpersonal	-3,37424	2,37677	,846
	Work environment	-,45000	3,91434	1,000
	Individual	-,55000	4,79407	1,000

According to results, there is significant emotional exhaustion mean difference between the group of organizational/job ($\mu=29,50$) and the group of none ($\mu=20,40$) ($p=.001<.05$), the group of interpersonal ($\mu=30,42$) and the group of none ($\mu=20,40$) ($p=.006<.05$). That is, the group of organizational/job have higher emotional exhaustion than the group of none and the group of interpersonal have higher emotional exhaustion than the group of none. It could be say that, the banking sector employees who have organizational/job and individaul problems experienced more emotional exhaustion than the banking sector employees who have no problems.

TABLE 26. Results of Total Burnout Difference test for The Most Exhausting Issues in The Profession (Scheffe)

Groups (i)	Groups(j)	$\bar{X}_i - \bar{X}_j$	$SE_{\bar{x}}$	p
None	Organizational/Job	-9,79780(*)	2,42360	,007
	Interpersonal	-11,28831(*)	2,95660	,014
	Work environment	-5,24286	4,77513	,944
	Individual	-7,54286	5,82560	,891
	Psychological	-6,29286	2,82031	,421
Organizational/Job	None	9,79780(*)	2,42360	,007
	Interpersonal	-1,49051	2,47607	,996
	Work environment	4,55495	4,49347	,960
	Individual	2,25495	5,59706	,999
	Psychological	3,50495	2,31161	,806
Interpersonal	None	11,28831(*)	2,95660	,014
	Organizational/Job	1,49051	2,47607	,996
	Work environment	6,04545	4,80197	,902
	Individual	3,74545	5,84763	,995
	Psychological	4,99545	2,86553	,694
Work Environment	None	5,24286	4,77513	,944
	Organizational/Job	-4,55495	4,49347	,960
	Interpersonal	-6,04545	4,80197	,902
	Individual	-2,30000	6,94659	1,000
	Psychological	-1,05000	4,71928	1,000
Individual	None	7,54286	5,82560	,891
	Organizational/Job	-2,25495	5,59706	,999
	Interpersonal	-3,74545	5,84763	,995
	Work environment	2,30000	6,94659	1,000
	Psychological	1,25000	5,77991	1,000
Psychological	None	6,29286	2,82031	,421
	Organizational/Job	-3,50495	2,31161	,806
	Interpersonal	-4,99545	2,86553	,694
	Work environment	1,05000	4,71928	1,000
	Individual	-1,25000	5,77991	1,000

According to results, there is significant total burnout mean difference between the group of none ($\mu=36,25$) and the group of organizational/job ($\mu= 46,05$) ($p=.007<.05$), the group of none ($\mu=36,25$) and the group of interpersonal ($\mu= 47,54$) ($p=.014<.05$). That is, the group of organizational/job have higher burnout than the group of none and the group of interpersonal have higher burnout than the group of none. It could be say that, the banking sector employees who have organizational/job and individaul problems experienced more total burnout than the banking sector employees who have no problems.

5.5.8. Analyses for Current Here Working Time

One-Way ANOVA conducted to find out whether there is a difference among groups' level of burnout in terms of their current here working time. The results of the ANOVA test revealed that there is equality in the variance of the groups ($p > 0,05$ in Levene Statistics). The results of current here working time descriptive values are displayed in the table below:

TABLE 27. Results of Current Here Working Time Descriptive Values

	Groups	N	$\bar{x}$	SD
Emotional Exhaustion	1 year and below	32	25,7188	9,73929
	2-3 years	36	30,9444	12,08764
	4-5 years	33	25,8788	9,55823
	6-10 years	42	27,8095	9,35542
	11-20 years	49	27,9796	10,85797
	21years and above	20	25,6500	11,55889
	Total	212	27,5613	10,54492
Empathy	1 year and below	32	16,4063	3,42533
	2-3 years	36	17,1389	3,21739
	4-5 years	33	16,8485	3,15358
	6-10 years	42	17,1190	3,01381
	11-20 years	49	17,8367	3,23617
	21years and above	20	18,4000	3,16893
	Total	212	17,2594	3,21632
Vigor	1 year and below	32	8,7188	2,11346
	2-3 years	36	8,2778	2,05094
	4-5 years	33	8,9091	1,58831
	6-10 years	42	8,1667	1,91167
	11-20 years	49	8,5918	1,77856
	21years and above	20	8,5500	2,41650
	Total	212	8,5189	1,93854
Burnout Total	1 year and below	32	42,5938	13,01081
	2-3 years	36	47,5278	14,19957
	4-5 years	33	42,1212	10,54087
	6-10 years	42	44,5238	11,76650
	11-20 years	49	43,5510	13,10226
	21years and above	20	40,7000	12,51147
	Total	212	43,7830	12,62061

The result of ANOVA is presented in the table below:

TABLE 28. Results of Difference test for Current Here Working Time (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
Emotional Exhaustion	Between Groups	698,324	5	139,665	1,264	,281
	Within Groups	22763,879	206	110,504		
	Total	23462,203	211			
Empathy	Between Groups	72,566	5	14,513	1,417	,219
	Within Groups	2110,165	206	10,244		
	Total	2182,731	211			
Vigor	Between Groups	13,886	5	2,777	,734	,598
	Within Groups	779,038	206	3,782		
	Total	792,925	211			
Burnout Total	Between Groups	857,014	5	171,403	1,078	,374
	Within Groups	32751,005	206	158,985		
	Total	33608,019	211			

According to results, the findings in the ANOVA test revealed that there is no significant difference in the level of burnout between the groups of participants in terms of current here working time ($p>0,05$).

5.5.9. Analyses for The Total Working Time

One-Way ANOVA conducted to find out whether there is a difference among groups' level of burnout in terms of the total working time. The results of the ANOVA test revealed that there is equality in the variance of the groups ($p>0,05$ in Levene Statistics). The results of the total working time descriptive values are displayed in the table below:

TABLE 29. Results of The Total Working Time Descriptive Values

	Groups	N	$\bar{x}$	SD
Emotional Exhaustion	0-5 years	41	34,0244	11,54229
	6-10 years	58	25,9483	8,72870
	11-20 years	61	28,0000	9,55510
	21 and above	52	23,7500	10,55494
	Total	212	27,5613	10,54492
Empathy	0-5 years	41	16,0732	3,14158
	6-10 years	58	16,6207	2,90690
	11-20 years	61	17,2459	3,27951
	21 and above	52	18,9231	2,92284
	Total	212	17,2594	3,21632
Vigor	0-5 years	41	7,9512	1,99939
	6-10 years	58	8,3276	1,61558
	11-20 years	61	8,5082	1,84050
	21 and above	52	9,1923	2,17867
	Total	212	8,5189	1,93854
Burnout Total	0-5 years	41	52,0000	13,09771
	6-10 years	58	43,0000	10,31266
	11-20 years	61	44,2459	11,91310
	21 and above	52	37,6346	12,03431
	Total	212	43,7830	12,62061

The result of ANOVA is displayed in the table below:

TABLE 30. Results of Difference test for The Total Working Time (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
Emotional Exhaustion	Between Groups	2630,632	3	876,877	8,755	,000
	Within Groups	20831,570	208	100,152		
	Total	23462,203	211			
Empathy	Between Groups	225,292	3	75,097	7,980	,000
	Within Groups	1957,439	208	9,411		
	Total	2182,731	211			
Vigor	Between Groups	38,923	3	12,974	3,579	,015
	Within Groups	754,001	208	3,625		
	Total	792,925	211			
Burnout Total	Between Groups	4782,650	3	1594,217	11,504	,000
	Within Groups	28825,369	208	138,584		
	Total	33608,019	211			

According to results, there is significant difference for level of burnout among groups in terms of the total working time. In order to present which the total working time group is different than others, Scheffe test is used.

TABLE 31. Results of Emotional Exhaustion Difference test for The Total Working Time (Scheffe)

Groups (i)	Groups(j)	$\bar{x}_i - \bar{x}_j$	$SE_{\bar{x}}$	p
0-5 years	6-10 years	8,07611(*)	2,04193	,002
	11-20 years	6,02439(*)	2,02103	,033
	21 and above	10,27439(*)	2,09015	,000
6-10 years	0-5 years	-8,07611(*)	2,04193	,002
	11-20 years	-2,05172	1,83537	,741
	21 and above	2,19828	1,91122	,724
11-20 years	0-5 years	-6,02439(*)	2,02103	,033
	6-10 years	2,05172	1,83537	,741
	21 and above	4,25000	1,88887	,171
21 and above	0-5 years	-10,27439(*)	2,09015	,000
	6-10 years	-2,19828	1,91122	,724
	11-20 years	-4,25000	1,88887	,171

Seeing that, there is significant emotional exhaustion mean difference between the groups. According to results, the group of 0-5 years have the highest emotional exhaustion than the group of 6-10 years, 11-20 years and 21 and above years [$(\mu_{0-5\text{years}} = 34,02)$, $(\mu_{6-10\text{years}} = 25,94)$, $(\mu_{11-20\text{years}} = 28,00)$, $(\mu_{21\text{ and above}} = 23,75)$; $(p < 0,05)$]. That is, it could be say that, in the banking sector, the level of emotional exhaustion is seen more in early years.

TABLE 32. Results of Empathy Difference test for The Total Working Time (Scheffe)

Groups (i)	Groups(j)	$\bar{x}_i - \bar{x}_j$	$SE_{\bar{x}}$	p
0-5 years	6-10 years	-,54752	,62593	,858
	11-20 years	-1,17273	,61952	,313
	21 and above	-2,84991(*)	,64071	,000
6-10 years	0-5 years	,54752	,62593	,858
	11-20 years	-,62521	,56261	,745
	21 and above	-2,30239(*)	,58586	,002
11-20 years	0-5 years	1,17273	,61952	,313
	6-10 years	,62521	,56261	,745
	21 and above	-1,67718(*)	,57901	,041
21 and above	0-5 years	2,84991(*)	,64071	,000
	6-10 years	2,30239(*)	,58586	,002
	11-20 years	1,67718(*)	,57901	,041

Seeing that, there is significant empathy mean difference between the groups. According to results, the group of 21 and above years have the highest empathy than the group of 0-5 years, 6-10 years and 11-20 years [($\mu_{0-5\text{years}}=16,07$), ($\mu_{6-10\text{years}}=16,62$), ($\mu_{11-20\text{years}}=17,24$), ($\mu_{21\text{ and above}}=18,92$); ($p<0,05$)]. That is, it could be say that, in the banking sector, the level of empathy is seen more in the following years.

TABLE 33. Results of Vigor Difference test for The Total Working Time (Scheffe)

Groups (i)	Groups (j)	$\bar{x}_i - \bar{x}_j$	$SE_{\bar{x}}$	p
0-5 years	6-10 years	-,37637	,38848	,816
	11-20 years	-,55698	,38450	,553
	21 and above	-1,24109(*)	,39765	,023
6-10 years	0-5 years	,37637	,38848	,816
	11-20 years	-,18061	,34918	,966
	21 and above	-,86472	,36361	,133
11-20 years	0-5 years	,55698	,38450	,553
	6-10 years	,18061	,34918	,966
	21 and above	-,68411	,35936	,308
21 and above	0-5 years	1,24109(*)	,39765	,023
	6-10 years	,86472	,36361	,133
	11-20 years	,68411	,35936	,308

As it seen in the Table 33, there is significant vigor mean difference between the group of 0-5 years ($\mu=7,95$) and the group of 21 and above years ($\mu=9,19$) ($p=.023<.05$). That is, the group of 21 and above years have higher vigor than the group of 0-5 years.

TABLE 34. Results of Total Burnout Difference test for The Total Working Time (Scheffe)

Groups (i)	Groups (j)	$\bar{x}_i - \bar{x}_j$	$SE_{\bar{x}}$	p
0-5 years	6-10 years	9,00000(*)	2,40197	,003
	11-20 years	7,75410(*)	2,37738	,015
	21 and above	14,36538(*)	2,45869	,000
6-10 years	0-5 years	-9,00000(*)	2,40197	,003
	11-20 years	-1,24590	2,15899	,954
	21 and above	5,36538	2,24821	,131
11-20 years	0-5 years	-7,75410(*)	2,37738	,015
	6-10 years	1,24590	2,15899	,954
	21 and above	6,61129(*)	2,22192	,034
21 and above	0-5 years	-14,36538(*)	2,45869	,000
	6-10 years	-5,36538	2,24821	,131
	11-20 years	-6,61129(*)	2,22192	,034

According to results, there is significant total burnout mean difference between the group of 0-5 year ($\mu=52,00$) and the group of 6-10 year ($\mu= 43,00$) ($p=.003<.05$), the group of 0-5 year ($\mu=52,00$) and the group of 11-20 year ($\mu=44,24$) ($p=.015<.05$), the group of 0-5 year ($\mu=52,00$) and the group of 21 and above ($\mu=37,63$) ($p=.000<.05$). That is, the group of 0-5 years have the highest burnout than the other groups. Additonally, the group of 11-20 years have higher burnout than the group of 21 and above ($p=.034<.05$).

6. DISCUSSION

In this section, first of all, the findings will be discussed with respect to relevant literature. Subsequently, interventions will be indicated about burnout and lastly, limitations and suggestions will be discussed for future studies.

In accordance to the results of the analyses, the issue that perfectionism has multidimensional construct has been supported. At this point, the result is congruence with Bieling, Israeli and Antony (2004); Frost, Marten, Lahart and Rosenblate (1990) and Hewitt and Flett (1991a). Although the original scale has three subscales, the results of factor analysis indicated that two subscales. One of them was named "Achievement-Oriented" and the other was named "Socially-Oriented", respectively. In this context, the subscale of "Socially-Oriented" may be accepted as the original subcale of Socially Prescribed Perfectionism. Also, the subscale of "Achievement-Oriented" may be accepted as the original subcale of Self-Oriented Perfectionism. Hewitt and Flett (1991a), also identified self-oriented perfectionism as an achievement-based dimension that supports the issue. In this context, the subscale of "Other-Oriented Perfectionism" did not be analyzed in the study. One of the reasons may be related to insufficient questions of other-oriented perfectionism subscale. Another reason may be also related to the content of other-oriented perfectionism. As already mentioned, the questions of other-oriented perfectionism are related to unrealistic standards and perfectionistic motivations for others (*e.g., I have high expectations for the people who are important to me*). For this reason, the participants could not answer the questions clearly. Additionally, according to Shafran, Cooper and Fairburn (2002) the integral element of perfectionism is self-oriented perfectionism. Other-oriented perfectionism and socially-prescribed perfectionism may be associated perfectionism rather than integral elements of perfectionism (Hewitt, Flett, Besser, Sherry and McGee, 2002). In this context, it could be say that, the research have similar results with the study of Shafran, Cooper and Fairburn (2002).

The result of the burnout factor analysis indicated that three subscales as the original form. However, the questions of survey were gathered under different components.

Also, because of the low load factor and low reliability coefficient, six questions were eliminated. Therefore, they were named "Emotional Exhaustion", "Empathy" and "Vigor", respectively. In this context, the subscale of "Emotional Exhaustion" is accepted as the original subscale of "Emotional Exhaustion". The subscales of "Empathy" and "Vigor" may be accepted as positive side as the original subscale of "Personal Accomplishment".

In line with the hypothesis of the study, the relationship between perfectionism and burnout was an expected result. The literature of burnout indicates that the best and most idealistic workers experience burnout. The idea is that dedicated people finish doing too much support of their goals that points to exhaustion and eventual cynicism when their devotion has not been sufficient to achieve their ideas (Maslach, et al, 2001). According to results, contrary to expectations, perfectionism was found to have no significant influence on burnout; nothing but there is a negative significant relationship between achievement-oriented perfectionism and burnout. Moreover, the results indicated that there is a positive relationship between perfectionism and the subscales of empathy and vigor. It could be say that, when the banking sector employee' s perfectionism level is increased, the level of empathy and vigor will be increase, simultaneously. The result may indicate that, in the banking sector, perfectionism is attributed with achievement. Also, it seems that perfectionist behavior facilitate achieving goals in the sector that diminishes the syndrome of burnout.

As mentioned previously, according to Hamachek (1978), perfectionism consists of two forms. A positive form labeled "normal perfectionism" and a negative form labeled "neurotic perfectionism". Normal perfectionism was described that individuals enjoy pursuing their perfectionistic strivings; on the other hand neurotic perfectionism in which individuals suffer from their perfectionistic strivings (Stoeber and Otto, 2006). Accordingly, it may be supposed that perfectionism was attributed normal and positive construct in the study. In literature, there are also studies can be found that perfectionism was described as an adaptive construct (Stoeber, Otto, Pesheck, Beckek and Stoll, 2007; Stoeber, Stoll, Pesheck and Otto, 2008; Stoll, Lau and Stoeber, 2008) that is consistent with the result of study.

When the sample is considered, the findings of the study depend on the responses of the participants who are banking sector employees. It is clear that banking sector involves face-to-face work with people and carries financial risks; the employees are required to do a perfect job. That is, perfectionism is attributed positive and required disposition in banking sector, contrary to negative effects. For this reason, it seems that perfectionism eliminates emotional exhaustion and improves the level of empathy and vigor among the banking sector employees.

The results of the demographic analyses indicate remarkable results which are expected to be beneficial for the literature. The findings showed that female participants and single participants display higher burnout levels than male participants and married participants. These findings are also compatible with the study of Maslach and Jackson (1981).

In respect of title, employees experience higher burnout levels than executives. On the other hand, executives experience higher empathy and vigor levels than employees. In this context, it could be say that, the higher positions the banking sector employees are in, the lower the experience of burnout level is. The research of Ardiç and Polatçı (2008); İraz and Yusufoglu (2011) indicate similar results.

In respect of the age variable, the findings show that younger people scored higher than old people on burnout. Respectively, it may be inferred that the people who are in the early years in their career have unreal expectations on what leads to burnout. On the other side, the levels of empathy and vigor have seen higher among older people. The result indicates that experience is an important issue in the context of burnout. The results are congruence with Maslach and Jackson (1981); Garrosa, Moreno-Jimenez, Liang and González (2008).

Another remarkable result points out that, the most exhausting work-related issues are organizational/job and interpersonal which lead to burnout in banking sector employees. The organizational/job issues are consist of task demands, role demands, workload, target pressure, organizational structure and organizational justice and the interpersonal issues are consist of lack of social support, poor interpersonal relationship with

customer, customer complaints. As it was stated by Angerer (2003), burnout is not a problem of individuals; it is a problem of the environment in which they work.

In respect of the total working time, burnout is seen more in the first years of career time. That seems to be in accordance with the result of younger people experiencing higher levels of burnout. Otherwise, empathy and vigor is seen more in the following years of career.

On the other hand, according to results, the type of institution (private and state), level of education and the time of current working have not statistically significant effect on banking sector employees' burnout levels. According to results, it could be say that, burnout may be experienced among the banking sector employees regardless of institution.

Based on previous findings, it is clear that burnout is an important problem to take into consideration, especially in the workplace. In this context, individual interventions and workplace interventions can be suggested.

Interestingly, one of the most discussions of burnout interventions focus primarily on individual-centered approaches. In order to remove, an individual worker from the job or training the individual to change work behaviors or strengthen his or her internal resources are some of the methods that can be applied. However, the tendency to focus on individual is paradoxical. As Maslach et al. (2001) noted, researchers have found that situational and organizational factors play a bigger role in burnout than do individual ones. According to the view, people can learn new ways to cope with job stress. Behavioral approaches, such as stress inoculation, relaxation, deep breathing, time-management training, rational emotive behavior therapy, team building and meditation can alleviate stress in the workplace. However, the problem is that people may have difficulty applying them at their jobs.

In this context, to teach individual techniques to eliminate the symptoms of burnout and to combine with the interventions of workplace techniques are more effective way of dealing with burnout (Angerer, 2003).

In respect of the intervening of workplace techniques, organizations must address the six areas (workload, control, reward, community, fairness, values) of the work life to combat burnout. That is, if employers provide an environment with a sustainable workload, choice and control for employees, rewards and recognition for good work and a sense of community among employers and employees, the employees will find meaning and value in their work that leads to well-being (Angerer, 2003).

In addition, work redesign (i.e. job enlargement, job rotation and job enrichment) is accepted as a major tool to decrease quantitative and qualitative workload (Pines and Maslach, 1978, cited in Schaufeli and Buunk, 1996). Moreover, because of feeling of being 'locked in' their career, career development programmes and career counselling would be other organizational approaches to prevent burnout in many candidates (Schaufeli and Buunk, 1996).

Personal approaches in order to prevent or reduce burnout include cognitive techniques, as well as behavioural techniques. A cognitively orientated approach is relevant, because burnout often includes 'wrong' cognitions such as unrealistic expectations and false hopes. Moreover, relaxation techniques and didactic stress management are often used to reduce burnout, in context of individual approaches (Jaffe and Scott, 1989, cited in Schaufeli and Buunk, 1996).

In the context of the relationship between perfectionism and burnout, perfectionism has been a common personality characteristic that can affect all domains of life, especially in the domain of work. 53% of people in a sample of internet users reporting that they are perfectionistic at work (Stoeber and Stoeber, 2009). For this reason, perfectionism could be examined with more exclusive scales which can be applied to banking sector. As seen in studies, perfectionism has been an important subject to research in industrial psychology.

In conclusion, burnout and perfectionism are considerable concepts which affecting the career in terms of both individual and organizations. Because of being perfectionism most prevalent in the clinical psychology, the research is expected to be beneficial for the industrial psychology and organizational behavior literature.

The important limitation of this study is the size of sample. In addition, the generalizability of the present study is limited to banking sector employees in Turkey. The other limitation may be methodological shortcoming which is named the influence of common methods variance. In this context, future studies can be conducted a longitudinal research with more sufficient sample. To investigate intervening variables the relation between perfectionism and burnout is suggested. The effect of organizational/job and interpersonal exhausting work-related issues on burnout could be investigated particularly in future studies. In this way, the effect of burnout could be observed in the long run. Moreover, future studies need to differentiate between adaptive and maladaptive perfectionism. So, we are certain to explain why some employees are engaged in their work, why some employees are addicted to work and why some employees burnout. Finally, future studies need to investigate how to help perfectionistic employees in terms of their work-life balance, health and well-being (Stoeber and Damian, 2015).

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8. APPENDICES

APPENDIX A: MASLACH BURNOUT INVENTORY

Aşağıda insanların işleriyle ilgili tutumlarını yansıtan maddeler yer almaktadır. Her bir ifadenin örneklediği durumu ne kadar sıklıkla yaşadığınızı 'Hiçbir zaman' dan 'Her zaman' a doğru uzanan ölçek üzerinden sizin için en doğru seçeneğe (X) işareti koyarak değerlendiriniz. Lütfen hiçbir ifadeyi cevapsız bırakmayınız.

	MADDELER	Hiçbir zaman	Nadiren	Bazen	Genellikle	Çoğu zaman	Her zaman
1	İşimden soğuduğumu hissediyorum.						
2	Bu işte çalışmaya başladığımdan beri insanlara karşı sertleştim.						
3	İşim gereği karşılaştığım insanlarla aramda rahat bir hava yaratırım.						
4	İş dönüşü kendimi ruhen tükenmiş hissediyorum.						
5	Sabah kalktığımda bir gün daha bu işi kaldıramayacağımı hissediyorum.						
6	Bu işin beni giderek katılaştırmasından korkuyorum.						
7	İnsanlarla yakın bir çalışmadan sonra kendimi canlanmış hissederim.						
8	Bütün gün insanlarla uğraşmak benim için gerçekten çok yıpratıcı.						
9	İşim gereği karşılaştığım insanlara ne olduğu umurumda değil.						
10	Bu işte birçok kayda değer başarı elde ettim.						
11	Yolun sonuna geldiğimi hissediyorum.						
12	Yaptığım işten tükendiğimi hissediyorum.						
13	İşimdeki duygusal sorunlara serinkanlılıkla yaklaşırım.						
14	İşim gereği karşılaştığım kişilerin yaşadıkları problemlerin benden kaynaklandığını						

	düşündüklerini hissederim.						
15	İşimin beni kısıtladığını hissediyorum.						
16	İşim gereği karşılaştığım insanların ne hissettiğini hemen anlarım.						
17	İşimde çok fazla çalıştığımı hissediyorum.						
18	İşim gereği karşılaştığım insanların sorunlarına en uygun çözüm yollarını bulurum.						
19	Yaptığım iş sayesinde insanların yaşamına katkıda bulunduğuma inanıyorum.						
20	İşim gereği karşılaştığım bazı kimselere sanki insan değillermiş gibi davrandığımı fark ediyorum.						
21	Doğrudan doğruya insanlarla çalışmak bende çok fazla stres yaratıyor.						
22	Çok şeyler yapabilecek güçteyim.						

APPENDIX B: MULTIDIMENSIONAL PERFECTIONISM SCALE

Aşağıda bir dizi ifade ve her bir ifadeye ne kadar katıldığınızı belirtebileceğiniz 1' den 6' ya kadar rakamlar verilmiştir. Her bir ifadeye ne kadar katıldığınızı belirtmek için o ifadenin yanındaki rakamlardan yalnızca bir tanesini işaretleyiniz. Lütfen hiçbir ifadeyi cevapsız bırakmayınız.

MADDELER	Kesinlikle Katılmıyorum	Katılmıyorum	Pek Katılmıyorum	Biraz Katıyorum	Katıyorum	Tamamen Katıyorum
	1	2	3	4	5	6
1. Bir iş üzerinde çalışırken, o iş kusursuz hale geldiğinde ancak o zaman içim rahat eder.	☐	☐	☐	☐	☐	☐
2. Kendilerine yakın olduğum kişilerin başarılı olmaları benim için çok önemlidir.	☐	☐	☐	☐	☐	☐
3. Çevremdekiler yaptığım her işte başarılı olmamı beklerler.	☐	☐	☐	☐	☐	☐
4. Yaptığım her işte mükemmel olmayı hedeflerim.	☐	☐	☐	☐	☐	☐
5. Bir işi ne kadar iyi yaparsam yapayım, çevremdekiler daha da iyisini yapmamı beklerler.	☐	☐	☐	☐	☐	☐
6. Çevremdeki insanlar için çok yüksek standartlar belirlerim.	☐	☐	☐	☐	☐	☐
7. Yaptığım işte hata bulunması beni rahatsız eder.	☐	☐	☐	☐	☐	☐
8. Çevremdekiler benim de hata yapabileceğimi asla kabul etmezler.	☐	☐	☐	☐	☐	☐
9. Başkalarından yaptıkları her işte üstün başarı göstermelerini beklerim.	☐	☐	☐	☐	☐	☐
10. Hedeflerimi belirlemede mükemmeliyetçiyimdir.	☐	☐	☐	☐	☐	☐
11. Başarı, başkalarını memnun etmek için daha da çok çalışmam gerektiği anlamına gelir.	☐	☐	☐	☐	☐	☐

12. Birisinden bir şey yapmasını istersem, o işi kusursuz yapmasını beklerim.	☐	☐	☐	☐	☐	☐
13. Her zaman yapabileceğimin en iyisini yapmaya çalışmalıyım.	☐	☐	☐	☐	☐	☐
14. Ailem benden mükemmel olmamı bekler.	☐	☐	☐	☐	☐	☐
15. Okulda veya işte her zaman başarılı olmalıyım.	☐	☐	☐	☐	☐	☐

APPENDIX C: DEMOGRAPHIC FORM

Değerli Katılımcı,

Bu araştırma, Marmara Üniversitesi İngilizce İşletme Bölümü, Örgütsel Davranış Yüksek Lisans Programı öğrencisi Aygül Kakırman' ın, Marmara Üniversitesi İngilizce İşletme Bölümü öğretim üyesi Yrd. Doç. Dr. Melek Birsal' in danışmanlığında yürüttüğü Yüksek Lisans tez çalışmasıdır.

Çalışmanın amacı mükemmeliyetçilik ve tükenmişlik sendromu arasındaki ilişkiyi ortaya koymaktır. Bu çalışma için doldurmanızı rica ettiğimiz form ve ölçeklere vereceğiniz samimi yanıtlar araştırmanın sağlıklı bir şekilde yürütülebilmesi açısından çok önemlidir.

Araştırma için kimlik bilgileriniz istenmeyecek ve yanıtlarınız üçüncü şahıslar ve kurumlar ile paylaşılmayacaktır. Lütfen, hiçbir soruyu yanıtsız bırakmayınız.

Ayırdığınız zaman ve katkınız için şimdiden teşekkür ederim.

Yaşınız:

Cinsiyetiniz: Kadın () Erkek ()

Öğrenim Durumunuz: Lise Mezunu() Üniversite Mezunu() Yüksek Lisans () Doktora ()

Medeni Durumunuz: Bekâr () Evli () Boşanmış () Dul ()

İşiniz/Mesleğiniz:

Çalıştığınız Kurum:

Ünvanınız:

Şu anki işyerinizde kaç yıldır çalışmaktasınız?:

Toplam kaç yıldır iş hayatındasınız?:

Eğer yönetici iseniz kaç kişiden sorumlusunuz?:

Mesleğiniz ile ilgili sizi en çok yıpratıcı konular nelerdir?:

- 1-
- 2-
- 3-
- 4-
- 5-