Factor Affecting Secondary School Students' Level of School Attachment: School Burnout

Mustafa KARAKAYA[**,] Erdem SARIASLAN[***,] Berrin KAHRAMAN[****]

*Abstract***:** The aim of this study is to examine the school burnout and school attachment levels of secondary school eighth grade students. The research was carried out with a total of 326 secondary school students studying in the eighth grade in a secondary school in a province of the Central Anatolia Region. In the study, the school attachment scale for children and adolescents developed by Savi (2011) was used to measure students' levels of school attachment, and the school burnout scale for primary school secondary school students developed by Aypay (2011) to measure students' school burnout levels. Multiple linear regression analysis was used to examine school burnout as the level of school attachment. SPSS was used in the analysis of the research data. As a result of the research, it was determined that school burnout factors are important factors that predict school attachment. Suggestions for different stakeholders were developed in line with the findings obtained from the research.

*Keywords***:** Secondary school students, School attachment, School burnout.

** Teacher, Ministry of Education, ORCID: 0000-0002-9263-3213, e-mail: mustafakarakaya008@gmail.com .

*** Teacher, Ministry of Education, ORCID: 0000-0002-7435-0324, e-mail: erdmsariaslan@hotmail.com .

**** Teacher, Ministry of Education, ORCID: 0000-0003-4117-4560, e-mail: berrinkahraman38@gmail.com

Introduction

Being a healthy individual and being safe have always been among the basic needs of human beings. Health problems with the COVID-19 global epidemic, increasing violence, and natural disasters have brought this basic need to the fore. Concerns about what the world will be like, which will be left to future generations, require increased efforts to provide more livable opportunities while raising children. The education system and schools are an essential part of this process in the current situation and an important opportunity for the future. School has a very important place in a child's life (Nedim, 2019). Children's perspectives on school are mostly affected by the fact that they start with positive experiences in the first education period (Özkan, 2021). This positive perspective provides support to carry out later education life with this perspective. In order for children to acquire the competencies that will meet the requirements of social life and to be themselves by supporting their development holistically, they need to be in contact with the social environment and the individuals in that environment. Gaining these skills is possible through school.

Attachment and School Attachment

Attachment is defined as strong emotional bonds that people develop with people they deem important to them (Bowlby, 1969). The concept of attachment, as a psychological term, is the long-term emotional bond between an individual and another individual or individuals (Yörükan, 2011). Attachment, which starts from infancy and spreads to every period of life, is a form of behaviour that is basically established between the mother and the child and continues with others over time. Attachment is also a process of socialization, of acquiring a social behaviour that begins at a very young age and continues in later years. To be considered in a broader framework; it is a behaviour that reinforces people's existence, helps them to be satisfied in their interpersonal relationships, and helps them to provide social support in coping with life.

Attachment is strong emotional bonds that are first gained to the caregiver (mother or others) and then maintained by others who are considered important to them. Attachment in adolescence progresses differently from infancy and childhood. Attachment figures of adolescents cease to be only parents and continue to include many more (Çetinkaya, 2017). Adolescents may become attached to many other people such as their parents, close friends, romantic partners, teachers, psychological counselors, and relatives. The basic dimension of attachment relationships during adolescence is shaped by emotional and social sharing rather than physical intimacy. These sharings, mostly with peers, contribute positively to the identity development of adolescents, increase their problem-solving skills and life satisfaction, and also increase their educational success (Çetinkaya, 2017). Schools, where most of the time spent during a day is spent in other periods of life, especially in adolescence, have an important place and influence in people's lives.

Attachment to school is defined as getting support, being included in the school environment, and feeling of belonging there (Jimerson et al., 2003). Attachment to school facilitates the learner's mental and emotional integration into the learning environment. As it is seen that there are fewer instances of aggression in schools where students with high levels of school attachment, it is stated that this situation increases students' motivation, academic achievement and self-confidence by positively affecting them (Maddox & Prinz, 2003). It is seen in many sources that school attachment and academic success are concepts that affect and are affected by each other (Winga et al., 2011). While a student who feels a sense of attachment to school has strong communication with the individuals around the school, it is seen that students who have problems with school attachment feel excluded from the school and feel lonely (Johnson et al., 2001). It is stated that students with a high level of attachment to school have good communication with their teachers and friends, their self-esteem is positively affected by

this situation, and they generally enjoy life (Duy & Yıldız, 2014).

Children who establish a secure attachment with their parents and caregivers do not have a problem in establishing a secure relationship with their teachers. If the child easily establishes a relationship with the teacher and feels safe with him, he can stay away from the parent for a certain period of time and spend time with the teacher and classmates. Children with secure attachment tend to see their teachers as reliable and themselves worthy of attention (Ültanır, 2017). Students who attached securely to the teacher; behaviors such as asking the teacher for help to solve the problem, accepting the help and support from the teacher, allowing the teacher to comfort them in stressful times, loving the teacher, wanting to be close to the teacher, obeying the teacher's wishes, talking with the teacher and participating in the activities are observed (Ültanır, 2017).

Burnout and School Burnout

The relationship people have with their work and the difficulties that may arise when this relationship goes wrong have been recognized as an important situation of the modern age (Maslach, 2006). The term burnout, used for this situaiton, was first used in the 1970s in the United States to express the occupational depression experienced by people working in customer relations. The dictionary meaning of the concept of burnout: It is the exhaustion of energy, power or resources with excessive demand, failure and fatigue (Baysal, 1995).

Burnout is defined as not being excited to go to work when getting up in the morning, not desiring to even wear clothes, feeling tired all the time, and constantly suffering from headaches and diseases (Melendez & Guzman, 1983). Another definition is physical, emotional and mental exhaustion as a result of long-term participation in jobs that require emotional labor (Schaufeli, 2001).

Burnout is defined as a syndrome that occurs among individuals who provide assistance to people and includes emotional exhaustion, desensitization and decreased personal achievement (Maslach and Leiter, 2006). While emotional burnout is expressed as the feeling of being emotionally worn out by the employees due to weakness and extreme fatigue; desensitization is the negative attitudes and reactions towards individuals, especially in the service areas, mostly irritability and loss of idealism related to work (Maslach & Jackson, 1981). Decreased personal accomplishment includes depression, low morale, withdrawal in interpersonal relationships, decreased productivity, feelings of failure, poor self-esteem, and negative reactions to oneself and personal success. Gender, age, education, marital status, working time, social support, personality and expectations are among the individual and social characteristics that affect burnout (Maslach & Jackson, 1981).

School-related burnout, on the other hand, is defined as feeling tired due to school demands, showing indifferent attitude towards school, and feeling inadequate as a student (Salmela-Aro et al, 2009). In another definition, it is expressed as a result of inappropriate workload and exams exceeding the level of the student (Yusoff, 2010).

Schools are an open system. Schools have a structure related to self-renewal, cooperation, responding to the needs of the society and making positive production. Schools are important places for students to receive support from their peers and adults at school (Cowen et al., 1990). Schools that offer a safe and supportive environment, positive peer relationships, positive teacher influences, and experience of opportunities for success have been found to be positively associated with child resilience (Rutter, 1987). Considering that schools are the places where students spend most of their time, it is clear that it has an important role in strengthening resilience in the social ecological context, and this has also been proven by research (Brooks, 2006).

Within the framework of the explanations mentioned above, it is thought that the concept of school attachment and school burnout are subjects that should be scrutinized. It is seen that research on school attachment and school burnout dimensions have a recent history and there are limited studies. The variables studied in these studies are school attachment (Altuntaş & Sezer, 2017), secondary school students' school attachment in terms of various variables (Bellici, 2015), parental attachment in early adolescence, school attachment and life satisfaction (Özdemir & Koruklu, 2013), investigation of the relationship between high school students' motivation to class engagement and school burnout (Aypay & Eryılmaz, 2011) and secondary school students' school burnout according to various variables (Secer & Gençdoğan, 2012). The present study investigated the predictive power of school attachment and school burnout, which has not been discussed in the previous studies.

Aim of the Research

The aim of this research is to reveal the effect of school burnout factors of secondary school students on the level of school attachment. For this purpose, answers to the following problems were sought:

1. How do secondary school students' burnout due to school activities, family burnout, perception of inadequacy at school and loss of interest in school predict general school attachment level?

2. How do secondary school students' burnout due to school activities, family burnout, perception of inadequacy at school and loss of interest in school predict their level of school attachment?

3. How do secondary school students' burnout due to school activities, family burnout, perception of inadequacy at school and loss of interest in school predict the level of teacher attachment?

4. How do secondary school students' burnout due to school activities, family burnout, perception of inadequacy at school and loss of interest in school predict the level of attachment to friends?

Method

Research Method

This research is a survey research using quantitative data. Studies that aim to collect information to determine certain characteristics of a community are called survey research (Büyüköztürk et al., 2016). This type of research is a descriptive research conducted to determine the characteristics of large populations (age, gender, educational status, marital status, visual impairment, income level, etc.) (Can, 2016). In line with the data obtained, it was aimed to examine the factor affecting the level of school attachment of secondary school students: school burnout.

Study Group

A total of 326 students, 178 (54.6%) girls and 148 (45.4%) boys, studying at different secondary school types in a city center in Central Anatolia in the 2021-2022 academic year participated in this research.

Data Collection Tools

School attachment scale for children and adolescents

In the study, 13 items that can be graded as a 5-point Likert scale and the three-dimensional "School Attachment Scale for Children and Adolescents" developed by Savi (2011) were used to measure students' level of school attachment. The Cronbach Alpha (Cr α) reliability coefficient reported for the overall scale is 0.84, 0.82 for school attachment sub-dimension, 0.74 for teacher attachment sub-dimension, and 0.71 for friend attachment sub-dimension.

Primary education II. school burnout scale for secondary students

Developed by Aypay (2011) to measure students' school burnout levels, 26 items that can be graded as a 4-point Likert and four-dimensional "Primary Education II. "School Burnout Scale for Level 1 Students" was used. The Cronbach Alpha (Cr α) reliability coefficient reported for the school-related burnout sub-dimension of the scale is 0.92, 0.83 for the family-induced burnout sub-dimension, 0.76 for the perception of inadequacy at school, and 0.81 for the loss of interest in school sub-dimension.

Data Collection Process

Volunteer candidates participated in the data collection process of this study. It is stated that the results of the research will only be used within the scope of the purpose. The data obtained in the study were given in accordance with ethical rules without any changes.

Data Analysis

The school attachment scale for children and adolescents developed by Savi (2011) and the school burnout scale for secondary school students developed by Aypay (2011) were used to measure students' school burnout levels. Multiple linear regression analysis was used to examine school burnout as the level of school attachment. SPSS was used in the analysis of the research data. As a result of the research, it was determined that school burnout factors are important factors that predict school attachment.

Results

In this section, the findings obtained in line with the research problem and sub-problems are included.

How do secondary school students' burnout due to school activities, family burnout, perception of inadequacy at school and loss of interest in school predict general school attachment level? The results of multiple regression analysis regarding the prediction of general school attachment level are given in Table 1.

Table 1
Results of multiple regression analysis regarding the prediction of general school attachment level

Variable	B	SE	β	t	p
Normal	52.222	2.030		25.731	.000
Burnout from school activities	-.263	.066	-.260	-3.981	.000
Burnout from	.035	.113	.017	.311	.756
Perception of inadequacy at school	-.359	.132	-.134	-2.714	.007
Loss of interest in school	-.844	.131	-.365	-6.420	.000
$R=.624$; $R^2=.389$; $F_{(4, 321)}=51.042$; $p=.000$					

Burnout from school activities, burnout from family, perception of inadequacy at school and loss of interest in school together have a moderate and significant relationship with general school attachment level (R=.624, R^2=.389, p<.01). These variables explain approximately 38.9% of the variance in the level of general school attachment. According to the standardized regression coefficient (β), the relative importance of the predictor variables on general school attachment; loss of interest in school, burnout due to school activities, perception of inadequacy at school and burnout from family. When the t-test results regarding the significance of the regression coefficient are examined, it is seen that other variables are significant predictors of general school attachment level, except for burnout originating from the family. Loss of interest in school, burnout due to school activities, and an increase in the perception of inadequacy at school cause a decrease in the level of general school attachment.

How do secondary school students' burnout due to school activities, family burnout, perception of inadequacy at school and loss of interest in school predict their level of school attachment? The results of multiple regression analysis regarding the prediction of school attachment level are given in Table 2.

Table 2

Results of multiple regression analysis regarding the prediction of school attachment level

Variable	B	SE	β	t	p
Normal	17.652	.833		21.181	.000
Burnout from school activities	-.055	.027	-.138	-2.028	.043
Burnout from family	-.067	.046	-.080	-1.438	.151
Perception of inadequacy at school	-.108	.054	-.103	-1.995	.047
Loss of interest in school	-.364	.054	-.399	-6.747	.000
R=.582; R^2=.339; $F_{(4, 321)}$=41.069; p=.000					

Burnout from school activities, burnout from family, perception of inadequacy at school and loss of interest in school together have a moderate and significant relationship (R=.582, R^2=.339, p<.01) with school attachment level. These variables explain approximately 33.9% of the variance in school attachment level. According to the standardized regression coefficient (β), the relative importance of the predictor variables on school attachment; loss of interest in school, burnout due to school activities, perception of inadequacy at school and burnout from family. When the t-test results regarding the significance of the regression coefficient are examined, it is seen that other variables are significant predictors of school attachment level, except for burnout originating from the family. Loss of interest in school, burnout due to school activities, and an increase in the perception of inadequacy at school cause a decrease in the level of school attachment.

How do secondary school students' burnout due to school activities, family burnout, perception of inadequacy at school and loss of interest in school predict the level of teacher attachment? The results of multiple regression analysis regarding the prediction of teacher attachment level are given in Table 3.

Table 3

Results of multiple regression analysis regarding the prediction of teacher attachment level

Variable	B	SE	β	t	p
Normal	15.426	.814		18.946	.000
Burnout from school activities	-.117	.027	-.319	-4.428	.000
Burnout from family	.017	.045	.022	.380	.704
Perception of inadequacy at school	-.017	.053	-.017	-.312	.755
Loss of interest in school	-.201	.053	-.240	-3.817	.000
R=.503; R^2=.253; $F_{(4, 321)}$=27.209; p=.000					

Burnout from school activities, burnout from family, perception of inadequacy at school and loss of interest in school together have a moderate and significant relationship with teacher attachment level (R=.503, R^2=.253, p<.01). These variables explain approximately 25.3% of the variance in teacher attachment level. According to the standardized regression coefficient (β), the relative importance of the predictor variables on teacher attachment; burnout due to school activities, loss of interest in school, burnout due to family and perception of inadequacy at school. When the t-test results regarding the significance of the regression coefficient are examined, it is seen that other variables are significant predictors of the level of teacher attachment, except for burnout originating from the family and the perception of inadequacy at school. The increase in burnout and loss of interest in school due to school activities cause a decrease in the level of attachment to the teacher.

How do secondary school students' burnout due to school activities, family burnout, perception of inadequacy at school and loss of interest in school predict the level of attachment to friends? The results of multiple regression analysis regarding the prediction of the level of attachment to friends are given in Table 4.

Table 4. Results of multiple regression analysis for predicting the level of attachment to friends

Variable	B	SE	β	t	p
Normal	19.145	1.205		15.885	.000
Burnout from school activities	-.091	.039	-.174	-2.310	.022
Burnout from family	.084	.067	.078	1.261	.208
Perception of inadequacy at school	-.234	.079	-.170	-2.981	.003
Loss of interest in school	-.278	.078	-.234	-3.568	.000
R=.431; R^2=.186; $F_{(4, 321)}$=18.310; p=.000					

Burnout due to school activities, burnout due to family, perception of inadequacy at school and loss of interest in school together have a moderate and significant relationship with the level of attachment to friends (R=.431, R^2=.186, p<.01). These variables explain approximately 18.6% of the variance in the level of attachment to friends.

According to the standardized regression coefficient (β), the relative importance of the predictor variables on friend attachment; loss of interest in school, burnout due to school activities, perception of inadequacy at school and burnout from family.

When the t-Test results regarding the significance of the regression coefficient are examined, it is seen that other variables, except for burnout originating from the family, are significant predictors of the level of attachment to friends. Loss of interest in school, burnout due to school activities, and an increase in the perception of inadequacy at school cause a decrease in the level of attachment to friends.

Conclusion and Discussions

The aim of the present study is to examine the school burnout factors, which are an effective predictor of school attachment level. As a result of the research, burnout due to school activities, burnout due to family, perception of inadequacy at school and loss of interest in school together predict general school attachment at a significant level. It was determined that these sub-dimensions of school burnout explained 38.9% of the variance in the general school attachment level and 33.9% of the variance in the school attachment level.

Loss of interest in school, burnout due to school activities, and an increase in the perception of inadequacy at school cause a decrease in the level of general school attachment.

Burnout from school activities; It covers activities such as studying, doing homework, taking an exam, and it deals with feelings such as fatigue and boredom. Secondary school students show the characteristics of both childhood and adolescence (Aypay, 2011). In this period, students are under the pressure of their desire for games and entertainment on the one hand, and responsibilities on the other hand. Academic school activities require taking responsibility. Students who can't take this responsibility feel alienated from school first and then move away from school. Considering the individual characteristics of the students, it may be more beneficial to give responsibility accordingly. The school's acceptance of the child depends on the school administrators and teachers having detailed academic and practical knowledge about school adjustment. Because, in order to adapt to school, school preparations, preliminary information about children and families, a program related to school adjustment, an early intervention program for children at risk for school adjustment, and possible solutions against possible risks and school adjustment problems are required. Adaptation to school requires activities implemented in the first weeks of school, introducing the classes and school to children, helping them learn routines and responsibilities (Warner & Sower, 2005). Parents' involvement and roles in the school adjustment process vary from institution to institution. While only "Meeting Meeting" is organized in some institutions, "Family Orientation Program" is applied in others. Generally, teachers have limited time to meet families and children before the new school year starts. The information meeting is also usually held when the parents come for registration. It is not possible to ensure the participation of all families in an orientation program to be prepared. For this reason, introductory meetings planned throughout the year can be held (Akman & Yazici, 2020). In summary, school-related factors in school adjustment are not limited to the school adjustment program. Factors such as school-family cooperation, peer relations, the suitability of the school for the development and safety of the child who will be physically, relations with the teacher, relations with the school administrators and staff, the quality of the education and training process applied at the school to support the child's interest, curiosity and development are also examined under this heading. . It is extremely important for teachers to create a positive school climate by organizing these factors together.

The variables of burnout due to school activities, burnout due to family, perception of inadequacy at school and loss of interest in school explain approximately 25.3% of the variance in teacher attachment level. The increase in burnout and loss of interest in school due to school activities cause a decrease in the level of attachment to the teacher. The teacher's support for the student has a significant effect on the student's attachment to the school. Because the student's first behavioral commitment at school is affected by his relationship with his teacher (Fredricks et al., 2004). Mengi (2011) states that the perceived social support from the teacher increases students' commitment to school, Osterman (2000) states that the student who trusts his teacher will have a high level of commitment and a sense of trust will be formed, and Marks (2000) states that students who cannot establish a positive relationship with their teacher and do not receive support are more likely to drop out of school. they express. These findings reveal the influence of teachers on students' attachment to school. It can be thought that it would be beneficial to make various arrangements, especially the entrance to the teaching departments, in order to increase the quality of teachers.

The atmosphere to be created in the classroom with the participation of all children, starting under the leadership of the teacher, and the arrangements and practices to be made by the teacher will almost certainly be created by adding something from the spirit of the teacher and all the children to the spirit of the class. The positive communication established between the teacher and the children positively supports the development of children (Bredekamp, 2015). In situations where effective social interaction is established, children actively participate in the learning process and there are rich stimuli, the learning capacity of the brain can be used more efficiently (Zembat & Koçyiğit, 2017). In order to maximize this efficiency and enable children to discover their own potential, teachers should be very good observers and guide and support children and

their families in accordance with these observations. In the positive atmosphere that teachers will create in the classroom environment, without breaking the concept of learning; should consider the individual as an ecosystem together with his family and environment. The development and learning of children within the ecosystem in which their lives are completely naturally involved will contribute to their living through this process with maximum benefit (Adagideli & Yılmaz, 2018). For this reason, ensuring continuity between family and school; necessity, almost a kind of necessity. As it is a common tool where teachers carry out teaching and families communicate at home; It is one of the most powerful ways to ensure continuity in the family and school environment (Unicef, 2009).

It is seen that the variables of burnout due to school activities, burnout due to family, perception of inadequacy at school and loss of interest in school explain 18.6% of the variance in the level of attachment to friends. Loss of interest in school, burnout due to school activities, and an increase in the perception of inadequacy at school cause a decrease in the level of attachment to friends. Relationships with peers are of great importance at the stage of student arrival; Adolescents' self-perceptions, whether they feel valued or not, and their future plans are affected by peer relationships. Having healthy and safe relationships with peers will provide adolescents with the reliable social environment they need in order to achieve their developmental tasks. In this respect, it can be stated that it is important to evaluate adolescent peer relationships within the framework of attachment styles.

Suggestions for Further Research and Limitations

The activities implemented in the first weeks of the school, the presentation of the classes and the school to the children will help them learn their routines and responsibilities, and will facilitate their adaptation to the school. For the same purpose, "Meeting Meeting" programs can be organized. Considering the school and entertainment needs of adolescent students, it is thought that not giving much homework will not alienate them from school. Relationships with peers are of great importance at the stage of student arrival; Adolescents' self-perceptions, whether they feel valued or not, and their future plans are affected by peer relationships. In order to support this development, the school guidance service can be included in the process, helping the student to perceive himself and feel valuable. In terms of burnout caused by teacher attitudes, it would be beneficial to review the relationship between students and teachers who attend school and support training courses, and to offer necessary in-service training opportunities.

There are also some limitations in this research. The first of these is the sample group. Schools from different settlements were not determined because they were selected by a convenient sampling method. Determining the sample from different cities and settlements (such as urban, rural, etc.) can provide richer findings on both school attachment and school burnout, and increase the generalizability of the results.

References

Adagideli, F. H., & Yılmaz, H. (2018). Görüşme [Interwiev]. A. Önder (Ed). *Okul öncesi çocuklarını değerlendirme ve tanıma* [*Evaluation, recognition of the preschool child*] in (pp. 141-159). Ankara: Eğiten Kitap.

Altuntaş, S., & Sezer, Ö. (2017). Investigating school attachment of secondary school students. *Journal of İnönü University Faculty of Education, 18*(1), 83-97.

Aypay, A. (2011). Primary Education II. School burnout scale for high school students: Validity and reliability study. *Educational Sciences in Theory and Practice*, *11*(2), 511-527.

Aypay, A., & Eryılmaz, A. (2011). Investigation of the relationship between high school students' motivation to attend classes and school burnout. *Journal of Mehmet Akif Ersoy University Faculty of Education*, *1*(21), 26-44.

Bellici, N. (2015). Investigation of school attachment in secondary school students in terms of various variables. *Abant İzzet Baysal University Journal of the Faculty of Education*, *15*(1), 48-65.

Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2016). *Scientific research methods* (2nd ed.). Ankara: Pegem Akademi.

Bredekamp, S. (2015). *Effective practices in early childhood education*. Nobel Academic Publishing.

Baysal, A. (1995). *Factors affecting professional burnout in high school and equivalent school teachers*. (Unpublished doctoral thesis*). Izmir:* Dokuz Eylul University.

Bowlby, J. (1969). *Attachment basic books*. *New York*.

Brooks, J. E. (2006). Strengthening resilience in children and youths: Maximizing opportunities through the schools. *Children & Schools*, *28*(2), 69-76.

Can, A. (2016). *Quantitative data analysis during scientific research with SPSS* (4rd. ed.). Ankara: Pegem Akademi.

Cowen, E. L., Hightower, A. D., Pedro-Carroll, J. A., & Work, W. C. (1990). School-based models for primary prevention programming with children. *Prevention in human services*, *7*(1), 133-160.

Çetinkaya, B. (2017). Are you attached to your loved one or addicted? Attachment. *Pegem Citation Index*, 1-107.

Duy, B., & Yıldız, M. A. (2014). Attachment to school and loneliness in the boys with different bullying status. *Education and science*, *39*(174), 173-188.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of educational research*, *74*(1), 59-109.

Jimerson, S. R., Campos, E., & Greif, J. L. (2003). Toward an understanding of definitions and measures of school engagement and related terms. *The California School Psychologist*, *8*(1), 7-27.

Johnson, M. K., Crosnoe, R., & Elder Jr, G. H. (2001). Students' attachment and academic engagement: The role of race and ethnicity. *Sociology of education*, 318-340.

Maddox, S. J., & Prinz, R. J. (2003). School bonding in children and adolescents: Conceptualization, assessment, and associated variables. *Clinical child and family psychology review*, *6*(1), 31-49.

Mengi, S. (2011). *The relationship between the social support and self-efficacy levels of secondary school 10th and 11th grade students and their attachment to school* (Master's thesis). Sakarya: Sakarya University.

Marks, H. M. (2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high school years. *American educational research journal*, *37*(1), 153-184.

Maslach, C., & Leiter, M. P. (2006). Burnout. Stress and quality of working life: current perspectives in occupational health, *37*, 42-49.

Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of organizational behavior*, *2*(2), 99-113.

Melendez, W. A., & De Guzman, R. M. (1983). *Burnout: The New Academic Disease. ASHE-ERIC Higher Education Research Report No. 9, 1983*. Publications Department, Association for the Study of Higher Education, Dept. R, One Dupont Circle, Suite 630, Washington, DC 20036.

Nedim, Ö. Z. (2019). The Role of the School in Identity and Character Formation. *Diyanet İlmi Dergi*, *55*(1), 197-215.

Özdemir, Y., & Koruklu, N. (2013). Parental attachment, school attachment, and life satisfaction in early adolescence. *Elementary Education Online*, *12*(3), 836-848.

Özkan, S., & Yavuz Tabak, B. (2021). Healthy and safe school life. Ankara: Pegem Akademi.

Rutter, M. (1987). Psychosocial resilience and protective mechanisms. *American journal of orthopsychiatry*, *57*(3), 316-331.

Salmela-Aro, K., Kiuru, N., Leskinen, E., & Nurmi, J. E. (2009). School burnout inventory (SBI): reliability and validity. *European journal of psychological assessment*, *25*(1), 48.

Secer, I., & Gençdoğan, B. (2012). Examination of school burnout in secondary school students according to various variables. *Turkish Journal of Education*, *1*(2), 25-37.

Schaufeli, W. B., & Greenglass, E. R. (2001). Introduction to special issue on burnout and health. *Psychology & health*, *16*(5), 501-510.

Umutlu, S. (2021). *Work-Family-Life Balance and Burnout in Women*. Astana Publishing.

Ültanır, E. (2017). Guidance and psychological counseling in children. Ankara: Nobel.

Warner, L., & Sower, J. (2005). *Educating young children from preschool through primary grades*. Allyn & Bacon.

Winga, M. A., Agak, J. O., & Ayere, A. M. (2011). The relationship among school adjustment, gender and academic achievement amongst secondary school students in Kisumu District Kenya. *Journal of emerging Trends in Educational research and policy studies, 2*(6), 493-497.

Unicef. (2009). Child-friendly schools manual. *http://www.unicef.org/publica tions/files/Chip_Friendly_Schools_Manual_EN_000809. pdf.*

Yazici, D. N., & Akman, B. (2020). The Expectations of Parents Having Children with Autism From Early Intervention Programs. *International Journal of Early Childhood Special Education*, *12*(1), 364-277.

Yörükan, T. (2011). *Attachment as an early age socialization and its effects in later life.* Türkiye İş Bankası Kültür Yayınları.

Yusoff, M. S. B. (2010). Stress, stressors and coping strategies among secondary school students in a Malaysian government secondary school: Initial findings. *ASEAN Journal of Psychiatry*, *11*(2), 1-15.

Zembat, R., & Koçyiğit, S. (2017). Brain based learning. *Pegem Citation Index*, 428-448.