



| Research Article / Araştırma Makalesi |

## Investigation of Burnout Levels and Reasons of Teachers Teaching Languages (Language Trainers) to Foreign Primary School Students

### Yabancı Uyruklu İlkokul Öğrencilerine Dil Öğreten Öğretmenlerin (Türkçe Öğreticilerin) Tükenmişlik Düzeyleri ve Nedenlerinin İncelenmesi

Ceren Çevik Kansu<sup>1</sup>, Musa Çalışır<sup>2</sup>

#### Keywords

Turkish language  
trainers  
Burnout  
PIKTES  
Syrian kids  
International students

#### Anahtar Kelimeler

Türkçe öğreticiler  
Tükenmişlik  
PIKTES  
Suriyeli çocuklar  
Yabancı uyruklu  
öğrenciler

#### Received/Başvuru Tarihi

16.03.2023

#### Accepted / Kabul Tarihi

10.10.2023

#### Abstract

In this study, it was aimed to examine the burnout levels of teachers (Turkish language instructors) working in the Project for the Integration of Syrian Children into the Turkish Education System (PIKTES). The study was conducted with mixed method. Quantitative data were collected through personal information form and Maslach Burnout Inventory (MBI), while qualitative data were collected through semi-structured interviews. Nonparametric tests were used to analyze quantitative data, and thematic analysis was used to analyze qualitative data. The sample of the study consists of 301 Turkish language instructors from different cities and branches, who were determined by simple random sampling method, one of the probability sampling methods. According to the findings of the research, as a result of quantitative data analysis, it was determined that Turkish Language Teachers were moderately exhausted in the emotional exhaustion sub-dimension, highly exhausted in the depersonalization sub-dimension and low in the personal accomplishment sub-dimension. It was found that the burnout levels of Turkish language instructors differed significantly in the sub-dimensions of the scale according to their views on age, branch and workload, but did not differ significantly according to the number of students. As a result of the qualitative analyses, Turkish language instructors stated that the fact that they were working under the labor law within the scope of PIKTES negatively affected them emotionally and that there were cases where they received negative reactions from their colleagues and supervisors. It was concluded that working with foreign national students negatively affected them physically and emotionally and that PIKTES had a negative impact on their motivation due to working conditions.

#### Öz

Bu araştırmada Suriyeli Çocukların Türk Eğitim Sistemine Entegrasyonu Projesi (PIKTES)'te görev yapmakta olan öğretmenlerin (Türkçe öğreticilerin) tükenmişlik düzeylerini incelemek amaçlanmıştır. Araştırma karma yöntem ile gerçekleştirilmiştir. Nicel veriler kişisel bilgi formu ve Maslach Tükenmişlik Ölçeği (MBI), nitel veriler ise yarı yapılandırılmış görüşmeler ile toplanmıştır. Nicel verilerin analizinde non parametrik testler, nitel verilerin analizinde ise tematik analiz kullanılmıştır. Araştırma örneklemini farklı şehirlerde ve branşlardan olasılıklı örnekleme yöntemlerinden basit tesadüfi örnekleme yöntemi ile belirlenen 301 Türkçe öğretici oluşturmaktadır. Araştırma bulgularına göre nicel veri analizleri sonucunda Türkçe Öğreticilerin duygusal tükenme alt boyutunda orta düzeyde, duyarsızlaşma alt boyutunda yüksek düzeyde ve kişisel başarı alt boyutunda düşük düzeyde tükenmiş oldukları tespit edilmiştir. Türkçe öğreticilerin tükenmişlik düzeylerinin yaş, branş, iş yükleri hakkındaki görüşlerine göre ölçeğin alt boyutlarında anlamlı düzeyde farklılaştığı, öğrenci sayısına göre ise anlamlı şekilde farklılaşmadığı bulgularına ulaşılmıştır. Nitel analizler sonucunda Türkçe öğreticilerin PIKTES kapsamında iş kanununa bağlı görev yapmanın duygusal olarak kendilerini olumsuz şekilde etkilediği ve meslektaş ve amirlerinden olumsuz tepkiler aldıkları durumlar olduğunu belirtmişlerdir. Yabancı uyruklu öğrenciler ile çalışıyor olmanın fiziksel ve duygusal olumsuz şekilde kendilerini etkilediği ve PIKTES'in çalışma şartları kaynaklı motivasyonlarını olumsuz etkilediği sonuçlarına ulaşılmıştır.

<sup>1</sup> Corresponded Author, Ondokuz Mayıs University, Education Faculty, Basic Education Department, Samsun, TÜRKİYE; <https://orcid.org/0000-0003-4444-7165>

<sup>2</sup> Sakarya University, Education Faculty, Basic Education Department, Sakarya, TÜRKİYE; <https://orcid.org/0000-0001-8647-9005>

## INTRODUCTION

Freudenberger (1974, 1975) coined the term "burnout," which was prevalent in the USA in the 1970s (Leiter et al., 2015). He defined burnout as exhaustion among social workers who feel under pressure because they feel obliged to achieve, overcome, and meet needs with their continuous long-term service to society, resulting in behavior change due to disappointments after trying harder to overcome that pressure (1975). Maslach and Jackson (1981) argue that social workers working under challenging conditions experience chronic stress and emotional exhaustion, resulting in burnout. In short, burnout is the last stage of being unable to cope with chronic stress (Cherniss, 1985). Freudenberger's work paved the way for further systematic and empirical research in the 1980s (Maslach et al., 2001).

Unlike acute depression, burnout is accumulated stress in response to work-related stressors. For this reason, burnout has become an essential concept in work and social life thanks to developments in personal rights (Maslach & Leiter, 1997). Maslach and Leiter (1997, 2005) categorized the factors of burnout into six factors: workload, control, reward community, fairness, and values. Working harder (e.g., teachers dealing with more students), doing work that requires more extended time, and working in jobs that involve multitasking increase workload. An individual's workload is one of the directly affecting factors on burnout. Every individual wants to feel that they have accomplished something in their work. For this reason, limitations in the autonomy and participation of the individual in their work reduce the individual's control over their work and increase burnout. The inability of the individual to obtain adequate wages, appreciation, or satisfaction in their work increases burnout due to the failure to provide proper rewards. Community in an organization is a critical component of the organizational atmosphere. The breakdown of the community leads to less support and respect among the people in the organization and an increased sense of isolation in the individual, which increases burnout. For the individual to maintain their commitment to work and for the community in the organization to establish open communication and mutual respect, there must be fair management. Lack of trust, openness, and care in the organization directly affects burnout. Finally, the incompatibility between the values of the organization and the values of the individual is also a factor that increases burnout (Maslach & Leiter, 1997).

People experiencing burnout undergo a spiritual erosion, leading to physiological problems, but more often to psychological and social problems (Maslach & Leiter, 1997, 2016). According to Maslach (1993), there are three dimensions of burnout. Maslach based his Maslach Burnout Inventory (MBI) on these three dimensions since he believed each size affects everyone differently and significantly. These dimensions are emotional exhaustion, depersonalization, and decreased personal accomplishment.

Emotional exhaustion describes extreme emotions (sudden bursts of anger, crying spells, etc.) and the depletion of an individual's physical and emotional resources (Maslach, 1993). Emotional exhaustion damages organizational commitment and decreases job performance (Cropanzano et al., 2003; Moon & Hur, 2011). There is also a predictive relationship between turnover and emotional exhaustion (Cropanzano et al., 2003). In addition, the psychological tension caused by emotional exhaustion at work is an essential factor that negatively affects an individual's family life (Liang, 2015).

Depersonalization is a continuous or recurrent attack of feeling separated or alienated from the sense of self and others (Maslach, 1993). (Hollet-Haudebert vd., 2011). Depersonalization leads to decreased organizational commitment (Hollet-Haudebert et al., 2011) and reduced attention and perception of the work (Guralnik et al., 2000). Besides, depersonalization decreases job satisfaction (Arabaci, 2010), and decreased job satisfaction increases depersonalization (Kalliath & Morris, 2002). Hence, desensitization and job satisfaction can affect each other in a cycle.

Decreased personal accomplishment is defined as a feeling of failure and incompetence in an individual's job (Maslach, 1993). Individuals need social support mechanisms to feel personal accomplishment in their work and that their knowledge and skills are essential for society (Guenette & Smith, 2018). An individual feeling accomplished in work increases task performance and is more creative (Karaboga et al., 2022). The lack of control over an individual's work negatively affects personal accomplishment (Hollet-Haudebert et al., 2011).

Emotional exhaustion affects depersonalization (Diestel & Schmidt, 2010) and personal accomplishment (Civelek & Pehlivanoğlu, 2019). Additionally, higher levels of depersonalization lead to higher levels of emotional exhaustion (Taris et al., 2005) and lower levels of personal accomplishment (Diestel & Schmidt, 2010; Taris et al., 2005). Hence, though the three dimensions defined by Maslach are caused by different reasons and produce different results, they critically affect each other. So, each dimension of burnout can be considered to be crucial.

### Teachers Burnout

Unlike other professions, being a teacher demands incredibly intimate human relationships. Although the best part of the relationship between students and teachers is that the first is learning, the second becomes much too vulnerable to emotional exhaustion and frustration. Burnout due to emotional exhaustion and frustration significantly damages teachers' relationships with students and colleagues. Teachers who suffer from burnout tend to be much more likely to underperform, preventing students from learning (Maslach & Leiter, 1999). Capel (1992) stated that many factors are intertwined in teacher burnout and suggested that individual, environmental, and psychological factors will be influential.

Individual characteristics of the teacher are one of the factors affecting teacher burnout. Certain teachers are more sensitive and likely to burnout than others (Maslach & Leiter, 1999). Generally, personality characteristics affect emotional exhaustion (Basim et al., 2013). Many individual factors such as locus of control and stability of personality (Capel, 1992), neuroticism (Basim et al., 2013; Kokkinos, 2007), extraversion (Basim et al., 2013), conscientiousness (Kokkinos, 2007) are related to teacher burnout. According to Kokkinos (2007), teachers' personality traits are more related to the personal accomplishment dimension of burnout.

Environmental factors include the teaching profession and factors related to the work. Factors directly related to teaching, such as educating children, maintaining discipline and crowded classrooms, unmotivated students, challenging classrooms, students not accepting teachers' authority, lack of equipment, inadequate facilities, and lack of participation in decision-making (Capel, 1992) are associated with teacher stress and burnout (Iannucci et al., 2021). School atmosphere also affects teachers' burnout levels because schools have complex structures. Workload and social and administrative structure significantly affect teachers' motivation (Maslach & Leiter, 1999). In addition, the social and organizational structure of the school is the most significant support for protecting teachers from emotional exhaustion (Greenglass et al., 1996). The political, economic, and social environment in which schools are located is also essential. Violence, poverty, or adaptation problems in the school region affect students' learning and teachers' burnout levels (Maslach & Leiter, 1999). There is an inverse relationship between teachers' job satisfaction and burnout (Lee & Brotheridge, 2006). Therefore, it can be said that students' profiles, attitudes, behaviors, and social and

economic environments, which significantly impact job satisfaction, significantly affect teachers' burnout levels. In addition, not meeting teachers' motivational needs, such as rewards, is one of the factors affecting burnout (Sarros & Sarros, 1987). According to Kokkinos (2007), environmental factors are more related to emotional exhaustion and depersonalization dimensions of burnout.

Psychological factors consist of factors related to teachers' role conflict and ambiguity. Role conflict and ambiguity teachers suffer are also associated with stress and burnout (Capel, 1987, 1992). Additionally, rapid change and transformation in educational institutions require teachers to adapt to tougher working conditions. This continuous cycle increases the feeling of burnout in teachers (Kariou et al., 2021).

### International Students in Türkiye

The Syrian civil war has been the most complex conflict since the 2011 Arab uprisings. It sparked the largest humanitarian crisis. Millions of refugees poured into Türkiye. Today, Türkiye hosts more than 3.5 million Syrians [Directorate General of Migration Management (DGMM, 2020)] and almost half a million refugees from other countries [United Nations High Commissioner for Refugees (UNHCR), 2021]. Türkiye has 1,838,324 Syrian children aged 0-18 (DGMM, 2020). Therefore, the Ministry of National Education (MNE, 2014) has regulated and expanded the scope of educational activities according to national and international conventions. The Delegation of the European Union launched the project "Promoting Integration of Syrian Kids into the Education System" (PICTES) in 2016 to help children under temporary protection access Turkish education and social adaptation (Delegation of the European Union; PIKTES, 2021). Within the scope of this project, a total of more than four thousand language trainers, including classroom, Turkish, literature, Arabic teachers, and guidance and psychological counselors, were employed in schools inside and outside the camps to teach international students Turkish and help them integrate into the Turkish society [Directorate General for Life-Long Learning (DGLLL), 2020]. The project is still in progress in 26 provinces of Türkiye. Turkish language trainers are recognized as "temporary workers."

Turkish language trainers work in all kinds of schools with a sufficient number of international students, especially in schools with very limited working conditions in camps, tent cities, and satellite cities. Turkish language trainers work in what is called "integration classes," which consist of international students with poor language skills at the third-grade level of primary school. After one year of education, students return to their classrooms. The following year, integration classes are reopened with new students. If there are not enough international students in a school, Turkish language trainers are transferred to other schools.

Turkish language trainers provide education to traumatized victims of war who have had to leave their country and live in adverse social and economic environments. Research shows that Turkish language trainers are more likely to experience burnout (Uştu & Tümkaya, 2021). We think that Turkish language trainers working under adverse conditions to provide education to international students are also more likely to experience burnout. Therefore, this study focused on the burnout levels of Turkish language trainers.

### Aim of the Research

This study investigated the burnout levels of Turkish language trainers working for PIKTES. The sample consisted of 301 Turkish language trainers from different cities and branches. Quantitative data were collected using the Maslach Burnout Inventory (MBI).

The research questions are as follows:

- What MBI overall and subscale scores do participants have?
- Do participants' MBI overall and subscale scores significantly differ by sociodemographic characteristics (age, number of students, branch and workload)?
- What do participants think about the factors causing burnout?

### METHOD

This study addressed the burnout levels of Turkish language trainers and investigated what they thought about the factors causing burnout. The study adopted an exploratory design model, a mixed research design, to analyze a situation as it is (Creswell & Plano Clark, 2017). Participants were interviewed to collect qualitative data, which was used to support the quantitative data (Büyüköztürk et al., 2012; Sönmez & Alacapınar, 2016; Türnüklü, 2000). The research was completed by analyzing and interpreting the quantitative and qualitative data.

### Study Group

The study population consisted of 4.057 Turkish language trainers working for PIKTES in 26 provinces (Adana, Adıyaman, Ankara, Antalya, Batman, Bursa, Çorum, Diyarbakır, Eskişehir, Gaziantep, Hatay, İstanbul, İzmir, Kahramanmaraş, Kayseri, Kilis, Kocaeli, Konya, Malatya, Mardin, Mersin, Osmaniye, Sakarya, Samsun, Şanlıurfa, and Yalova) in the 2020-2021 academic year. This study focused on Turkish language trainers because, since 2016, they have been working with international students who are at risk and do not have Turkish language and culture knowledge. Participants were recruited using simple random sampling, a probability sampling method. Simple random sampling allows every case of the population to have an equal probability of inclusion in the sample (Karasar, 2020). The sample consisted of 301 Turkish language trainers from different cities and branches.

**Table 1. Sociodemographic Characteristics**

	Variables	f	%
Branch	Classroom teacher	150	49.8
	Turkish teacher	88	29.2
	Literature teacher	49	16.3
	Psychological Counselor and Guide	14	4.7
Age	26-29	150	49.8
	30+	151	50.2

	Variables	f	%
Number of students	0-19	171	56.8
	20+	130	43.2
Views on workload	I cannot cope with my workload.	27	9.0
	I have a heavy workload, but I can somehow cope with it.	229	76.1
	I am happy about my workload.	45	15.0

Three hundred and seven teachers participated in the study. However, six teachers were excluded from the study because they failed to fill out the data collection tools or comply with the research protocol. Therefore, the sample consisted of 301 teachers. Table 1 shows all participants' sociodemographic characteristics.

### Data Collection Tools

The quantitative data were collected using a personal information form and the Maslach Burnout Inventory (MBI), while the qualitative data were collected using a five-item structured interview questionnaire.

### Maslach Burnout Inventory

The Maslach Burnout Inventory (MBI) was developed by Maslach and Jackson (1981) and adapted into Turkish by Ergin (1992). The inventory consists of 22 items and three subscales: emotional exhaustion (nine items), depersonalization (five items), and reduced personal accomplishment (nine items).

### Personal Information Form

The personal information form elicited information on sociodemographic characteristics (branch, region, age, number of students, place of duty, views on workload, views on the effectiveness of PIKTES, views on future, and working in camps or temporary education centers).

### Structured Interview Questionnaire

The researchers developed the structured interview questionnaire. The questionnaire consisted of six closed- or open-ended questions on participants' views of the factors that might affect their burnout levels. Two experts were consulted to check the intelligibility and relevance of the questionnaire, which was then revised after a pilot study.

### Data Collection and Analysis

The data were collected online due to the COVID-19 pandemic. Participation was voluntary, which was specified in the personal information form. The data were analyzed using an information processing package. Arithmetic means, and standard deviations were calculated. The Kolmogorov-Smirnov test was used for normality testing. The results showed that the data were nonnormally distributed. Therefore, the Mann-Whitney U-test was used for two groups, while the Kruskal-Wallis test was used for more than two groups. The Mann – Whitney U test was used to determine the source of significant differences. The Maslach Burnout Inventory had a Cronbach's alpha ( $\alpha$ ) of .711.  $0 < \alpha < 0.4$  = unreliable;  $0.4 < \alpha < 0.6$  = low reliability;  $0.6 < \alpha < 0.8$  = reliable;  $0.8 < \alpha < 1$  = highly reliable (Uzunsakal & Yildiz, 2018). Therefore, the inventory was reliable. Table 2 shows the skewness, kurtosis, and Kolmogorov- Smirnov test results of the MBI.

**Table 2. Skewness, Kurtosis, and Kolmogorov- Smirnov Test Results**

MBI Subscales	Skewness	Kurtosis	Kolmogorov- Smirnov
Emotional exhaustion	.360	.321	.000
Depersonalization	.915	.226	.000
Reduced personal accomplishment	.666	.896	.000

Although the MBI subscales had skewness and kurtosis coefficients of -1 to +1, the Kolmogorov-Smirnov test value was  $p < 0.5$  because the sample was larger than 50. This result showed that the data were nonnormally distributed.

The Mann-Whitney U test was used to calculate the effect size of the variables causing significant differences. Pearson's correlation coefficient ( $r$ ) was used for analysis. An absolute value of  $r$  around 0.1 is considered a small effect size. An absolute value of  $r$  around 0.3 is considered a medium effect size. An absolute value of  $r$  greater than 0.5 is considered a large effect size. R-squared ( $R^2$ ) expresses how much of the variation in a dependent variable can be explained by a set of independent factors. Eta squared ( $\eta^2$ ) was used to calculate the effect size of the Kruskal-Wallis H test analysis. An absolute value of  $\eta^2$  around 0.01 is considered a small effect size. An absolute value of  $\eta^2$  greater than 0.06 is considered a medium effect size. An absolute value of  $\eta^2$  greater than 0.14 is considered a large effect size. The value of  $\eta^2$  also expresses how much of the total variance is explained (Cohen et al., 2017).

The qualitative data were analyzed using thematic analysis. Thematic analysis is a technique for finding, examining, and summarizing patterns (themes) in data, and organizes your data set very simply and provides (in-depth) descriptions of it (Braun & Clarke, 2006). Among the different thematic analysis approaches, the reflexive approach was preferred. The thematic analysis was the method of choice because this study investigated what participants thought were the factors affecting burnout. Frequency values were expressed numerically to increase the reliability of the qualitative data and to ensure its reproducibility. An expert checked the codes and themes for reliability after a literature review. Direct quotations were used to provide an accurate and coherent picture of participants' views.

## FINDINGS

This section addressed the results based on variables. Table 3 shows the descriptive statistics of the MBI data.

**Table 3. Descriptive Statistics**

MBI Subscales	n	Mean	Standard Deviation (SD)	Min	Max
Emotional exhaustion	301	2,8	0,89	1.0	5.0
Depersonalization	301	1,8	0,74	1.0	4.4
Reduced personal accomplishment	301	3,7	0,59	1.3	5.0

Participants had a mean MBI “emotional exhaustion” subscale score of  $2,8 \pm 0,89$ , indicating moderate levels of burnout. They had a mean MBI “depersonalization” subscale score of  $1,8 \pm 0,74$ , indicating high levels of burnout. They had a mean MBI “reduced personal accomplishment” subscale score of  $3,7 \pm 0,59$ , indicating low levels of burnout. This is probably because participants underachieve or cannot fully follow their own achievements in different conditions. The Mann-Whitney U test was used to determine whether participants’ MBI subscale scores significantly differed by age. Table 4 shows the results.

**Table 4. Mann-Whitney U Test Results for the Distribution of MBI Subscale Scores by Age**

MBI Subscales	Age	n	Mean Rank	Rank Sum	Mann W.U	p
Emotional exhaustion	26-29	150	157.54	23631.50	10343.500	.193
	30+	151	144.50	21819.50		
Depersonalization	26-29	150	167.58	25136.50	8838.500	.001*
	30+	151	134.53	20314.50		
Reduced personal accomplishment	26-29	150	148.68	22302.50	10977.500	.644
	30+	151	153.30	23148.50		

\* $p < .05$

The Mann-Whitney U test was used to determine whether participants’ MBI subscale scores significantly differed by age (Table 4). The results showed that their MBI “emotional exhaustion” and “personal accomplishment” subscale scores did not significantly differ by age ( $p > .05$ ). However, their MBI “depersonalization” subscale scores significantly differed by age ( $p < .05$ ). Participants aged 26-29 had a significantly higher mean MBI “depersonalization” subscale score than those older than 29. The value of  $r$  was 0.19, which indicated a moderate effect size. Age accounted for 3% of the total variance. This result suggests that teachers with high emotional exhaustion and little experience are more likely to suffer from depersonalization. The Mann-Whitney U test was used to determine whether participants’ MBI subscale scores significantly differed by the number of students. Table 5 shows the results.

**Table 5. Mann-Whitney U Test Results for the Distribution of MBI Subscale Scores by the Number of Students**

MBI Subscales	Number of Students	n	Mean Rank	Rank Sum	Mann W.U	p
Emotional exhaustion	0-19	171	155.18	26535.00	10401.000	.339
	20+	130	145.51	18916.00		
Depersonalization	0-19	171	155.72	26627.50	10308.500	.277
	20+	130	144.80	18823.50		
Reduced personal accomplishment	0-19	171	148.97	25474.00	10768.000	.642
	20+	130	153.67	19977.00		

The Mann-Whitney U test was used to determine whether participants’ MBI subscale scores significantly differed by the number of students. The results showed no significant differences ( $p > .05$ ). This is probably because teachers have a similar number of students.

**Table 6. Kruskal Wallis-H Test Results for the Distribution of MBI Subscale Scores by Branch**

MBI Subscales	Branch	n	Mean rank	X2	p	Sig.*
Emotional exhaustion	Classroom teacher	150	149.25	3.318	.345	-
	Turkish teacher	88	149.83			
	Literature teacher	49	146.71			
	Psychological Counseling and Guidance Teacher	14	192.07			
Depersonalization	Classroom teacher	150	152.70	9.533	.023*	1 - 3 2 - 3 4 - 3
	Turkish teacher	88	158.69			
	Literature teacher	49	120.90			
	Psychological Counseling and Guidance Teacher	14	189.86			
Reduced personal accomplishment	Classroom teacher	150	155.64	10.329	.016*	1 - 4 2 - 4 3 - 4
	Turkish teacher	88	149.51			
	Literature teacher	49	159.79			

MBI Subscales	Branch	n	Mean rank	X2	p	Sig.*
	Psychological Counseling and Guidance Teacher	14	79.96			

\*p<.05

The Kruskal Wallis-H test was used to determine whether participants' MBI subscale scores significantly differed by branch. The results showed that their MBI "emotional exhaustion" subscale scores did not significantly differ by branch ( $p>.05$ ). However, their MBI "depersonalization" and "reduced personal accomplishment" subscale scores significantly differed by branch ( $p<.05$ ). The Mann-Whitney U test was used to determine the source of the significant difference. Literature teachers had a significantly lower MBI "depersonalization" subscale score than classroom, Turkish, and psychological counselor and guidance teachers. The difference had a moderate effect size ( $\eta^2 = 0.03$ ), indicating that "branch" explained 3% of the total variance. Psychological counseling and guidance teachers had a significantly lower mean MBI "reduced personal accomplishment" subscale score than classroom, Turkish, and literature teachers. The difference had a moderate effect size ( $\eta^2 = 0.03$ ), indicating that "branch" explained 3% of the total variance.

**Table 7. Kruskal Wallis-H Test for the Distribution of Participants' MBI Subscale Scores by Their Views of Their Workloads**

MBI Subscales	Views on workload	n	Mean rank	X2	p	Sig.*
Emotional exhaustion	I am happy about my workload.	27	247.11	50.880	.000*	1 - 2
	I have a heavy workload, but I can somehow cope with it.	229	150.44			1 - 3
	I cannot cope with my workload.	45	96.17			2 - 3
Depersonalization	I am happy about my workload.	27	204.17	12.001	.002*	1 - 2
	I have a heavy workload, but I can somehow cope with it.	229	147.79			1 - 3
	I cannot cope with my workload.	45	135.42			
Reduced personal accomplishment	I am happy about my workload.	27	79.11	21.096	.000*	1 - 2
	I have a heavy workload, but I can somehow cope with it.	229	160.11			1 - 3
	I cannot cope with my workload.	45	147.79			

\*p<.05

The Kruskal Wallis-H test was used to determine whether participants' MBI subscale scores significantly differed by their views of their workloads. The results showed that their MBI subscale scores significantly differed by their views of their workloads ( $p<.05$ ). The Mann-Whitney U test was used to determine the source of the significant difference.

Participants who could not cope with their workloads had a significantly higher mean MBI "emotional exhaustion" subscale score than those who could somehow cope with heavy workloads and those who were happy with their workloads. Participants who could somehow cope with heavy workloads had a significantly higher mean MBI "emotional exhaustion" subscale score than those who were happy with their workloads. This difference had a large effect size ( $\eta^2 = 0.16$ ), indicating that participants' views of their workloads accounted for 16% of the total variance.

Participants who could not cope with their workloads had a significantly higher mean MBI "depersonalization" subscale score than those who could somehow cope with heavy workloads and those who were happy with their workloads. This difference had a moderate effect size ( $\eta^2 = 0.04$ ), indicating that participants' views of their workloads accounted for 4% of the total variance.

Participants who could not cope with their workloads had a significantly higher mean MBI "reduced personal accomplishment" subscale score than those who could somehow cope with heavy workloads and those who were happy with their workloads. This difference had a moderate effect size ( $\eta^2 = 0.07$ ), indicating that participants' views of their workloads accounted for 7% of the total variance.

**Table 8. How are you affected by the fact that you work under the Labor Law and are not recognized**

Theme	Subtheme	Category	Code	Quotations
Negative Effects	Emotional Effects (383)	Personal (260)	"Badly" (33)	"It affects me badly, I mean, not being seen as a teacher. It hurts more when I think about how much I try to teach." P.205
			Adverse effects on motivation (32)	"It's terrible. I do my best and maybe more, but it doesn't say 'teacher' next to my name. We are teachers, this is my fifth year, but I don't have a teacher card. It demotivates me." P.7
		Social (123)	Upsetting (25)	"I feel worthless and unhappy. I feel like they're going to dump me when they're done with me, which makes me feel sad." P.148
			Not seeing/not being seen as a teacher (40)	"Wherever I go, I'm reminded that I'm not a teacher. Let's say I wanna buy something in installments. It takes me a while to prove that I'm a teacher. I'm also subjected to mobbing by the administration. I feel really down in the dumps when I hear that I'm not registered as a teacher on the system. Of course, not all administrators are like that, but I think most are." P.91

Theme	Subtheme	Category	Code	Quotations
			"Worthless" (26)	"I feel worthless. Not being called a teacher or being called a tutor makes me feel worthless." P.215
	Physical Effects (3)		"Exhausting" (2)	"I feel exhausted. It's frustrating that I put so much effort, but it's all overlooked." P.70

Participants' responses to the first interview question were grouped under two themes: emotional effects and physical effects. Almost all participants stated that working under the Labor Law affected them emotionally. The theme of "emotional effects" consisted of two categories: personal and social. Participants noted that working as language trainers but not as teachers under the Labor Law made them feel bad, sad, and demotivated. They remarked that people did not see them as teachers because they were referred to as language trainers by the system. They expressed that they were subjected to mistreatment that permanent teachers would never be subjected to. Some participants added that they were mentally and physically exhausted working under the Labor Law.

**Table 9. What kind of reactions did you/do you get from your colleagues and supervisors at the schools or temporary education centers you work for?"**

Theme	Subtheme	Category	Code	Quotations		
Negative reactions from colleagues and supervisors	Varies (35)		Varies from school to school (30)	"It varies from school to school and from administrator to administrator. Some see us not as teachers but as babysitters and try to dump on us as much work as possible because we're not equal to them. But some others never treat us differently; they treat us like they would other teachers." P.7		
	Negative reactions (261)	Social isolation (60)		Condescending (12)	"There is so much othering and disdain... Almost all teachers are like, 'why bother yourself with those students?' This is so sad...PIKTES language trainers are strong and efficient despite all social pressure." P.18	
					Exclusion (9)	"I wasn't invited to the teachers' day event. Once I wasn't added to a WhatsApp group for one and a half years. And there is more." P.299
						Too much workload (26)
					Mobbing/ Mobbing-like attitudes (69)	
		"I used to work for an Imam Hatip high school. The principal said some hurtful things to me. He said my look was not suitable for an Imam Hatip high school and that's why they didn't want me there. If I were a permanent teacher, they wouldn't be able to say such things." P.91				
		Pressure (8)	"They pressure us and threaten us like they would never do to permanent teachers." P.131			
			Scolding (5)	"The principal hasn't wanted us there since day one. He is just scolding us all the time." P.154		
		Discrimination (100)			Not being seen as a teacher (32)	"The principal of the temporary education center has scolded me a couple of times like a little kid in front of my students. No one sees me as a teacher. They dump tons of stuff on me and make me do all the donkey work." P.216
	"They see us as temps, and that's how they treat us. They don't take us seriously when we express our opinions. They don't even invite us to the teacher's day events." P.10					
			Different from permanent teachers (20)	"Some see us not as teachers but as babysitters and try to dump on us as much work as possible because we're not equal to them." P.7		

Participants' responses to the second interview question were grouped under one theme, "negative reactions from colleagues and supervisors," which consisted of the subthemes of "varies" and "negative reactions." Participants stated that they were often transferred from one school to another due to the integration class system. They noted that they were appreciated and treated with respect in some schools but were not "wanted" or made to feel worthless in others. However, they emphasized that it varied from institution to institution. They remarked that they were subjected to mobbing/mobbing-like attitudes and social isolation and discrimination. They expressed that they were "othered," "excluded," and "looked down on" in some institutions. An important point was that some participants used the term "mobbing" and stated they were subjected to mobbing-like attitudes. They also stated that their superiors sometimes "pressured" and "scolded" them. Another

important point was that participants noted that they were discriminated against. They remarked that their superiors and colleagues did not see them as “teachers” and treated them in a way they would never be treated if they were permanent teachers.

**Table 10. How does working with international students affect you?**

Theme	Subtheme	Category	Code	Quotations
Negative Effect of Working with international students	Emotional (60)	Personal (23)	Backbreaking (6)	“I feel like I'm all burnt out because it's exhausting to work with a difficult group and always to give and give. I try hard to teach my language and culture to kids whose language and culture I have no idea about. Sometimes, it just doesn't work, which is frustrating.” P.174
		Professional (37)	Students' problems (24)	“When I first started working for the project, all my students were traumatized by the war. Some of my students lost their arms, some lost their legs, and most lost their parents. This is mentally frustrating. I try hard to make sure that I don't use any words that would remind them of the war. I even hesitate to say ‘mom’ and ‘dad’ because I don't wanna upset them. Some students don't have parents. So they need education but also compassion. So, as a teacher, I have to do more than just teach.” P.204
	Physical (191)		Challenging (43)	“Some students are violent, making it hard for me to manage the classroom and use different teaching methods.” P.164
			Heavy workload (143)	“Most students are problematic and can't speak the language. So we end up working more and more.” P.127 “I work harder because I'm doing something important for my country. I do my best to be more productive.” P.104

Participants' responses to the fourth interview question were grouped under two subthemes: emotional and physical. Participants stated that working with international students for a long time affected them emotionally. They noted that it was exhausting and frustrating to work with international students. They remarked that students brought their problems to school with them. Most participants also added that working with international students was physically exhausting because they had to deal with a heavy workload.

**Table 111. What do you think about PIKTES and your future?**

Theme	Category	Code	Quotations
Views on the Future	Personal solutions (1)	Leaving the project (1)	I don't wanna be a part of this project anymore. I don't wanna be tenured under these circumstances either. It's exhausting, and I can't exercise my rights. Although I took the public personnel selection examination (PPSE) and got appointed, I wanna prepare for the exam again and leave the project. I believe what we do is important, but we're never acknowledged. We're all disappointed by the salary and vacations.” P.140
	Unclear Opinions (170)	Uncertain (103)	“They should either say 'the project is over; you can go now' or 'we'll appoint you as teachers.' I wanna be able to make plans. I expect the project to be over every year, but they just keep extending it. So, we're clueless about our futures, with all the uncertainty and inconsistency.” P.220
		Wishes (67)	“I don't trust PIKTES, but I want to. It's very unlikely that I'll be appointed anyway, so I'm just being patient” P.65
	Clear Opinions (118)	Being tenured (66)	“I believe things are gonna be OK. Not everybody can do this job. I think that people will wanna study this major in the future.” P.272
		Project Termination/Unemployment (31)	“The minister tells us to take the exam. Well, we already took the exam and got interviewed and got security clearance. I think I'll end up jobless. I hope I won't. I've been working for five years; I hope it's not in vain...” P.31
	Extension of the Project (21)	“PIKTES will go on as long as it gets funded by the European Union. They'll get new teachers to replace the current ones. After all, I don't see myself in this project or even working as a teacher.” P.233	

Participants' responses to the fifth interview question were grouped under three categories. More than half the participants were uncertain about their futures. They were also uncertain about the future of PIKTES. Some participants hoped they would get appointed as teachers after the project was over. However, some believed that they would end up jobless after the project was over. Some others thought that the Ministry of Education would extend the project as long as there were international students in Türkiye.

## CONCLUSION AND RECOMMENDATIONS

This study investigated the burnout levels of Turkish language trainers working for the Promoting Integration of Syrian Kids into the Education System (PIKTES) project. Participants had a mean MBI “emotional exhaustion” subscale score of 25.91±8.03, indicating moderate levels of burnout. They had a mean MBI “depersonalization” subscale score of 22.00±9.07, indicating high levels of burnout. They had a mean MBI “reduced personal accomplishment” subscale score of 30.09±4.78, indicating low levels of burnout. There is a large body of research on burnout

among teachers. However, few studies have investigated the burnout levels of Turkish language trainers. Kurt and Küçüksüleymanoğlu (2020) found that Turkish language trainers in Bursa had moderate levels of emotional exhaustion, high levels of depersonalization and reduced personal accomplishment. Mahfouz et al. (2020) conducted a study with Lebanese teachers and administrators and reported two results. First, teachers and administrators were socioemotionally affected by Syrian students. Second, teachers were emotionally exhausted because they had a heavy workload and because Syrian students had gaps in their academic knowledge and experienced trauma due to forced migration. Chatzea et al. (2018) reported that administrators working with immigrants had high levels of burnout. Teachers working with traumatized students are more likely to experience burnout (Brunzel et al., 2018). They experience higher levels of burnout when they have to work with international students with traumatic life experiences and gaps in their academic knowledge.

Age affected our participants' MBI "depersonalization" subscale scores. There is a negative correlation between age and burnout (Diab et al., 2018). However, Akyürek (2020) did not find a correlation between age and burnout. On the other hand, Yakut and Certel (2016) determined that teachers over 30 years of age had higher levels of burnout than those younger than 30. This is probably because young Turkish language trainers are more concerned about their futures than their older counterparts. Although research shows the opposite (Kurt & Küçüksüleymanoğlu, 2020), the number of students did not affect our participants' MBI scores. This is probably because integration classrooms had a set number of students, unlike temporary education centers. Branch affected our participants' MBI "depersonalization" and "reduced personal accomplishment" subscale scores. Literature teachers had a significantly lower mean MBI "depersonalization" subscale score than classroom, Turkish, and psychological counseling and guidance teachers. This is probably because literature teachers feel inadequate and experience depersonalization when working with primary school students because they have been trained to work with high school students. Psychological counseling and guidance teachers had a significantly lower mean MBI "reduced personal accomplishment" subscale score than classroom, Turkish, and literature teachers. Officials dealing with refugees and their problems experience burnout (Eriksson et al., 2013). According to teachers, school psychologists should deal with children's mental problems (Reinke et al., 2011). Psychological counseling and guidance teachers are assigned to more than one school and deal not only with students' educational problems but also with their traumatic life experiences. Therefore, this is probably why they feel reduced personal accomplishment.

Our participants' views of the workload affected their burnout levels. Most participants found PIKTES activities moderately or highly effective. However, they also stated that they had a heavy workload, making them more likely to experience burnout (Erdem & Öztürk, 2020; Jomud et al., 2021; Van Droogenbroeck et al., 2014). International students cause administrators to work harder because they have extra paperwork (Dolapçı & Kavgacı, 2020; Durak & Seferoğlu, 2017). Moreover, teachers also have to work harder because international students need them emotionally (Duman, 2019) and academically (Tiryaki & Oğraş, 2020). Turkish language trainers experience high levels of burnout for three reasons. First, they do not have a specific job description. Second, they cannot exercise their rights properly. Third, they have a heavier workload because they work with international students.

The qualitative results showed that our participants were emotionally and physically affected because they worked under the Labor Law. They were also affected socially and emotionally because they were not recognized as teachers and could not exercise their rights as much as they were entitled to. Schwab and Iwanicki (1982) argue that the role confusion and uncertainty surrounding their job description cause teachers to experience burnout. Durak and Seferoğlu (2017) reported that teachers felt pressure on their shoulders and suffered from a heavy workload because their position did not have a specific job description, putting them in a position where they were made to accomplish other tasks that had nothing to do with teaching. In short, Turkish language trainers experience high levels of burnout for three reasons. First, they are not recognized as teachers. Second, they do not have a specific job description. Third, they cannot exercise their rights.

Our participants stated that they were treated poorly by their colleagues and superiors because they could not exercise their rights. They noted that they were excluded from the organizational structure, although it varied from school to school. They remarked that superiors and colleagues assigned them unrelated tasks, subjected them to mobbing, failed to view them as teachers, and treated them differently from permanent teachers. Mobbing is defined as psychological pressure, emotional harassment, or a kind of moral violence performed in the workplace by those who have power. Therefore, being excluded from the organizational structure, being discriminated against, and being exposed to condescending remarks can be considered mobbing. Tanhan & Çam (2011) reported a positive correlation between mobbing and burnout. Poor working conditions, ineffective professional relationships, heavy workloads, and limited opportunities are potential stressors (İra et al., 2021; Richardson et al., 2018). Turkish language trainers experience high stress levels because superiors do not acknowledge their effort and do not do anything to motivate them (Karkouti et al., 2021). In short, Turkish language trainers working with international students are subjected to mobbing and experience high levels of burnout for five reasons. First, their labor is not recognized. Second, they do not receive any administrative and professional support. Third, they are excluded from the social structure. Fourth, they are discriminated against. Fifth, they are not viewed as teachers.

Not only do international students have traumatic life experiences, but they also suffer from educational problems as they cannot go to school and have many gaps in their academic knowledge. Therefore, they need more psycho-emotional and academic support. Our participants stated they exerted much effort to attend to their students to meet their needs despite unfavorable conditions. However, they noted that they could not attend to each student equally due to student- and family-related reasons. They remarked that working with international students placed a heavy workload on their shoulders and affected them emotionally, not only as teachers but also as individuals, because those students needed cognitive, affective, and social support. How students behave affects how well teachers perform (Zee et al., 2017). Aydın and Kaya (2019) stated that the biggest challenge of working with Syrian students was their war trauma. Zabel and Zabel (1982) also found that teachers of special and inclusive students had the highest levels of emotional exhaustion. Teachers have difficulty communicating with international students (Ekin & Yetkin, 2021), affecting them negatively (İra et al., 2021). Karkouti et al. (2021) determined that teachers experienced high stress levels for three reasons. First, they were unprepared for the influx of international students into their schools. Second, they did not believe that they had enough knowledge and experience. Third, they realized that international students had academic and emotional needs. In short, Turkish language trainers have high levels of burnout for three reasons. First, they have to work with international students, although they have not received any training in it. Second, they have to work harder than they can tolerate. Third, international students have emotional needs in addition to academic ones.

Poor working conditions adversely affect Turkish language trainers. They are concerned about the future because they work under a temporary contract. They cannot exercise the personal rights that permanent teachers enjoy. Therefore, they have a hard time viewing

themselves as teachers. Heavy workload, poor working conditions, students with low motivation, and limited opportunities are stressors (Antoniou et al., 2013). Turkish language trainers experience high levels of stress (Çalışır, 2021) because they have a heavy workload (Koomen, 2017). Therefore, administrators should recognize that working with international students places a heavy burden on Turkish language trainers' shoulders. Authorities should clearly define the job description of Turkish language trainers. Moreover, Turkish language trainers are concerned about the future, as half of our participants stated that they viewed the future as something uncertain and unpredictable. Some Turkish language trainers believe they will be appointed as permanent teachers after the project is over. However, some others believe that they will be out of work after it is over. Koomen (2017) reported that Lebanese teachers working with international students experienced uncertainty and stress due to regulatory issues. Uncertainty and stress affect the quality of education adversely, causing anxiety, fatigue, burnout, and poor academic performance (Helsing, 2007). Turkish language trainers experience high levels of burnout because an uncertain future awaits them after the project is over.

#### Pedagogical Implications

The following are recommendations based on the results:

-The Ministry of Education should recruit more Turkish language trainers younger than 30. In this way, a standard teacher-student ratio will be ensured at all schools.

-Authorities should provide refugee children with psychosocial support and encourage parents to participate in projects for socialization. This could reduce the workload of Turkish language trainers who find themselves in a situation where they have to achieve tasks that have nothing to do with their job description. We believe this could also reduce their burnout levels.

-Authorities should involve all refugee children in similar projects. They should provide Turkish language trainers with training to teach them how to approach international students. They should also offer citizenship education to refugee children and their parents to ensure they adapt to the host society.

#### Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

#### Funding

The author(s) received no financial support for the research, authorship, and/or publication of this article.

#### Statements of Publication Ethics

We hereby declare that the study has no unethical issues and that research and publication ethics have been observed carefully.

#### Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

#### Ethics Committee Approval Information

This research was investigated with the ethics committee of social and human sciences researches of Ondokuz Mayıs University dated 28.05.2021 and decision number 2021-490.

#### REFERENCES

- Akyürek, M. İ. (2020). Öğretmenlerde tükenmişlik. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 1(37), 35–47. <https://dergipark.org.tr/tr/pub/zgefd/issue/54277/657574>
- Antoniou, A. S., Ploumpi, A. & Ntalla, M. (2013). Occupational stress and professional burnout in teachers of primary and secondary education: The role of coping strategies. *Psychology*, 4(3), 349–355. doi:10.4236/psych.2013.43A051
- Arabacı, İ. B. (2010). The effects of depersonalization and organizational cynicism levels on the job satisfaction of educational inspectors. *African Journal of Business Management*, 4(13), 2802–2811. [https://academicjournals.org/article/article1380723987\\_arabaci.pdf](https://academicjournals.org/article/article1380723987_arabaci.pdf)
- Aydın, H. & Kaya, Y. (2019). Education for Syrian refugees: the new global issue facing teachers and principals in Turkey. *Educational Studies - AESA*, 55(1), 46–71. doi:10.1080/00131946.2018.1561454
- Basım, H. N., Begenirbas, M., & Can Yalcin, R. (2013). Effects of teacher personalities on emotional exhaustion: mediating role of emotional labor. *Educational Sciences: Theory and Practice*, 13(3), 1488–1496. <https://eric.ed.gov/?id=ej1017705>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brunzel, T., Stokes, H. & Waters, L. (2018). Why do you work with struggling students? Teacher perceptions of meaningful work in trauma-impacted classrooms. *Australian Journal of Teacher Education*, 43(2), 115–142.
- Büyükoztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş. & Demirel, F. (2012). *Bilimsel araştırma yöntemleri* (12th ed.). Pegem Yayınları. doi:10.14527/9789944919289
- Çalışır, M. (2021). Uyum sınıfları hakkında öğretmen görüşleri. Conference paper presentation at ERPA International Congresses on Education. Sakarya, Turkey. [https://www.researchgate.net/publication/353620454\\_Uyum\\_Siniflari\\_Hakkinda\\_Ogretmen\\_Gorusleri](https://www.researchgate.net/publication/353620454_Uyum_Siniflari_Hakkinda_Ogretmen_Gorusleri).
- Capel, S. A. (1987). The incidence of and influences on stress and burnout in secondary school teachers. *The British Journal of Educational Psychology*, 57(3), 279–288. <https://doi.org/10.1111/j.2044-8279.1987.tb00857.x>

- Capel, S. A. (1992). Stress and burnout in teachers. *European Journal of Teacher Education*, 15(3), 197–211. <https://doi.org/10.1080/0261976920150305>
- Chatzea, V.-E., Sifaki-Pistolla, D., Vlachaki, S.-A., Melidoniotis, E. & Pistolla, G. (2018). PTSD, burnout and well-being among rescue workers: Seeking to understand the impact of the European refugee crisis on rescuers. *Psychiatry Research*, 262, 446–451. doi:10.1016/j.psychres.2017.09.022
- Cherniss, C. (1985). Stress, burnout, and the special services provider. *Special Services in the Schools*, 2(1), 45–61. doi:10.1300/J008v02n01\_04
- Civelek, M. E., & Pehlivanoğlu, M. Ç. (2019). İlaç sektöründe tükenmişlik sendromu ve satış performansı arasındaki ilişki. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 11(18), 2071–2086. <https://doi.org/10.26466/opus.566917>
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education (8th ed.)*. Routledge.
- Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research (3rd ed.)*. SAGE Publications.
- Cropanzano, R., Rupp, D. E., & Byrne, Z. S. (2003). The relationship of emotional exhaustion to work attitudes, job performance, and organizational citizenship behaviors. *The Journal of Applied Psychology*, 88(1), 160–169. <https://doi.org/10.1037/0021-9010.88.1.160>
- Delegation Of The European Union. (y.y.). *Promoting integration of syrian kids into the education system (PIKTES) II | EU Delegation to Turkey*. <https://www.avrupa.info.tr/en/project/promoting-integration-syrian-kids-education-system-piktes-ii-10396>. Accessed January 26, 2022.
- DGLLL. (2020). *İzleme ve Değerlendirme Raporu* - 2019. [https://hobgm.meb.gov.tr/meb\\_iys\\_dosyalar/2021\\_06/07091759\\_08201728\\_RAPOR05.05.2021.pdf](https://hobgm.meb.gov.tr/meb_iys_dosyalar/2021_06/07091759_08201728_RAPOR05.05.2021.pdf).
- DGMM. (2020, September 23). *Geçici koruma istatistikleri*. <https://www.goc.gov.tr/gecici-koruma5638>
- Diab, S. Y., Palosaari, E. & Punamäki, R. L. (2018). Society, individual, family, and school factors contributing to child mental health in war: The ecological-theory perspective. *Child Abuse and Neglect*, 84, 205–216. doi:10.1016/j.chiabu.2018.07.033
- Diestel, S., & Schmidt, K.-H. (2010). Direct and interaction effects among the dimensions of the Maslach Burnout Inventory: Results from two German longitudinal samples. *International Journal of Stress Management*, 17(2), 159–180. <https://doi.org/10.1037/a0018967>
- Dolapcı, E. & Kavgacı, H. (2020). Öğretmenlerin çok kültürlü özyeterlik algısı ve okul iklimi ile mülteci öğrencilere yönelik tutumları arasındaki ilişkilerin incelenmesi. *Eğitim Bilimleri Dergisi*, 52(52), 687–706. doi:10.15285/maruaebd.669692.
- Duman, T. (2019). Toplumsal uyum için eğitimin önemi: Türkiye'deki suriyeliler örneği. *Selçuk Üniversitesi Edebiyat Fakültesi Dergisi*, (41), 343–368. doi:10.21497/sefad.586638
- Durak, H. Y. & Seferoğlu, S. S. (2017). Öğretmenlerde tükenmişlik duygusunun çeşitli değişkenler açısından incelenmesi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 37(2), 759–788.
- Ekin, S. & Yetkin, R. (2021). Teachers' attitudes to Syrian refugee students in Turkey. *Eurasian Journal of Applied Linguistics*, 7(1), 383–396. doi:10.32601/ejal.911458
- Erdem, M. & Öztürk, M. A. (2020). Sınıf öğretmenlerinin iş yükü algısı ile mesleki tükenmişlik düzeyleri arasındaki ilişki. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 17(1), 926–958. doi:10.33711/yyuefd.751859
- Ergin, C. (1992, September 22). Doktor ve hemşirelerde tükenmişlik ve Maslach tükenmişlik ölçeğinin uyarlanması. Conference paper presentation at VII. Ulusal Psikoloji Kongresi, Hacettepe Üniversitesi, Ankara, Turkey.
- Eriksson, C. B., Lopes Cardozo, B., Ghitis, F., Sabin, M., Gotway Crawford, C., Zhu, J., ... Kaiser, R. (2013). Factors associated with adverse mental health outcomes in locally recruited aid workers assisting Iraqi refugees in Jordan. *Journal of Aggression, Maltreatment & Trauma*, 22(6), 660–680. doi:10.1080/10926771.2013.803506
- Freudenberger, H. J. (1974). Staff burn-out. *Journal of Social Issues*, 30(1), 159–165. doi:10.1111/j.1540-4560.1974.tb00706.x
- Freudenberger, H. J. (1975). The staff burnout syndrome in alternative institutions. *Psychotherapy: Theory, Research & Practice*, 12(1), 73–82. doi:10.1037/h0086411
- Greenglass, E., Fiksenbaum, L., & Burke, R. J. (1996). Components of social support, buffering effects and burnout: Implications for psychological functioning. *Anxiety, Stress & Coping*, 9(3), 185–197. <https://doi.org/10.1080/10615809608249401>
- Guenette, J. P., & Smith, S. E. (2018). Burnout: job resources and job demands associated with low personal accomplishment in united states radiology residents. *Academic Radiology*, 25(6), 739–743. <https://doi.org/10.1016/j.acra.2017.12.002>
- Guralnik, O., Schmeidler, J., & Simeon, D. (2000). Feeling unreal: Cognitive processes in depersonalization. *The American Journal of Psychiatry*, 157(1), 103–109. <https://doi.org/10.1176/ajp.157.1.103>
- Helsing, D. (2007). Regarding uncertainty in teachers and teaching. *Teaching and Teacher Education*, 23(8), 1317–1333. doi:10.1016/j.tate.2006.06.007
- Hollet-Haudebert, S., Mulki, J. P., & Fournier, C. (2011). Neglected burnout dimensions: effect of depersonalization and personal nonaccomplishment on organizational commitment of salespeople. *Journal of Personal Selling & Sales Management*, 31(4), 411–428. <https://doi.org/10.2753/PSS0885-3134310404>
- Iannucci, C., Richards, K. A. R., & MacPhail, A. (2021). The relationships among personal accomplishment, resilience and teachers' experience of teaching multiple school subjects role conflict. *European Physical Education Review*, 27(3), 613–635. <https://doi.org/10.1177/1356336X20980777>
- İra, N., Yalçınkaya Önder, E. & Çetin, T. G. (2021). An investigation into the views of refugee students' teachers on their subjective well-being: A qualitative descriptive study. *Educational Policy Analysis and Strategic Research*, 16(2), 354–365. doi:10.29329/epasr.2020.345.16
- Jomud, P. D., Mabelle Antiquina, L. M., Cericos, E. U., Bacus, J. A., Vallejo, J. H., Dionio, B. B., ... Clarin, A. S. (2021). Teachers' workload in relation to burnout and work performance. *International Journal of Educational Policy Research and Review*, 8(2), 48–53.
- Kalliath, T., & Morris, R. (2002). Job satisfaction among nurses: a predictor of burnout levels. *JONA: The Journal of Nursing Administration*, 32(12), 648–654. [https://journals.lww.com/jonajournal/abstract/2002/12000/job\\_satisfaction\\_among\\_nurses\\_\\_a\\_predictor\\_of.10.aspx](https://journals.lww.com/jonajournal/abstract/2002/12000/job_satisfaction_among_nurses__a_predictor_of.10.aspx)
- Karaboga, T., Erdal, N., Karaboga, H. A., & Tatoglu, E. (2022). Creativity as a mediator between personal accomplishment and task performance: A multigroup analysis based on gender during the COVID-19 pandemic. *Current Psychology*, 42(15), 1–13. <https://doi.org/10.1007/s12144-021-02510-z>

- Karasar, N. (2020). *Bilimsel araştırma yöntemi; Kavramsal ilkeler teknikler* (36th eds.). Nobel Yayınevi.
- Kariou, A., Koutsimani, P., Montgomery, A., & Lainidi, O. (2021). Emotional labor and burnout among teachers: a systematic review. *International Journal of Environmental Research and Public Health*, 18(23). <https://doi.org/10.3390/ijerph182312760>
- Karkouti, I. M., DeVere Wolsey, T., Bekele, T. A., & Toprak, M. (2021). Empowering teachers during refugee crises: Social support they need to Thrive. *Teaching and Teacher Education*, 107(103471). <https://doi.org/10.1016/j.tate.2021.103471>
- Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *The British Journal of Educational Psychology*, 77(1), 229–243. <https://doi.org/10.1348/000709905X90344>
- Koomen, S. (2017). The working conditions and motivation of teachers of refugees a comparative study of host country teachers and Syrian refugee teachers in Lebanon [Master dissertation, University of Oslo]. DUO Research Archive. <https://www.duo.uio.no/bitstream/handle/10852/61347/RefugeeTeachersSKoomen.pdf?sequence=1&isAllowed=y>.
- Kurt, A. & Küçüksüleymanoğlu, R. (2020). Suriyeli öğrenciler için görevlendirilen pıctes öğretmenlerinin tükenmişlik düzeyleri: Bursa örneği. *Sakarya Üniversitesi Eğitim Fakültesi Dergisi*, 39(39), 24–45.
- Lee, R. T., & Brotheridge, C. M. (2006). When prey turns predatory: Workplace bullying as a predictor of counteraggression/bullying, coping, and well-being. *European Journal of Work and Organizational Psychology*, 15(3), 352–377. <https://doi.org/10.1080/13594320600636531>
- Leiter, M. P., Maslach, C., & Frame, K. (2015). Burnout. In *The Encyclopedia of Clinical Psychology* (pp. 1–7). John Wiley & Sons, Inc. doi:10.1002/9781118625392.wbecp142
- Liang, H.-L. (2015). Are you tired? Spillover and crossover effects of emotional exhaustion on the family domain. *Asian Journal of Social Psychology*, 18(1), 22–32. <https://doi.org/10.1111/ajsp.12075>
- Mahfouz, J., El-Mehtar, N., Osman, E. & Kotok, S. (2020). Challenges and agency: Principals responding to the Syrian refugee crisis in Lebanese public schools. *International Journal of Leadership in Education*, 23(1), 24–40. doi:10.1080/13603124.2019.1613570
- Maslach, C. (1993). Burnout: A multidimensional perspective. In W. B. Schaufeli, C. Maslach, & T. Marek (Eds.), *Professional burnout: Recent developments in theory and research* (pp. 19–32). Taylor & Francis. doi:10.4324/9781315227979-3
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2), 99–113. doi:10.1002/job.4030020205
- Maslach, C., & Leiter, M. P. (1997). *The truth about burnout: how organizations cause personal stress and what to do about it*. Jossey-Bass.
- Maslach, C., & Leiter, M. P. (1999). Teacher burnout: A research agenda. In R. Vandenberghe & A. M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 295–303). Cambridge University Press. <https://doi.org/10.1017/CBO9780511527784.021>
- Maslach, C., & Leiter, M. P. (2016). Burnout. In Fink, G. (Ed.), *Stress: concepts, cognition, emotion, and behavior* (pp. 351–357). Elsevier. doi:10.1016/B978-0-12-800951-2.00044-3
- Maslach, C., Schaufeli, W. B. & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52(1), 397–422. doi:10.1146/annurev.psych.52.1.397
- Maslach, C., & Leiter, M. P. (1997). *The truth about burnout: How organizations cause personal stress and what to do about it*. Jossey-Bass.
- Maslach, C., & Leiter, P. M. (2005). Reversing burnout: How to rekindle your passion for your work. *Stanford Social Innovation Review*, 3(4), 43–49. [https://ssir.org/articles/entry/reversing\\_burnout](https://ssir.org/articles/entry/reversing_burnout)
- MNE. (2014). 2014/21 Sayılı Genelge. <http://mezuat.meb.gov.tr/dosyalar/1715.pdf>
- Moon, T. W., & Hur, W.-M. (2011). Emotional intelligence, emotional exhaustion, and job performance. *Social Behavior and Personality: An International Journal*, 39(8), 1087–1096. <https://doi.org/10.2224/sbp.2011.39.8.1087>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- PIKTES. (2021, May 6). *Suriyeli çocukların Türk eğitim sistemine entegrasyonun desteklenmesi projesi*. <https://piktes.gov.tr/>
- Reinke, W. M., Stormont, M., Herman, K. C., Puri, R. & Goel, N. (2011). Supporting children’s mental health in schools: Teacher perceptions of needs, roles, and barriers. *School Psychology Quarterly*, 26(1), 1–13. doi:10.1037/a0022714
- Richardson, E., MacEwen, L. & Naylor, R. (2018). *Teachers of refugees: a review of the literature*. Education Development Trust. <https://files.eric.ed.gov/fulltext/ED588878.pdf>
- Sarros, J. C., & Sarros, A. M. (1987). Predictors of teacher burnout. *Journal of Educational Administration*, 25(2), 216–230. <https://doi.org/10.1108/eb009933>
- Schwab, R. L. & Iwanicki, E. F. (1982). *Perceived role conflict, role ambiguity, and teacher burnout*. Educational Administration Quarterly, 18(1), 60–74. doi:10.1177/0013161X82018001005
- Sönmez, V. & Alacapar, F. G. (2016). *Örneklendirilmiş bilimsel araştırma yöntemleri* (4th ed.). Anı Yayıncılık.
- Tanhan, F. & Çam, Z. (2011). The relation between observing behaviors teachers in elementary schools are exposed to and their burnout levels. *Procedia - Social and Behavioral Sciences*, 15, 2704–2709. doi:10.1016/J.SBSPRO.2011.04.174
- Taris, T. W., Le Blanc, P. M., Schaufeli, W. B., & Schreurs, P. J. G. (2005). Are there causal relationships between the dimensions of the Maslach Burnout Inventory? A review and two longitudinal tests. *Work & Stress*, 19(3), 238–255. <https://doi.org/10.1080/02678370500270453>
- Tiryaki, E. nur & Oğraş, İ. (2020). Türkçe dersinin Suriyeli öğrencilere öğretim sürecine ilişkin öğretmen. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 9(4), 1581–1601.
- Türnüklü, A. (2000). Eğitim bilim araştırmalarında etkin olarak kullanılabilir nitelikte bir araştırma tekniği: Görüşme. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 6(4), 543-559.
- UNHCR. (2021, November 9). *Refugees and Asylum Seekers in Turkey – UNHCR Turkey*. <https://www.unhcr.org/tr/en/refugees-and-asylum-seekers-in-turkey>.
- Uştü, H. & Tümkaya, S. (2021). The impact of the refugee student factor on primary school teachers’ burnout and occupational commitment. *Revista De Education*, 393(8), 66–96.

- Uzunsakal, E. & Yıldız, D. (2018). Alan arařtırmalarında gvenilirlik testlerinin karřılařtırılması ve tarımsal veriler zerine bir uygulama *Uygulamalı Sosyal Bilimler Dergisi*, 2(1), 14–28.
- Van Droogenbroeck, F., Spruyt, B. & Vanroelen, C. (2014). Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work. *Teaching and Teacher Education*, 43, 99–109. doi:10.1016/j.tate.2014.07.005
- Yakut, S. & Certel, H. (2016). ğretmenlerde yalnızlık dzeyinin eřitli deęiřkenler aısından incelenmesi. *Birey ve Toplum Sosyal Bilimler Dergisi*, 6(1), 69–94.
- Zabel, R. H. & Zabel, M. K. (1982). Factors in burnout among teachers of exceptional children. *Exceptional Children*, 49(3), 261–263. doi:10.1177/001440298204900312
- Zee, M., de Jong, P. F. & Koomen, H. M. Y. (2017). From externalizing student behavior to student-specific teacher self-efficacy: The role of teacher-perceived conflict and closeness in the student–teacher relationship. *Contemporary Educational Psychology*, 51, 37–50. doi:10.1016/j.cedpsych.2017.06.009