

**Examining the Burnout Syndrome Experienced by
School Stakeholders in the Pandemic Process According to
Teacher Opinions* ****

**Pandemi Sürecinde Okul Paydaşlarının Yaşadığı
Tükenmişlik Sendromunun Öğretmen Görüşlerine Göre
İncelenmesi**

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ABSTRACT

Burnout can be defined as an emotional state that reduces the enjoyment of the individual's relations with his environment and his/her work, gives a feeling of physical, mental and emotional fatigue and hopelessness which is frequently encountered in occupational groups with intense interpersonal interaction. In this context, nearly all school stakeholders are likely to experience burnout due to intense human relations among school stakeholders. In this study, it was aimed to evaluate the burnout levels of school stakeholders in the context of teachers' perspectives in a phenomenology pattern by using the maximum diversity sampling method. The study group was formed with 30 teachers working in schools in Sivas. Research data were collected through a semi-structured interview form developed by the researchers. Content analysis method was used in the evaluation of the data. As a result of the research, teachers' perceptions of burnout and their thoughts on the state of burnout related to the teaching profession were determined. According to teachers' opinions, it has been observed that the burnout levels of school stakeholders are high and their expectations from parents, students, school management and the Ministry of National Education are high in order to cope with the feeling of burnout.

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Keywords: School stakeholders, Pandemic, Burnout, Phenomonological.

ÖZ

Tükenmişlik genel olarak bireyin çevresiyle olan ilişkilerinden ve yaptığı işten keyif almasını azaltan, fiziksel, zihinsel ve duygusal bir yorgunluk hissi veren ve genel bir umutsuzluk hâlinin hâkim olduğu bir duygu durumu olarak tanımlanabilir. Bireylerarası yoğun etkileşim içerisinde olan meslek gruplarında sıklıkla rastlanmaktadır. Bu bağlamda okul paydaşları arasında insan ilişkilerinin yoğun bir şekilde yaşanmasından hareketle tüm okul paydaşlarının da tükenmişlik yaşama ihtimali olduğu söylenebilir. Bu çalışmada okul paydaşlarının tükenmişlik düzeylerinin öğretmenlerin bakış açıları bağlamında değerlendirilmesi amaçlanmış ve bu çalışma olgubilim (fenomenoloji) deseninde yapılandırılmıştır. Araştırmanın çalışma grubu maksimum çeşitlilik örnekleme yöntemi kullanılarak Sivas il merkezinde yer alan okullarda görev yapan 30 öğretmen ile oluşturulmuştur. Araştırma verileri araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Verilerin değerlendirilmesinde içerik analizi yöntemi kullanılmıştır. Araştırma sonucunda öğretmenlerin tükenmişlik ile ilgili görüşlerinin ne olduğu ve öğretmenlik mesleğiyle ilgili tükenmişlik durumu hakkında düşünceleri belirlenmiş, pandemi sonrasında öğretmenlerin okul paydaşlarının tükenmişlik düzeyleri hakkındaki görüşleri alınmış ve tükenmişlik duygusuyla baş etmek için öğretmenlerin okul paydaşlarından çözüme yönelik beklentilerinin neler olduğu hakkında görüşleri öğrenilmiştir. Çalışma sonucunda, öğretmen görüşlerine göre okul paydaşlarının tükenmişlik düzeylerinin yüksek olduğu ve tükenmişlik duygusuyla baş edebilmek için veli, öğrenci, okul yönetimi ve Millî Eğitim Bakanlığında beklentilerinin yüksek olduğu saptanmıştır.

Anahtar Sözcükler: Okul paydaşları, Pandemi, Tükenmişlik, Olgubilim

INTRODUCTION

The concept of burnout is seen as a phenomenon defined in different ways. Over the past thirty years, numerous definitions of burnout have been developed. An exhaustion-based, one-dimensional model of burnout was put forth by Kuremyr et al. in 1994. According to their definition, burnout is "an condition of physical, emotional, and mental fatigue brought on by sustained involvement in emotionally taxing situations." Burnout is a syndrome of emotional weariness, depersonalization, and feelings of inadequate personal accomplishment (Lee & Ashforth, 1990). Freudenberger (1974) one of initial definers of burnout as the state of mental and physical tiredness within a person's professional life. It can be stated that the factors in the emergence of the feeling of burnout are individual (personality characteristics, psychological states, expectations, gender, age, marital status, education level, working hours), social (family structures, social relations), one's

job or organization (provision of justice, reward and punishment situations, supervision, workload excess, sense of belonging, values) (Arı and Çınar, 2008; Dolgun, 2010). Burnout can be defined as an emotional state dominated by a general state of hopelessness, which reduces the individual's enjoyment of his relationships with his environment and the work he does, giving a feeling of physical, mental and emotional fatigue (Koutsimani, Montgomery and Georganta, 2019).

It is seen that the concept of burnout is mostly associated with people's occupations and work situations (Maslach and Leiter, 2016). Maslach (2003), defines occupational burnout as a psychological syndrome that involves reacting to stress factors in the workplace, and specifically states that it includes chronic tension arising from incompatibility or incompatibility between the employee and his job. Maslach and Jackson (1981) define burnout in three dimensions (emotional exhaustion, depersonalization, and decrease in personal accomplishment) and state that it is an emotional exhaustion and depersonalization syndrome that often occurs between individuals in the context of processes based on human relations, and that if the emotional resources of the employees are exhausted, they will not be able to commit themselves to their work psychologically. In this regard, Mahmoodi-Shahrehabaki (2019) states that the mental, emotional and physical fatigue caused by chronic stress develops negative feelings towards one's professional self-efficacy.

The concept of burnout, which seems to be an important problem in terms of various professions, has been found in the literature indicating that people working in occupational groups with intense interaction between individuals encounter this concept more frequently (Dolgun, 2010; Aydın and Aytakin, 2019). Internationally, burnout is acknowledged as a serious professional problem that has a negative impact on both teacher effectiveness and student progress. Due to their emotionally draining profession, teachers are prone to burnout (Shahrehabaki, 2019). Organizational factors experienced in education and training services (lack of recognition by peers, principals, time pressure, scarcity of resources, conflicts between stakeholders) and the pressure from school administration to behave in a way that achieves measurable objectives (Gavish and

Friedman, 2010), continuous and direct relationship with students (lack of discipline, low motivation for learning) (Skaalvik and Skaalvik, 2011), lack of physical facilities, layout problems, class sizes (Earthman, 2002) can constitute different dimensions and components of burnout.

Even while burnout is handled from the perspectives of teachers, administrators, parents, and students, there is more pressure on teachers when seen from the perspective of education during the pandemic period. It is necessary for teachers to help students adjust to the technology age and help find solutions to the different difficulties that we face in this era of quick and constant change. To put it another way, one of a teacher's duties is to support parents in guiding their children's education and training while also realizing the ideal school-family cooperation (Eccles and Harold, 1993). The teacher is expected to maintain positive relations with all other stakeholders of the school and the school environment while performing his/her duties related to education (Cemaloğlu & Şahin, 2007). Teachers will also experience a sense of burnout due to intense human relations in the teaching profession.

It is seen that studies on burnout are mostly carried out in the field of health and education. In the studies conducted in the field of health, how the violence encountered in health institutions affects the burnout levels of the employees (Dursun, 2012; Biçer, & Karabulut, 2012; Çelebi, 2016; Çelik, 2020), the effects of employees' burnout levels on job and life satisfaction (Tekir et al., 2016; Mete, Değer, & Pehlivan, 2020), occupational burnout levels of health workers and the factors affecting it (Kılıç and Seymen, 2011; Yakut et al., 2013), the relationship between the workload of nurses and doctors working in some departments in health institutions and burnout (Ayraler et al., 2011; O'Mahony, 2011; Alexandrova-Karamanova et al., 2016; Yılmaz, 2017) were investigated.

Many studies have been conducted in the literature on the effects of the concept of burnout on education and school stakeholders. There are studies that examine how school administrators' efforts to increase school effectiveness and efficiency by finding solutions to their excess responsibilities and problems affect their burnout levels and their burnout levels with different variables. Such as according on their level of educational attainment,

experience, the district they teach in, and their previous administrative experience, primary school principals' perceptions of their burnout differ significantly (Aksu & Baysal, 2005); determining the level of burnout among school administrators based on emotional exhaustion, depersonalization, personal failure aspects, and total burnout to see if there is a noticeable difference in levels of burnout (Babaoğlu, Altun ve Çakan, 2010); if there any notable differences in the degrees of burnout and life satisfaction among school administrators according to their gender, level of experience in their field, kind of administration, and administrative status (Kıvrak, 2019). In terms of teachers working in different branches and levels, the concept of burnout was examined in terms of organizational phenomena. Age-related differences in teachers' levels of depersonalization and emotional weariness and burn out (Cemaloğlu & Şahin, 2007); professional burnout rates of teachers working in the field of special education by age, duration of work and type of disability of the individuals worked (Demir & Işıkgöz, 2021); using a person-oriented approach, socio-contextual burnout risk profiles and their correlation with the reported usage of proactive interventions among in-service teachers (Pyhältö et al., 2021) and a meta-analysis confirms relationships between student-, teacher-, and school-related variables and the three categories (emotional exhaustion, depersonalization, and personal accomplishment) of special education teachers' (SET) burnout (Park & Shin, 2020). There are studies examining the sense of burnout experienced by students studying at high school, secondary school and university level in education and training institutions, related to academic success, relationships with peers, exam stress, school life and future concerns. The transition from study to employment, especially examining whether student burnout affects employment burnout (Robins, Roberts & Sarris, 2018); figuring out the relationship between the levels of general academic achievement and the degree of school burnout amongst 6th, 7th, and 8th grade students (Çelik & Pesen, 2020); and studying the connections between student burnout, as indicated by emotional weariness, depersonalization, and a decline in personal success, and student cynicism (Wei, Wang, & Macdonald, 2015).

In schools, which are a social organization where human relations are very important, it is observed that the unwillingness, fatigue and hopelessness experienced by teachers, students, parents and administrators in the formation of an effective learning and teaching environment affect the process negatively and constitute a major problem for school stakeholders (Yıldırım and Solmaz, 2022). Growing concerns in Pandemic period with the ongoing uncertainty environment further increased the already existing burnout situation (Carnavale and Hatak, 2020; Sharifi, Asadi-Pooya & Mousavi-Roknabadi, 2021; Sun et al., 2022). Determining the relationship between teachers' psychological resilience during the epidemic (Güler & Yöndem, 2021), organizational alienation tendencies (Örücü et al., 2021) and burnout levels, investigating the burnout levels of school administrators and teachers in the Covid 19 process (Büyükkada et al., 2021), examining the burnout levels of music teachers (Kaleli, 2021), the effects of health concerns of teachers of students with special needs on burnout (Turan & Akkaynak, 2021) and examining the effects of stress experienced by students during the epidemic on depression, burnout and well-being (Gündoğan, 2022) have been studied in the Covid 19 period. When the studies were examined, it was seen that the concept of burnout was handled within the scope of quantitative research methods, and relational studies were included by evaluating them together with other concepts. There is few qualitative studies on the burnout syndrome experienced by school stakeholders (teachers, administrators, students and parents) during the pandemic in the literature. With this study, the opinions of primary, secondary and high school teachers were taken and burnout syndrome was examined in depth according to the opinions of teachers working at different education levels. Despite being at different levels of education, it was seen that the participants met at common points and developed common suggestions about burnout syndrome. In this context, it also contributes to the literature. In this study, it is aimed to evaluate the burnout syndrome experienced by school stakeholders during the pandemic process in the context of teachers' perspectives. In this context, in the research, the definition of the concept of burnout according to the opinions of the teachers, the views of the school stakeholders about the burnout syndrome experienced, the methods of coping with the

burnout syndrome experienced by the school stakeholders, the descriptions of a school environment with burnout syndrome were determined as sub-objectives.

METHOD

Research Model

This study, in which teachers' opinions about the burnout level of school stakeholders were investigated, was structured in the phenomenology pattern, which is one of the qualitative research methods. With phenomenology, it is tried to reveal the experiences, understandings and inferences of individuals about a phenomenon (Onat Kocabıyık, 2015). According to Yıldırım and ŐimŐek (2013), in phenomenological studies, they specified the data sources as individuals or communities who have experienced the situation in question and can explain it. Phenomenology studies may not be generalizable, but these studies provide a better explanation, recognition and interpretation of a phenomenon (2013). The concept of burnout, which is a current and widely discussed topic in schools, has been the subject of many researches. In this context, the concept of burnout, which is seen as an important factor in increasing success in education and maintaining its stability, was seen as a phenomenon that should be investigated in this study and a phenomenological design was used in the research.

Study group

The research universe consists of all teachers working in Sivas city center. While creating the study group, the maximum diversity sampling method was used, one of the sampling methods, the purposeful sampling technique (Yađar & Dökme, 2018), which is frequently preferred by selecting people or groups rich in experience and knowledge in order to actively use the limited resources related to the subject in qualitative research. Maximum diversity sampling, also known as "Heterogeneous Sampling", allows researchers to obtain a larger perspective by looking at all the resources related to the field they are interested in from a wide range of subjects (Etikan, Musa, & Alkassim, 2016; Rai & Thapa, 2015). In this context, in the determination of the 30 teachers in the study group, the volunteering of the participants, being a teacher, gender, seniority, branch and school

types were taken into consideration. As stated in the aim and sub-objectives of the research, the research questions prepared regarding the burnout syndrome experienced during the pandemic process deal with the burnout syndrome at a general level. In this context, it is thought that the presence of participants at primary, secondary and high school levels in the study group will not pose any problems. When the findings are examined, it will be seen that general results have been reached without this distinction. The maximum diversity sampling method was preferred for these reasons, and the participants who could be reached most easily due to the pandemic conditions were included in the research.

Demographic information of the participants is given in Table 1.

Table 1. Demographic Information of the Participants

Participants	Gender	Working Year	Branch	School Type
P1	Male	10 years	Turkish	Secondary School
P2	Male	5 years	School Counselor	Secondary School
P3	Female	7 years	Maths	Secondary School
P4	Female	19 years	Class Teacher	Primary School
P5	Male	10 years	Turkish	Secondary School
P6	Male	3 years	English	Secondary School
P7	Male	39 years	Science and Technology	Secondary School
P8	Male	10 years	Science and Technology	Secondary School
P9	Female	15 years	Preschool Teacher	Primary School
P10	Female	7 years	Music	Secondary School
P11	Female	18 years	Maths	Secondary School
P12	Female	14 years	Social Sciences	Secondary School
P13	Female	6 years	Maths	Secondary School
P14	Female	10 years	English	High School
P15	Female	8 years	Music	Secondary School
P16	Female	12 years	Preschool Teacher	Primary School
P17	Female	5 years	English	Secondary School
P18	Female	10 years	Turkish Language and Literature	High School
P19	Male	11 years	Class Teacher	Primary School
P20	Female	3 years	Special Education	High School

P21	Female	11 years	Religious Culture and Moral Knowledge	High School
P22	Female	17 years	English	High School
P23	Female	10 years	English	İlkokul
P24	Female	8 years	Turkish Language and Literature	High School
P25	Female	17 years	Class Teacher	Primary School
P26	Female	3 years	Preschool Teacher	Primary School
P27	Male	19 years	Class Teacher	Primary School
P28	Male	10 years	Special Education	Secondary School
P29	Male	7 years	Special Education	Secondary School
P30	Male	12 years	Maths	High School

According to Table 1, 19 of the participants are female and 11 are male. There are 18 teachers whose seniority is between 1 and 10 years, and 12 who are 11 years and above. According to their branches, 2 Turkish, 1 School Counselor, 4 Mathematics, 4 Classroom, 5 English, 2 Science and Technology, 3 Preschool, 2 Music, 1 Social Sciences, 2 Turkish Language and Literature, 3 Special Education and 1 Religious Culture and Moral Knowledge teacher exists. Eight of the teachers work in primary schools, 15 in secondary schools and 7 in high schools.

Data collection tools and process

Research data were collected through a semi-structured interview form developed by the researchers. In a semi-structured interview, the interviewer uses questions to try and elicit information from the subject. Semi-structured interviews develop in a conversational approach that gives participants the chance to explore the issues they feel essential, even when the interviewer has prepared a list of planned questions (Longhurst, 2003). In order to prepare the interview questions in a more qualified manner, a comprehensive literature review was conducted, and open-ended questions were examined in detail by a faculty member who is an expert in qualitative research methods and education programs and teaching. Interview questions were reshaped in line with the feedback from the relevant expert. Then, the questions that might be difficult to understand were re-evaluated by a Turkish teacher. In order to determine the intelligibility of the questions in the Interview

Form, pilot applications were made with two teachers. As a result of the pilot application, the questions that the teachers had difficulty in understanding were rearranged. In this context, the burnout levels of the school stakeholders and the final version was created by making a preliminary application. The codes (P1, P2, P3, ...) were given to the participants in the study. The data related to the research were interviewed in the schools of the participants within the scope of the research in a quiet environment that would not adversely affect the interview. Semi-structured interviews lasting approximately 60 minutes were conducted with the selected teachers. In the face-to-face interview with the selected teachers, the purpose of the research was explained to the teachers, detailed explanations were given that their personal information would be kept confidential, and detailed information was given about the questions; however, teachers were in no way guided to get the desired answer. In addition, a voice recorder was used with the consent of the participants in order to prevent the loss of data during the interview. After the interviews, the audio recordings were converted into written text and these texts were presented to the participants one by one, and their consent was obtained. As an example of the questions in the semi-structured interview form; a) What do you think about the concept of burnout? According to you how did the pandemic period affect the burnout level of teachers and administrators?

Data Analysis

The data evaluation method uses a content analysis approach. Content analysis is described as "a methodical diminution of content is generated to pinpoint subject matters and extract significant meanings of facts, surveyed using specific keeping context in mind" by Roler and Lavrakas (2015) (as referenced in Roller, 2019). The selection of the research methodology and study outline, the formation of the group, and the technique employed for data analysis are all covered in this presentation.

Interview Transcripts: All face-to-face interviews with the participants during the research process were recorded with a voice recorder with the consent of the participants. A 60-minute interview was conducted within the scope of the research. The recorded data

after the interviews were converted into text as raw data with the Microsoft Word text processing program.

Coding the Data: Prior to the data's coding, the transcripts were read line by line by two researchers. Additionally, the research's important parameters include the following dimensions have been determined and it has been tried to determine what each dimension means. The language and ideas used by the participants in the coding were applied in the coding as much as possible.

Interpretation Techniques: In the process of interpreting the interview data, descriptive analysis, content analysis and continuous comparison techniques were used. In the descriptive analysis, direct quotations are frequently used to reflect the views of the interviewees in a striking way. Data was first segmented into portions for content analysis, and those parts were then compared by analyzing them. Following that, a common category was created for all the codes that extracted essential ideas from those parts and evoked similar concepts. In the final phase, the integrity of meaning from the themes derived from the data was obtained and interpretation was made. The obtained data need to be thoroughly examined through content analysis, which reveals previously unseen themes and dimensions (Yıldırım & Şimşek, 2013).

Validity and Reliability

Internal validity (credibility), external validity (transferability), internal reliability (consistency), and external reliability (confirmability) are all requirements for ensuring validity and reliability in qualitative research (Lincoln & Guba, 1985). Face-to-face interviews were done in this way, allowing long-term interaction, ensuring internal validity in the research at a location and time chosen by the participants. Semi-structured interviews lasting approximately 60 minutes were conducted with the selected teachers. In the face-to-face interview with the selected teachers, the purpose of the research was explained to the teachers, detailed explanations were given that their personal information would be kept confidential, and detailed information was given about the questions; however, teachers were in no way guided to get the desired answer. The participants gave their consent for the interview to be recorded, and after they were informed that the

information could be used for scientific publications, it was confirmed that their participation was voluntary. In order to provide external validity, the research's assessment of the research technique and design, the development of the study group, and the technique used to analyze the facts acquired were all reported rigorously. Comprehensive explanations were provided with the use of the participants' direct statements. For avoiding mistakes that could endanger the dependability of the study, a faculty member specialized in qualitative research methods was asked to evaluate the research in all its aspects. Individually established themes, sub-themes, and codes were then compared to determine which had the most support. The data analysis was done by two researchers separately utilizing researcher triangulation to assure internal reliability (Merriam, 2015). All data obtained during the research process were evaluated and coded separately by another researcher other than the researcher himself, and a general consensus was achieved between all codings. The consistency of the codes used by the two researchers independently of each other was determined by marking them as "Agreement" or "Disagreement". All coding in the research for reliability calculation; The reliability formula [Reliability = Consensus / (Agreement + Disagreement)] proposed by Miles and Huberman (1994) was used. According to this formula, it was observed that there was a 94% agreement between the analyzes of the two researchers. This rate shows that the reliability level of the research is high.

Ethical consent of the research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, were carried out.

Ethics committee permission information

Name of the committee that made the ethical evaluation: Sivas Cumhuriyet University Ethics Committee

Date of ethical evaluation decision: 28.06.2022

Ethics assessment document issue number: E-60263016-050.06-180837

FINDINGS

In this section, in order to evaluate the burnout levels of school stakeholders in the context of teachers' perspectives, the findings obtained by the answers given by the participants to the questions in the semi-structured interview form, the tables containing the codes, categories and frequency values obtained with these findings, and the views of the participants are included. The findings of the research were analyzed under 7 themes. These themes are; *a) Teachers' views on the concept of burnout, b) Teachers' views on the effects of the pandemic period on the burnout levels of teachers, c) Teachers' opinions on the effects of the pandemic period on the burnout level of school administrators, d) Teachers' views on the effects of the pandemic period on the burnout level of parents, e) Teachers' views on the effects of burnout on the level of burnout, f) Teachers' views on what school stakeholders should do to cope with the feeling of burnout during the pandemic process, g) Teachers' views on completing the statement "In a school where the feeling of burnout is intense..."* The findings related to the themes are presented with 7 Tables.

Teachers' views on the concept of burnout are structured in 2 categories, Personally and Professionally, and a total of 17 codes, and presented in Table 2.

Table 2. Teachers' views on the concept of burnout

Categories	Codes	f
Personally	Not Enjoying Life	13
	Feeling of Physical and Mental Fatigue	12
	Unwillingness	10
	Unhappiness	10
	Not Feeling Energetic	8
	Indignation	6
	Not Meeting Life Expectations	4
	Inability To Be Excited	3
<i>Total</i>		<i>66</i>
Professionally	Feel Inadequate	5
	Cessation of Productivity	3
	Inability to Work	3
	Lack of Faith in Success	2
	The Trivialization of Success	1
	Not Striving For Success	1
	Failure to Meet Professional Expectations	1
	Inability to Develop Creative Ideas	1
<i>Total</i>		<i>17</i>
Overall Total		84

According to the participant's views, the Personal Aspect category comes to the fore. It is seen that the participants generally concentrate on similar answers. In the table, it was determined that the answers of not being able to enjoy life (f:13), feeling of physical and mental fatigue (f:12), reluctance (f:10) and not feeling energetic (f:8) were used more by the participants. The opinions of the participants that the concept of burnout negatively affects both their personal and professional lives can be interpreted as the high level of awareness of the participants about the concept. The participants' views on related codes are presented below:

“It is a state of general unhappiness and hopelessness that occurs as a result of individuals not believing that they will be successful, not making efforts to succeed, and not finding the strength to work in themselves because they think that this success will not have a significant impact on their own life even if they are successful.” (P 8).

“We can explain it as a person's lack of former commitment to everything around them (family, work, future, etc.), the feeling of constant mental fatigue as a result of the intense stress experienced, the replacement of happiness with anxiety and the lack of purpose.” (P 19).

“It is when a person feels physically and spiritually inadequate, tired, hopeless, and cannot find enough energy to do something.” (P 29).

Teachers' views on the effects of the pandemic period on teachers' burnout levels are listed as follows: a total of 6 categories and 34 codes in total, including the General State, Pandemic Period, Technological Factors, Spatial Factors, Control of Success and Pandemic Effects, are structured and presented in Table 3.

Table 3. Teachers' views on the burnout syndrome experienced by teachers during the pandemic period.

Categories	Codes	f
General State	Experiencing burnout.	28
	Do not experience a sense of burnout.	2
<i>Total</i>		<i>30</i>
Pandemic Period	Has adversely affected.	23
	Increased the existing burnout.	7
<i>Total</i>		<i>30</i>
Technological Factors	The challenge of distance education.	13
	Spending too much time at the computer.	5
	Problems in students' participation in live lessons.	11
	Experiencing technological problems.	2
<i>Total</i>		<i>31</i>
Spatial Factors	Decreased teacher-student interaction	7
	Decreased influence of the teacher on the student	7
	Moving away from the classroom	6
	Limitation of communication channels.	4
<i>Total</i>		<i>27</i>
Pandemic Effects	Experiencing difficulties in getting feedback from students.	6
	Failure of students to show the expected progress in academic terms.	6

Control of Success	Decreased educational efficiency	6
	Students' indifference to lessons	5
	Inability to get paid for the hard work	5
	Inability to get paid for the hard work	5
	Difficulties experienced by students in fulfilling their responsibilities	3
	Inability to be objective in assessment-evaluation procedures	1
<i>Total</i>		<i>37</i>
Pandemic Effects	Uncertainty of the process.	5
	Increased level of health anxiety.	2
	The feeling of inadequacy of the teacher.	2
	Feeling of helplessness.	1
	Increasing number of documents required by the school.	1
	Problems in planning	1
<i>Total</i>		<i>12</i>
Pandemic Effects	Increasing expectations from the teacher.	4
	Decreased job satisfaction.	3
	To provide continuous information about the changing proces.	1
	Increasing indifference of parents in the process.	1
	Increased fatigue that comes with intense work.	1
	No concept of working hours.	1
Being accused of being responsible for the process.	1	
<i>Total</i>		<i>24</i>
Overall Total		191

When the findings are examined, the categories of Technological Factors and Control of Success come to the fore. They experience burnout in the table (f:28), negatively affected (f:23), difficulty in distance education (f:13), increased existing burnout (f:7), decreased student-teacher interaction (f:7). It can be stated that the increase in technology dependency during the pandemic process, the distance from the school environment, the uncertainty experienced, and the fact that distance education brings together many

difficulties in the context of both teacher and student, and increases the existing burnout in teachers. Some of the participants' views on the subject are presented below:

“Even when I was talking face to face, I had a hard time being understood. Doing this job from a distance, keeping children in front of the screen all the time, not being able to see their eyes and not knowing if they understand, not being able to check homework, not getting objective answers in measurement and evaluation, the children listening to me while lying down, the disconnection of the lesson, the fact that attendance was not compulsory, caused failure and everything I did was left in the air. As such, neither the children nor I could enjoy my lesson, nor did they understand it. Our level of burnout has peaked in both them and me.” (P 13).

“Since students and parents are ignorant about the process and distance education is constantly changing during the applied process (ZOOM, EBA), teachers had to deal with parents even at 12 pm. The EBA platform not working from time to time and the constant connection problems in the courses reduced the effectiveness of the courses. The fact that some of the students did not attend the live classes and the parents were indifferent in this regard created a cognitive gap between the students. In addition, an emotional bond with the students could not be established in this process. Therefore, this process made us all tired.” (P 18).

School administrators' views on the effects of the pandemic period on teachers' burnout levels are listed as follows: a total of 4 categories and 26 codes in total, including the General State, Pandemic Period, Technological Factors, Spatial Factors, Control of Success and Pandemic Effects, are structured and presented in Table 4.

Table 4. Teachers' views on the burnout syndrome experienced by school administrators during the pandemic period.

Categories	Codes	f
General State	They are experiencing burnout.	26
	They do not experience a sense of burnout.	4
<i>Total</i>		<i>30</i>
Pandemic Period	The Pandemic Period has increased the level of burnout.	20
	The Pandemic Period did not affect the level of burnout.	10
<i>Total</i>		<i>30</i>
Person Oriented	State of uncertainty	7
	Change of responsibilities.	4
	Increased feeling of fatigue.	3
	Increased stress state.	1
<i>Total</i>		<i>15</i>
Mission Oriented	Decreased working hours	8
	The workload is on the teachers.	5
	Leaving the control of distance education to the teacher.	4
	Elimination of the situation in which they should be active in the education and training process	3
	Parent management problem.	3
	Difficulty of coordinated work	2
	Sudden decisions taken during the distance education process	2
	Conducting the process by teachers	2
	Difficulty of coordinated work.	2
	Sudden decisions taken during the distance education process.	2
	Organizing schools according to pandemic conditions	2
	Conducting the process by teachers.	2
	Not having to deal with problems.	1
	Students' reluctance.	1
	The difficulty of implementing distance education.	1
Intensification of communication	1	
Difficulty in supervising.	1	
<i>Total</i>		<i>42</i>
Overall Total		117

According to the findings, the categories of General and Task Oriented come to the fore. Looking at the table, it is seen that the participants generally concentrate on similar answers. They experience burnout in the table (f: 26), the pandemic period increased the level of burnout (f: 20), did not affect the level of burnout (f: 10), decreased working hours (f: 8), preparing a plan and curriculum (f: 7), and it was determined that the answers to the state of uncertainty (f:7) were used more by the participants. Although the majority of the participants stated that the pandemic process increased the burnout levels of school administrators, it is noteworthy that half of the participants who support this view also argue that the pandemic process does not affect their burnout levels. It can be interpreted that the personal difficulties experienced with the process and the increase in their workload related to their duties cause them to experience the feeling of burnout intensely. Some of the participants' views on the subject are presented below:

“It has affected. Adapting the plans and programs to the system created difficulties for the school administrators. In addition, not being able to carry out the parent-teacher-student management effectively may also have created stress.” (P 3).

“It affected. It was difficult to plan for the continuation of education in a process that started with uncertainties and was uncertain when it would end. The feeling of inadequacy caused by not being able to do the job properly has intensified.” (P 30).

Teachers' views on the effects of the pandemic period on the burnout level of parents, in 2 categories as Positive and Negative, and a total of 18 codes were structured and presented in Table 5.

Table 5. Teachers' views on burnout syndrome experienced by parents during the pandemic period.

Categories	Codes	f
Positive	Empathizing with the teacher.	7
	Increasing technology literacy.	5
	Getting involved in the process.	4
	Students take responsibility.	1
<i>Total</i>		<i>17</i>
Negative	Difficulty of academic control	9

Table 5. Continued

Teachers' views on burnout syndrome experienced by parents during the pandemic period.

Negative	Boredom	8
	Tiredness	8
	Increasing technology addiction	7
	Economic troubles	7
	Increased responsibility	6
	Anxiety	4
	Lack of planning	2
	Uncertainty of the process	2
	Children's reluctance	2
	Indifference	2
	Technological troubles	2
<i>Total</i>		<i>59</i>
Overall Total		76

According to the teachers' opinions, the Negative category comes to the fore. In the table, the answers to difficulty in academic control (f:9), fatigue (f:8), boredom (f:8), empathy with the teacher (f:7), economic problems (f:7) and increase in technological addiction (f:7). These were the answers that used more by the participants. In general, it can be said that during the pandemic period, parents have difficulties in providing academic control of their children and in coping with the increasing responsibilities in the process, and the level of burnout increases with the feeling of fatigue and boredom brought about by this. Some of the participants' views on the subject are presented below:

“It had a negative impact. In environments with limited education level, the difficulty of academic control of the student and the economic difficulties of the parents drove them to burnout.” (P 2).

“The parents also experienced a sense of burnout because they undertook the educational task and could not fulfill it fully. They could not provide motivation in the students, the children were also very reluctant, the parents were very worried. As a result, we can say that burnout has increased.” (P 26).

The opinions of teachers regarding the effects of the pandemic period on the burnout level of students are structured with a total of 4 categories as Academic, Social, Personal and Negative, and a total of 16 codes, and presented in Table 6.

Table 6. Teachers' views on the burnout syndrome experienced by students during the pandemic period.

Categories	Codes	f
Academic	Disruption of education	15
	Sense of purposelessness	9
	Feeling of reluctance	6
	Not taking responsibility	3
<i>Total</i>		33
Social	Social problems	13
	Family communication has decreased	5
<i>Total</i>		18
Personal	Increased anxiety level	6
	Feeling of boredom	6
	Technology addiction	5
	Uncertainty	4
	Feeling of hopelessness	4
	Psychological problems	1
	Health concern	1
<i>Total</i>		27
Negative	Increased the level of burnout.	5
	Economic problems.	3
<i>Total</i>		8
Overall Total		86

According to the findings, Personal and Academic categories come to the fore. In the table, it was determined that the answers to interruption of education (f:15), social problems (f:13) and sense of purposelessness (f:9) were used more by the participants. During the pandemic period, both the problems caused by the distance education process and the social problems caused by students being away from school, teachers and friends can be interpreted as increasing the burnout levels of students. Some of the participants' views on the subject are presented below:

“Student's got away from school and friends for a long time caused social problems.” (P1).

“Moving to a brand new system has challenged parents, teachers and administrators as well as students. Waiting in front of the computer for hours was a challenging factor for them as well.” (P 6).

“It was bad that his/her sociality decreased and he/she got away from the environment of friends, they could not see their future as bright and they became pessimistic. Fear and anxiety predominated and burnout levels increased.” (P 21).

Teacher opinions on what school stakeholders should do to cope with the feeling of burnout during the pandemic process are structured with a total of 3 categories as Academic, Social and Personal and a total of 53 codes and presented in Table 7.

Table 7. Teachers' views on what school stakeholders should do to cope with the feeling of burnout during the pandemic process

Categories	Codes	f
Academic	Teachers should be supported.	12
	Teachers and students should be given technological education.	11
	School-parent cooperation should be established.	8
	Education should be supported.	8
	Educational activities should be organized.	7
	Teacher motivation should be increased.	4
	Hygiene should be ensured at school.	4
	Curriculum needs to be adapted to the pandemic.	4
	Goals must be attainable.	4
	Ministry should take effective decisions.	3
	Students should be encouraged to love school.	2

	Flexibility should be provided.	2
	Resource support should be provided.	2
	The school should be staffed.	2
	Equality of opportunity in education should be ensured.	2
	Students should be encouraged to love school.	2
	Test anxiety training should be given to students.	1
	Students should be more active.	1
	Parents should trust their children.	1
	Gain-oriented assessment and evaluation should be done.	1
	The teacher's workload should be reduced.	1
	Discipline should be increased.	1
<i>Total</i>		83
	Social relations should be supported.	10
	Parents should spend quality time with their children	9
	Communication with stakeholders should be strengthened.	8
	Social relations with students should be developed.	8
	Artistic and social activities should be done	5
	Economic support should be provided.	4
	Children should be told that the situation is temporary.	2
Social	Teachers should be on annual leave.	1
	Pandemic management should be provided.	1
	The situation should be considered temporary.	1
	Vacation should be taken.	1
	Parent support should be provided.	1
	A fair environment should be provided.	1
<i>Total</i>		52
	Parents should communicate with their children.	11
	Students should be made to feel safe.	9
	Parents should empathize with their children.	5
	The teacher should be made to feel safe.	5
	Parents should develop a sense of responsibility in their children.	4
	Psycho-education should be given	4
	The student should be supported.	4
Personal	Students should be encouraged to develop themselves.	2
	Parents should make their children feel valued.	2
	There should be no despair.	2
	Love must be shown.	2
	Parents should be at peace with their children.	1
	Teachers should be made to feel valued.	1
	The process must be adapted.	1

Parents should improve themselves	1
<i>Total</i>	<i>54</i>
Overall Total	189

According to the findings, the Academic category comes to the fore. In the table, it was determined that the answers of teachers should be supported (f:12), teachers and students should be trained in technological terms (f:11), parents should communicate with their children (f:11) and social relations should be supported (f:10) were used more by the participants. It can be said that during the pandemic process, distance education makes technological competence inevitable and students spend all their time in their rooms away from their friends, supporting students by providing technological education and developing their social relations. It can be interpreted that teachers and school administrators form a common opinion that supporting them with activities that will improve them professionally and socially will reduce the feeling of burnout. It can be stated that parents are more responsibilities due to the fact that students stay away from their teachers and friends and are more dependent on technology during the pandemic process, and that parents should spend more and quality time with their children in order to compensate for this situation, and that they need to find healthy ways of communication with their children as much as possible. It can be stated that the expectations of teachers from the Ministry of National Education regarding the pandemic process should be supported in every sense, restructuring the curriculum with attainable goals and developing social relations. Some of the participants' views on the subject are presented below:

“Teachers are always trying to do their best. They need to get the necessary support. They may do research on this and believe that the process is temporary. They can keep up with the developing technology. They should adapt to the new order without resisting what the conditions bring.” (P 19).

“The school should include activities that increase motivation (art, sports, etc. events and competitions). If students and teachers are happy at school, the school administration

will be happy, and people who are happy in their environment will not have burnout syndrome.” (P 30).

Teachers' views on completing the statement "In a school where the feeling of burnout is intense" is structured with 2 categories as Academic and Personal, and a total of 15 codes, and presented in Table 8.

Table 8. Teachers' views on completing the statement “..... in a school where the feeling of burnout is intense”

Categories	Codes	f
Academic	No success.	12
	Teachers don't want to work.	5
	Effective education – teaching does not take place.	5
	Teachers are unhappy.	2
	It gets boring.	1
	There will be reluctance.	1
	Achievable goals need to be set.	1
	No cooperation.	1
Motivation is low.	1	
<i>Total</i>		29
Personal	Stress level is high.	2
	No positive energy.	2
	There will be no welfare.	2
	There will be burnout.	2
	There will be despair.	1
	There will be pessimism.	1
<i>Total</i>		10
Overall Total		39

In general, the Academic category comes to the fore according to the opinions of the teachers. It has been determined that the answers in the table are not successful (f:12), effective education is not realized (f:5) and teachers do not want to work (f:5) answers are used more by the participants. It can be said that in a school where burnout is intense in general, the participants perceive this as a negative situation and interpret it as that education cannot achieve its purpose. Some of the participants' views on the subject are presented below:

“Educational activities cannot be carried out effectively.” (P 3).

“There is no welfare, education cannot progress within the framework of the determined objectives” (P 6).

“I would never want to work because the negative energy of my colleagues also affects me.” (P 25).

DISCUSSION AND CONCLUSION

In this study, it was aimed to evaluate the burnout levels of school stakeholders in the context of teachers' perspectives, and the findings obtained in this section were discussed within the scope of themes. According to the results of the research, it was seen that the teachers considered the concept of burnout from both professional and personal aspects.

While defining the concept of burnout, it is seen that they frequently use concepts such as not being able to enjoy life, feeling of physical and mental fatigue, reluctance, feeling inadequate, hopelessness and unhappiness. When interpreting burnout from a professional point of view, participants explain it by using concepts such as not being able to develop creative ideas, stopping productivity, lack of belief in success, insignificance of success, not being able to work, not meeting professional expectations, seeing oneself as inadequate.

According to the findings obtained in the research, it can be stated that the feeling of burnout is intense in teachers. Similarly, in studies conducted by including different variables, it was concluded that teachers are faced with the feeling of burnout intensely (Girgin 2010; Yılmaz, Yazıcı, & Yazıcı, 2014; Bozkuş, 2018). According to the research, it was stated that the pandemic process negatively affected the burnout status of teachers and caused an increase in the existing burnout levels. It is seen that the reasons such as the difficulties experienced in terms of technology, the difficulty of the distance education process, getting away from the classroom environment, the difficulty of controlling success, the uncertainty of the pandemic process, the concerns about health and the disappearance of the concept of working hours, and the increase in the feeling of fatigue are emphasized. Similarly, in the study of Pressley (2021), Covid-19 anxiety, current

teaching anxiety and communication anxiety with parents and administrative support are important factors for teacher burnout, Robosa et al. (2021) concluded that the management of students, significant difficulties due to workloads, provides an effective learning environment and difficulties in communicating with students increase burnout levels. In addition, Yılmaz and Konan (2021) stated that the main sources of the difficulties experienced by the teachers in the process are the economic difficulties, the low participation in distance education, the indifference of the students to the lessons, social problems, health concerns, getting sick, staying away from the students, the efforts of the teachers in the process, Battal and KoŐar (2021), on the other hand, determined that there are uncertainties, students not attending classes and the policies of the Ministry of National Education. The results obtained are consistent with the results obtained in this study.

According to the findings obtained in the research, it can be stated that the sense of burnout is intensely experienced in school administrators. In other studies, it was concluded that burnout is intense in school administrator (Aksu & Baysal, 2005; BaŐol & Altay, 2009). The results obtained support the study. However, unlike this study, Babaođlan, Altun, and akan (2010) reported that administrators had low levels of burnout, KocabaŐ and DŭztaŐ (2011) had moderate levels of burnout, and Dileki and BiŐgin (2022) reported no burnout.

It is seen that it is emphasized that the effects of the pandemic period on the burnout level of school administrators mostly cause an increase in burnout levels. EytimiŐ, Sezer and Yıldıırım (2022) concluded in their study that the unpreparedness of managers during the distance education process negatively affects their job performance, creates stress for managers and affects their professional satisfaction. In particular, it is seen that the increase in the stress situation, the change of responsibilities, the state of uncertainty and the increase in the feeling of fatigue are expressed as individual factors. It has been stated that the problems related to their duties such as the change in working hours and the difficulty of planning and controlling distance education cause an increase in the level of burnout. Similarly, Upadyaya, Toyama and Salmela-Aro (2021) stated that the increase

in workload during the pandemic process, work stress and professional burnout increased with concerns about Covid-19, while Demirdağ (2022) stated that infrastructure deficiencies related to access to distance education, problems arising from legislation, administrative problems. In this respect, it has been revealed in his studies that problems such as coordination and information deficiencies affect managers negatively. The results obtained from the studies support this study. It can be said that the uncertainties brought by the process and the increase in the workload cause the managers to experience burnout. It has been stated that the effects of the pandemic period on the burnout level of parents have positive effects such as empathizing with the teacher, being involved in the process, taking responsibility of the students and increasing technology literacy. However, it has been stated that negative reasons such as the low education level of the parents, the economic difficulties they experience, the difficulty of academic control and the increase in their responsibilities, and the increase in technology addiction increase the level of burnout. In studies with different variables, Aguiar et al. (2021) concluded that the epidemic brought additional stress to families, caused an overwhelming sense of exhaustion, emotional distance from the child, inability to experience satiety in the parent role and not fulfilling the role fully, Griffith (2020) concluded that parenting roles changed in the process and this changed the levels of burnout. The results obtained are similar to the results in this study. In the process, it can be said that parents have problems in their coping skills and financial impossibilities increase this situation.

The domains associated to Covid 19, according to Pressley (2021), are anxiety, present teaching anxiety, anxiety talking with parents, and administrative support. Because of this, schools must support teachers during an epidemic like the Covid-19 pandemic by offering advice and support for coping with worry. Reduced instances of burnout syndrome are made possible by administrative and management support as well as access to the required resources. Several teachers mentioned that their negative feelings, which occurred concurrently with their learning during the adaption phase, included overwork, weariness, and irritation. This phrase effectively illustrates situation: *"It is when a person*

feels physically and spiritually inadequate, tired, hopeless, and cannot find enough energy to do something.”

When the findings related to the effects of the pandemic period on the burnout levels of students were examined, it was stated that it had academic, social and personal effects. It is emphasized that the reasons such as the feeling of aimlessness and reluctance, difficulty in taking responsibility, increase in social problems, increase in anxiety levels with uncertainty, increase in technology addiction increase the levels of burnout. In their study, Savi-Çakar and Uzun (2021) evaluated the effects of the process on adolescent lives in the context of parents' views, the difficulties of adolescents in the distance education process, their longing for school and their friends, the decrease in their social activities, the increase in their technological addictions, Talu and Gençtanırım Kurt (2022), the decline in children's academic achievement and psychosocial aspects. In addition, Őstŭndađ (2021) found that during the pandemic process, children's eating habits deteriorated, they got angry easily, they had difficulty in concentrating and they felt more tired than before. In general, it can be said that the pandemic process affects students negatively and increases their burnout levels.

Increasing the motivation of stakeholders and strengthening cooperation in the findings on what school stakeholders should do to cope with the feeling of burnout during the pandemic process, structuring the curriculum to eliminate the losses in the process, making the goals more accessible, organizing artistic and social activities, supporting students and teachers to feel safe and improving themselves. The development of a program to be used in distance education activities, and the provision of psychological support to teachers and students (Battal and KoŐar, 2021; SarıŐık et al., 2021), children suffer the most losses in social learning and deficiencies in this regard should be eliminated (Őzgŭrden and Okur, 2022) and socio-culturally supporting students (Yavuz and Çetin, 2022). In order to eliminate the negative effects of the process, it can be said that the provision of psychological and social support comes to the forefront.

Teachers have included negative statements that there will be no success in a school where the sense of burnout is intense, education and training will not take place, the

motivation of the stakeholders will be low, the level of stress will increase, and pessimism and hopelessness will prevail. In the studies conducted, Öngel and Tabanlı (2022) concluded that positive emotions arising from the teacher are determinative for their teaching experiences, and Özdemir and Kış (2019) concluded that in an organization with healthy and happy employees, people reveal their potential more, their productivity increases and they obtain better products. It can be said that the high level of psychological well-being of teachers directly affects the school climate, school stakeholders and success.

As a result of the study, it can be said that school stakeholders (teachers, administrators, parents and students) are faced with the feeling of burnout and the pandemic process has increased the level of burnout even more. It is seen that there are many expectations in order to cope with the increasing burnout due to the problems experienced in the process. Considering that teachers are the most important element of the education and training process, it seems vital to support them in order to cope with the feeling of burnout. It is important to carry out new studies to eliminate the losses experienced by school stakeholders while struggling with the uncertainties and difficulties of the pandemic process.

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GENİŞ ÖZET

Tükenmişlik, duygusal tükenme, sinizm duyguları ve kişisel başarıda azalma ile karakterize psikolojik bir sendromdur. Literatürde, tükenmişlik ile depresyonun ilgi kaybı, konsantrasyon bozuklukları ya da fiziksel ve mental yorgunluk gibi bazı ortak özellikleri paylaştıkları için farklı rahatsızlıklar olup olmadığı noktasında anlaşmazlıklar bulunmaktadır. Genel olarak tükenmişlik, bireyin çevresiyle olan ilişkilerinden ve yaptığı işten keyif almasını azaltan, fiziksel, zihinsel ve duygusal bir yorgunluk hissi veren, genel bir umutsuzluk halinin hâkim olduğu bir duygu durumu olarak tanımlanabilir.

Çeşitli meslek dalları açısından önemli bir sorun olarak görünen tükenmişlik kavramı, bireyler arası yoğun bir etkileşim içinde olan meslek gruplarında çalışan kişilerde daha yoğun olarak görüldüğü bilinmektedir. Yoğun kişilerarası iletişim, duygusal, fiziksel ve mental olarak tüketici çalışma koşulları ya da işin duygusal yük boyutunun da bulunduğu meslek gruplarında tükenmişlik sendromuna daha sık rastlanmaktadır. Depresyon ile ortak seyredabilen tükenmişlik sendromu diğer meslek grupları ile karşılaştırıldığında öğretmenlerde daha fazla görülebilmektedir. İnsan ilişkilerinin oldukça önemli olduğu sosyal bir örgüt olan okullarda, etkili bir öğrenme ve öğretme ortamının oluşmasında öğretmenlerin, öğrencilerin, velilerin ve yöneticilerin yaşadığı isteksizlik, yorgunluk ve umutsuzluk halinin süreci olumsuz etkilediği gözlenmekte ve okul paydaşları için büyük bir sorun oluşturmaktadır. Okullarda yaşanan çatışmalar, öğrencilerle kurulan daimi ilişki, akademik baskılar, fiziki imkânlar konusundaki eksiklikler, disiplin problemleri, okul hiyerarşisi, yüklü evrak işi, toplumsal ve politik baskılar okul paydaşları üzerinde etkili olmaktadır. Pandemi dönemiyle birlikte gelen belirsizlik, korku, izolasyon gibi duygular da okul paydaşlarının tükenmişlik düzeyleri üzerinde etkili olmuştur.

Araştırmanın çalışma grubunu Sivas il merkezinde yer alan okullarda görev yapan 30 öğretmen oluşturmaktadır. Çalışmada, örnekleme yöntemlerinden, “Heterojen Örnekleme” olarak da bilinen maksimum çeşitlilik örnekleme yöntemi kullanılmıştır. Araştırma kapsamında çalışma grubu oluşturulurken, katılımcıların gönüllü olmaları, öğretmen olmaları, cinsiyet, kıdem, branş ve çalıştığı okul türleri dikkate alınmıştır. Araştırma verileri araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Yarı yapılandırılmış görüşmede, görüşmeci, sorular sorarak konu ile ilgili bilgi almaya çalışmıştır. Okul paydaşlarının tükenmişlik düzeylerinin belirlenmesi konusunda öğretmen görüşlerinin alınması amacıyla katılımcılara sorulacak sorular uzman görüşü alınarak hazırlanmış ve son hali ön uygulama yapılarak oluşturulmuştur. Araştırmada yer alan katılımcılara (K1, K2, K3, ...) kodları verilmiştir, kimlik bilgileri gizli tutulmuştur. Görüşmeler önceden belirlenen gün ve saatlerde yapılmıştır. Yarı yapılandırılmış görüşme formunda yer alan sorulara örnek olarak “a)Tükenmişlik kavramını açıklayınız. b) Pandemi dönemi öğretmenlerin tükenmişlik düzeyini nasıl etkiledi? c) Pandemi dönemi yöneticilerin tükenmişlik düzeyini nasıl etkiledi?” gibi sorulara yer verilerek okul paydaşlarının tükenmişlik düzeyleri incelenmiştir. Araştırmada elde edilen veriler, görüşme formundaki sorulara göre gruplandırılarak ortaya çıkan benzer kavramlarla kodlamalar yapılmış, kodlamalar üzerinden kategori ve temalar oluşturulmuş ve düzenlenmiştir. Böylece tablolar oluşturulmuş ve elde edilen bulgular yorumlanmıştır. Araştırmanın daha iyi anlaşılabilmesi için olguya ait tekrarlanan ifadeler ve elde edilen etkileyici görüşler tablo altında doğrudan alıntı olarak verilmiştir.

Araştırmada elde edilen bulgulara göre okul yöneticilerinin ve öğretmenlerin tükenmişlik duygusunun yoğun şekilde yaşandığı ifade edilebilir. Çalışmada öğretmenlerin tükenmişlik kavramını tanımlarken mesleki ve kişisel yönden ele aldıkları görülmüştür. Tükenmişlik kavramını tanımlarken hayattan zevk alamama, bedensel ve ruhsal yorgunluk hissi, isteksizlik, kendini yetersiz hissetme, umutsuzluk ve mutsuzluk gibi kavramları sıklıkla kullandıkları görülmektedir.

Çalışma sonucunda okul paydaşlarının genel olarak tükenmişlik duygusuyla karşı karşıya kaldığı ve pandemi sürecinin bunu daha da artırdığı söylenebilir. Süreçte yaşanan sıkıntılarla artan tükenmişlikle baş edebilmek için beklentilerin çok olduğu görülmektedir. Öğretmenlerin eğitim öğretim sürecinin en önemli unsuru olduğu göz önüne alındığında, tükenmişlik duygusuyla baş edebilmek için desteklenmelerinin hayati önem taşıdığı görülmektedir. Okul paydaşlarının pandemi sürecinin belirsizlikleri ve zorluklarıyla mücadele ederken yaşadığı kayıpların giderilmesi için yeni çalışmaların yapılması önemlidir.

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Contribution of Researchers

The first author contributed 40%, the second author contributed 30% and the third author contributed 30%, to this article.

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Conflict of Interest

The researchers do not have any personal or financial conflicts of interest with other individuals or institutions related to the research.

Ethics Committee Declaration

This study was conducted with the approval of Cumhuriyet University Ethics Commission dated 28.06.2022 and numbered E-60263016-050.06-180837. Ethics Committee Approval is attached.

Appendix: 1

