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Examination of The Relationship Between The Professional Burnout Levels of Female Primary School Teachers and Their Attitudes Towards Students Under Temporary Protection Status¹

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Abstract

This study investigates the relationship between female primary school teachers' occupational burnout levels and their attitudes toward students with temporary protection status. The research employed a relational screening design, a quantitative research method. The sample consisted of 345 female teachers actively working in 58 different primary schools in the Sehitkamil district of Gaziantep province, selected through simple random sampling. Of these teachers, 73% were married. The study first used an independent samples t-test and one-way analysis of variance (ANOVA). Following this, Pearson Correlation (r) analysis was conducted to determine whether there was a correlation between their scores on the occupational burnout inventory and the sub-dimensions of the refugee student attitude scale.

Keywords: Occupational burnout, attitude towards students, female primary school teacher, relational scanning.



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Introduction

Although the exact boundaries of the Middle East remain unclear today, the region, which includes 19 countries, has hosted around 54 million immigrants between 2005 and 2015, with one in every ten people being an immigrant (Akin, 2020a, p. 333). Türkiye, as one of the key nations in the Middle East, has become both a destination country for immigrants and a “transit zone” for those moving elsewhere, placing it in a strategic position in terms of refugees. This has made it even more crucial for Türkiye to develop a comprehensive perspective on the reality of migration and refugees, a phenomenon that has the potential to transform the country’s economic, social, cultural, and political landscapes (Ünal, 2014).

Türkiye’s refugee and migrant crisis is generally associated with the influx of Syrians starting in 2010. However, for EU countries, the real turning point of the crisis came in 2015. By December 7 of that year, over 911,000 refugees or migrants had reached EU countries, and 2,550 deaths had occurred during the perilous journey to European shores, drawing global attention to the seriousness of the crisis (Akin, 2020b, p. 327).

Historically, due to its strategic and geographic position, Türkiye has been involved in migration flows, with a significant wave of migration from Syria in recent years. Various factors influence families’ decisions to either stay in Syria or leave. Some Syrians choose to remain because of strong ties to their homeland and economic livelihoods, while others flee the physical dangers of the conflict. This has led to mutual adaptation challenges in the social lives of the host countries. Moreover, family separation, which carries profound psychological, social, and economic consequences, has become a major concern for those fleeing violence and crossing international borders (Chandler et al., 2020).

The adaptation process is influenced by the immigrant’s status in both their country of origin and their new country, as well as by various factors that shape these statuses. An immigrant’s educational background, profession, and social standing create different pathways for navigating the adaptation process (Apak, 2014). When discussing migration and social adaptation, it is crucial to consider families, particularly women and children, who play a pivotal role in the family structure and are part of the at-risk population (Çakırer Özservet & Sarı, 2020). In this context, the education and schooling of refugee students present a significant challenge.

The large number of refugees in Türkiye has made it essential to develop policies across various sectors, particularly in education. While educating Syrian children is critical for their integration into society, denying them education could lead to their involvement in low-wage work, resulting in a “lost generation” prone to criminal activity (Çelik & Fırat, 2020). Several factors contribute to the creation of a lost generation, including the negative impact on refugees’ physical and mental development, difficulties in adapting to social and cultural norms, social exclusion, child labor, lack of education, exposure to unhealthy and dangerous environments, and ultimately becoming an unskilled workforce (Şahin, Moralı & Gocer, 2021).

Effective migration management, ensuring a healthy adaptation process for immigrants, enforcing strict legal measures against xenophobia and

hate crimes through social policies, and expanding educational opportunities for immigrants will also help reduce the security risks associated with migration (Karasu, 2020, p. 105).

Providing Syrians with education opportunities and integrating them into schools will not only help students overcome the traumatic experiences of their past, but also support them in achieving the goals they set for their families and the society they now live in. This process will prepare immigrants for the future and facilitate their integration into Turkish society (Çiçekli, 2020, p. 204). The strong kinship ties between Syria and Gaziantep, Gaziantep's developed industrial sector, job opportunities and similarities in nature, customs, traditions, religious practices, spatial proximity, and cultural history have all contributed to the large influx of Syrians, especially those from Aleppo, to Gaziantep during the civil war (Kuzu, 2020; Soyudoğan, 2020; Gültekin et al., 2020, p. 91).

This study aims to highlight the challenges faced by female primary school teachers in this context, as the city of Gaziantep, which is constantly evolving, hosts many Syrian families with school-aged children. These children face significant difficulties in the education system, and female teachers, who often experience burnout, are deeply affected by the added pressure of managing these challenges. Burnout syndrome not only affects teachers' personal satisfaction but also impacts their attitudes towards educating, even though they are engaged in a form of social engineering.

While there have been numerous studies on burnout in Türkiye and globally, research specifically addressing the relationship between migration and burnout remains limited. This is largely due to the population growth caused by migration and the potential traumatic experiences of immigrants. Professions that require face-to-face communication, including primary school teaching, have encountered various challenges, especially in communication with immigrants. Female primary school teachers, who bear not only their professional duties but also responsibilities for their own families, are particularly vulnerable to burnout when working with immigrant students. According to the literature, the traumas faced by immigrant children in their home country and the adaptation struggles they experience in their new environment hinder their learning abilities and place even greater responsibility on their teachers.

This study aims to explore the relationships between the professional burnout levels of female primary school teachers and their attitudes toward students with temporary protection status. In line with this objective, the following sub-questions were addressed:

1. What are the scores of female primary school teachers from the occupational burnout inventory and the attitude scale towards students under temporary protection status?
2. Do the scores obtained from the sub-dimensions of the occupational burnout inventory, namely emotional exhaustion, desensitization and personal accomplishment, differ statistically significantly according to;
 - a. The marital status of female primary school teachers,
 - b. Their level of education,
 - c. Their professional seniority?

3. Do the scores obtained from the refugee student attitude scale in general and the sub-dimensions of the scale (communication, adaptation and competence) differ statistically significantly according to;

- a. The marital status of female primary school teachers,
- b. Their level of education,
- c. Their professional seniority?

4. What kind of relationships are there between the scores from the sub-dimensions of the occupational burnout inventory, namely “emotional exhaustion, depersonalization and personal accomplishment” and the scores from the sub-dimensions of the refugee student attitude scale (communication, adaptation and competence)?

Methodology

Model of the Research

In this study, the relational screening model was used. In relational screening studies, a cause-and-effect relationship is not sought between variables (Fraenkel, Wallen & Hyun, 2011). Based on this, the relational screening model was preferred to determine the relationship between the professional burnout levels of female primary school teachers and their attitudes toward students with temporary protection status. In addition, marital status, educational status, and professional seniority years of the female primary school teachers in the study group were determined and their differences in the scores obtained from the scales were examined.

Study Group

The study group of this research consisted of 345 female primary school teachers working in 58 different primary schools in the central Sehitkamil district of Gaziantep. Information on the study group is presented in Table 1.

Table 1. Information on the Study Group (N = 345)

Variable	Category	<i>f</i>	%
Marital status	1. Married	251	72.8
	2. Single	94	27.2
Education status	1. Bachelor's degree	295	85.5
	2. Master's degree	50	14.5
Years of professional seniority	1. 0-5 years	86	24.9
	2. 6-10 years	50	14.5
	3. 11-15 years	28	8.1
	4. 16 years and above	181	52.5

Data Collection Tools

The data for this study were gathered using two tools: the “Occupational Burnout Inventory (Educator Form)” and the “Refugee Student Attitude Scale.” Information about the scales is presented below.

Occupational Burnout Inventory (Educator Form)

To assess the occupational burnout levels of female primary school teachers, the “Occupational Burnout Inventory (Educator Form)” developed by Maslach, Jackson, and Leither (1996) and adapted to Turkish

culture by İnce and Şahin (2015) was employed. This inventory consists of 22 items divided into three sub-dimensions: “emotional exhaustion,” “desensitization,” and “personal accomplishment.” Scores range from 0 to 6, and higher scores indicate that participants possess the traits evaluated by the respective sub-dimension. Construct validity was confirmed via Confirmatory Factor Analysis (CFA), which demonstrated that the original three-factor structure was valid, with acceptable fit indices: $\chi^2/df = 4.37$, RMSEA = .08, SRMR = .06, CFI = .89, and TLI = .88 (Kline, 2015). The internal consistency (alpha) coefficients for the sub-dimensions were calculated as .89, .74, and .90, respectively, while the overall inventory had an alpha coefficient of .86. Internal consistency values are considered excellent at ≥ 0.9 and good when $0.7 \leq \alpha < 0.9$ (George & Mallery, 2010).

Refugee Student Attitude Scale

To measure the attitudes of female primary school teachers toward students with temporary protection status, the “Refugee Student Attitude Scale” developed by Saglam and Kanbur (2017) was used. This scale comprises 24 items across three sub-dimensions: “communication,” “harmony,” and “competence.” Higher scores on the four-point Likert-type scale indicate that participants exhibit the characteristics assessed by the corresponding sub-dimension. Confirmatory Factor Analysis (CFA) confirmed the original three-factor structure, with fit indices also at acceptable levels: $\chi^2/df = 4.88$, RMSEA = .09, SRMR = .07, CFI = .88, and TLI = .87 (Kline, 2015). The alpha internal consistency coefficients for the sub-dimensions were .95, .91, and .82, while the entire scale showed an alpha coefficient of .96. As per George and Mallery (2010), internal consistency coefficients of ≥ 0.9 are considered excellent, and values between 0.7 and 0.9 are deemed good.

Analysis of Data

Prior to data analysis, the dataset was scrutinized for missing values, univariate outliers, and normality. The data, which was voluntarily collected through Google Forms, was initially transferred to Excel and subsequently imported into the SPSS statistical software. As the form required responses to all questions, there were no missing values in the dataset. To identify potential outliers, standardized scores were computed based on the total scores from the measurement instruments. The analysis showed that all Z-scores fell within the range of -3 to +3, indicating the absence of univariate outliers (Schumacker & Tomek, 2013).

For assessing normality, the skewness and kurtosis coefficients for the total scores and subscale scores of the instruments were examined. The Occupational Burnout Inventory’s overall results were skewness = -.12; kurtosis = .34, while its subscales showed values as follows: emotional exhaustion (skewness = .40, kurtosis = -.81), desensitization (skewness = 1.23; kurtosis = 1.44), and personal accomplishment (skewness = -.99; kurtosis = .18). Similarly, the Refugee Student Attitude Scale was evaluated, yielding overall skewness = -.19 and kurtosis = -.71, with subscales showing the following: communication (skewness = -.68; kurtosis = -.30), compliance (skewness = .02; kurtosis = -.81), and competence (skewness = .16; kurtosis = -1.00).

These measurement tool values met the normality criteria suggested by Tabachnick and Fidell (2012), which specify a range between -1.5 and +1.5

for skewness and kurtosis. Therefore, parametric tests were deemed suitable for the subsequent analyses.

Descriptive statistics were used to identify the average scores teachers achieved on the "Refugee Student Attitude Scale". The score intervals for the arithmetic means were classified as follows: "1.00-1.74 - Strongly Disagree", "1.75-2.49 - Somewhat Agree", "2.50-3.24 - Mostly Agree" and "3.25-4.00 - Completely Agree". For the "Professional Burnout Inventory" the minimum score for each item was set at "0", while the maximum possible score was "6". The response options for scoring were defined as "0 - Never", "1 - A few times a year", "2 - Once a month", "3 - A few times a month", "4 - Once a week", "5 - A few times a week" and "6 - Every day" and were consistently applied during the data collection phase.

In the scoring framework of the inventory, the maximum score that could be achieved for the personal accomplishment subscale was 48, for emotional exhaustion it was 54, and for depersonalization, it was 30. Higher scores on the personal accomplishment subscale reflect lower burnout levels. This inverse relationship in scoring and interpretation results in the personal accomplishment subscale also being referred to as a sense of personal failure or reduced personal achievement.

Results

Findings Regarding the First Sub-Problem

Descriptive statistics were conducted to determine the level of professional burnout among and the level of attitudes of female primary school teachers towards students with temporary protection status female primary school teachers. The findings are presented in Table 2.

Table 2. Female Primary School Teachers' Professional Burnout Levels and Attitude Levels towards Students with Temporary Protection Status.

Scales	Dimensions	N	X	Ss
Occupational Burnout Inventory	Emotional exhaustion	345	19.30	11.28
	Desensitization	345	4.14	4.77
	Personal success	345	28.98	9.72
Refugee Student Attitude	Communication	345	3.28	.67
	Rapport	345	2.83	.73
	Competence	345	2.68	.81

As seen in Table 2, teachers' scores on the occupational burnout inventory were 19.30 for the emotional exhaustion dimension, 4.14 for the desensitization dimension, and 28.98 for the personal accomplishment dimension. These findings suggest that teachers experience a moderate degree of emotional exhaustion, a low degree of desensitization, and a high degree of personal accomplishment.

Also Table 2 shows that teachers scored 3.28 in the communication dimension, 2.83 in the compliance dimension, 2.68 in the competence dimension, and 3.01 on the overall Refugee Student Attitude Scale. These results indicate that teachers generally express agreement with the items on the scale, both across its sub-dimensions and overall.

Findings and Comments Regarding the Second Sub-Problem

- a. To address whether teachers' scores on the occupational burnout inventory's subscales vary significantly based on marital status, an "independent samples t-test" was conducted. The results are detailed in Table 3.

Table 3. Results of t-test Analysis for Independent Groups According to Marital Status Variable.

	Group	N	\bar{X}	Ss	Sd	t	P
Emotional exhaustion	Married	251	19.60	11.79	343	.83	.41
	Single	94	18.47	9.79			
Desensitization	Married	251	3.92	5.04	343	1.43	.15
	Single	94	4.74	3.94			
Personal success	Married	251	29.23	9.74	343	.78	.44
	Single	94	28.32	9.66			

An examination of Table 3 reveals that teachers' scores in the sub-dimensions of the occupational burnout inventory, namely "emotional exhaustion" ($t(343) = .83$; $p > .05$), "depersonalization" ($t(343) = 1.43$; $p > .05$), and "personal accomplishment" ($t(343) = .78$; $p > .05$), do not show statistically significant differences based on marital status. This indicates that the occupational burnout levels of single and married teachers are comparable. In other words, marital status does not appear to be a distinguishing factor in teachers' occupational burnout scores.

- b. To determine whether teachers' scores on the sub-dimensions of the occupational burnout inventory differ significantly according to their education level, an "independent samples t-test" was performed. The results are displayed in Table 4.

Table 4. Results of t-test Analysis for Independent Groups According to Educational Status

	Group	N	\bar{X}	Ss	Sd	t	P
Emotional exhaustion	Bachelor's degree	295	18.71	11.39	343	2.36	.02
	Master's degree	50	22.76	10.00			
Desensitization	Bachelor's degree	295	4.14	4.68	343	.09	.93
	Master's degree	50	4.20	5.35			
Personal success	Bachelor's degree	295	28.73	9.94	343	1.16	.25
	Master's degree	50	30.46	8.16			

Table 4 shows that teachers' scores on the "depersonalization" ($t(343) = .09$, $p > .05$) and "personal accomplishment" ($t(343) = 1.16$, $p > .05$) subscales of the occupational burnout inventory do not vary significantly with educational status. However, the scores for the "emotional exhaustion" subscale do show a statistically significant difference based on educational level ($t(343) = 2.36$, $p < .05$). Specifically, teachers with postgraduate education scored higher on emotional exhaustion ($\bar{X} = 22.76$) compared to those with a bachelor's degree ($\bar{X} = 18.71$). This indicates that

teachers with postgraduate qualifications experience higher levels of emotional exhaustion than those holding only undergraduate degrees.

- c. To explore whether teachers' scores on the subscales of the occupational burnout inventory differ significantly according to their years of professional experience, a one-way analysis of variance (ANOVA) was conducted. The results are provided in Table 5.

Table 5. One-Way Variance Analysis Results According to Professional Seniority Years

	Group	N	X̄	Ss	Source of Variance	KT	Sd	KO	F	p
Emotional exhaustion	1	86	19.51	10.27	Intergroup	56.27	3	18.76	.15	.93
	2	50	19.98	10.41	Intragroup	43707.16	341	128.17		
	3	28	18.36	10.03	Total	43763.43	344			
	4	181	19.14	12.18						
Desensitization	1	86	4.94	4.67	Intergroup	142.08	3	47.36	2.10	.10
	2	50	4.74	3.99	Intragroup	7692.67	341	22.56		
	3	28	2.82	4.73	Total	7834.75	344			
	4	181	3.81	4.97						
Personal success	1	86	30.64	7.80	Intergroup	334.14	3	111.38	1.18	.32
	2	50	28.64	8.48	Intragroup	32133.76	341	94.23		
	3	28	29.11	10.04	Total	32467.90	344			
	4	181	28.27	10.73						

Note: 1 = 0-5 years; 2 = 6-10 years; 3 = 11-15 years; 4 = 16 years and above

An analysis of Table 5 indicates that teachers' scores on the sub-dimensions of the occupational burnout inventory "emotional exhaustion" ($F(3-344) = .15, p > .05$), "desensitization" ($F(3-344) = 2.10, p > .05$), and "personal accomplishment" ($F(3-344) = 1.18, p > .05$) do not show statistically significant differences based on years of professional seniority. This suggests that the levels of occupational burnout experienced by teachers are consistent regardless of their length of professional experience.

Findings and Comments Regarding the Third Sub-Problem

- a. To determine whether the overall scores and sub-dimension scores on the Refugee Student Attitude Scale vary significantly based on teachers' marital status, an "independent samples t-test" was performed. The results are displayed in Table 6.

Table 6. Results of t-test Analysis for Independent Groups According to Marital Status

	Group	N	X̄	Ss	Sd	t	P
Communication	Married	251	3.29	.68	343	.46	.65
	Single	94	2.56	.64			
Rapport	Married	251	2.84	.73	343	.77	.44
	Single	94	2.76	.72			
Competence	Married	251	2.71	.80	343	1.46	.15
	Single	94	2.57	.82			
Total	Married	251	3.03	.65	343	.85	.40
	Single	94	2.96	.63			

An examination of Table 6 reveals that teachers' scores on the overall Refugee Student Attitude Scale ($t(343) = .85, p > .05$) and its sub-dimensions of communication ($t(343) = .46, p > .05$), compliance ($t(343) = .44, p > .05$), and competence ($t(343) = 1.45, p > .05$) do not show statistically significant differences based on marital status. This indicates that the attitudes of married and single teachers towards students with temporary protection status are similar.

- b. To explore whether teachers' overall scores and sub-dimension scores on the Refugee Student Attitude Scale vary significantly according to their educational level, an "independent samples t-test" was conducted. The results are provided in Table 7.

Table 7. Results of t-test Analysis for Independent Groups According to Educational Status

	Group	N	X̄	Ss	Sd	t	P
Communication	Married	295	3.27	.67	343	.76	.45
	Single	50	3.35	.61			
Rapport	Married	295	2.81	.73	343	1.13	.26
	Single	50	2.93	.69			
Competence	Married	295	2.64	.81	343	1.76	.08
	Single	50	2.86	.76			
Total	Married	295	2.99	.65	343	1.20	.23
	Single	50	3.11	.60			

Table 7 shows that teachers' scores on the overall Refugee Student Attitude Scale ($t(343) = 1.20, p > .05$) and its sub-dimensions of communication ($t(343) = .76, p > .05$), compliance ($t(343) = 1.13, p > .05$), and competence ($t(343) = 1.76, p > .05$) do not exhibit statistically significant differences based on educational background. This suggests that the attitudes of teachers with undergraduate and graduate education toward students with temporary protection status are similar.

- c. To investigate whether teachers' scores on the overall scale and sub-dimensions of the Refugee Student Attitude Scale differ significantly according to years of professional experience, a "one-way analysis of variance" (ANOVA) was performed. The results are presented in Table 8.

Table 8. One-Way Variance Analysis Results According to Professional Seniority Years

	Group	N	X	Ss	Source of Variance	KT	Sd	KO	F	p
Communication	1	86	3.23	.63	Intergroup	1.97	3	.66		
	2	50	3.31	.64	Intragroup	150.21	341	.44	1.49	.22
	3	28	3.53	.56						
	4	181	3.27	.70	Total	152.18	344			
Rapport	1	86	2.75	.75	Intergroup	1.34	3	.45		
	2	50	2.85	.64	Intragroup	181.87	341	.53	.84	.47
	3	28	3.00	.56						
	4	181	2.82	.77	Total	183.21	344			
Competence	1	86	2.57	.78	Intergroup	5.02	3	1.66		
	2	50	2.47	.88	Intragroup	218.62	341	.64	2.61	.06
	3	28	2.70	.81						
	4	181	2.78	.79	Total	223.64	344			
Total	1	86	2.94	.64	Intergroup	1.35	3	.45		
	2	50	2.99	.60	Intragroup	142.09	341	.42	1.08	.36
	3	28	3.19	.49						
	4	181	3.02	.68	Total	143.44	344			

Note: 1 = 0-5 years; 2 = 6-10 years; 3 = 11-15 years; 4 = 16 years and above

An analysis of Table 8 indicates that the overall scores teachers obtained on the Refugee Student Attitude Scale do not show statistically significant differences based on years of professional seniority ($F(3-344) = 1.08$, $p > .05$). Similarly, the scores in the communication ($F(3-344) = 1.49$, $p > .05$), compliance ($F(3-344) = .84$, $p > .05$), and competence ($F(3-344) = 2.61$, $p > .05$) sub-dimensions do not vary significantly with professional seniority. This suggests that teachers' attitudes towards students with temporary protection status are consistent regardless of their years of experience.

Findings and Comments Regarding the Fourth Sub-Problem

To explore the nature and direction of the relationships between scores on the sub-dimensions of the Occupational Burnout Inventory (emotional exhaustion, depersonalization, and personal accomplishment) and scores on the sub-dimensions of the Refugee Student Attitude Scale (communication, compliance, and competence), a "Pearson correlation analysis" was conducted. The results are shown in Table 9.

Table 9. Pearson Correlation Analysis Results for the Relationship between the Sub-Dimensions of the Job Burnout Inventory and the Sub-Dimensions of the Students with Temporary Protection Status Attitude Scale.

	(1)	(2)	(3)	(4)	(5)	(6)
1. Emotional exhaustion	1	.53**	.10	-.13*	-.13*	-.14**
2. Desensitization		1	-.11*	-.23**	-.17**	-.11
3. Personal success			1	.25**	.17**	.13*
4. Communication				1	.74**	.61**
5. Rapport					1	.79**
6. Competence						1

Note: * = $p < .05$; ** = $p < .01$

An examination of Table 9 reveals statistically weak but significant negative correlations between the emotional exhaustion sub-dimension of the Occupational Burnout Inventory and the communication ($r = -.13$, $p < .05$), compliance ($r = -.13$, $p < .05$), and competence ($r = -.14$, $p < .01$) sub-dimensions of the Refugee Student Attitude Scale. These results suggest that as teachers' levels of emotional exhaustion increase, their ability to communicate, adapt, and demonstrate competence towards students with temporary protection status tends to decrease.

There is no statistically significant correlation between the desensitization sub-dimension of the Occupational Burnout Inventory and the competence sub-dimension of the Refugee Student Attitude Scale ($r = -.11$, $p > .05$). However, weak negative correlations were found between desensitization and the communication ($r = -.23$, $p < .01$) and compliance ($r = -.17$, $p < .01$) sub-dimensions. This indicates that as teachers' levels of desensitization rise, their communication and adaptability towards students with temporary protection status are likely to decline.

Conversely, there are weak positive significant correlations between the personal accomplishment sub-dimension of the Occupational Burnout Inventory and the communication ($r = .25$, $p < .01$), compliance ($r = .17$, $p < .01$), and competence ($r = .13$, $p < .05$) sub-dimensions of the Refugee Student Attitude Scale. These findings suggest that as teachers experience higher levels of personal accomplishment, their communication, adaptation, and competence towards students with temporary protection status also tend to improve.

Discussion and Conclusion

The present research sought to explore the correlation between the levels of professional burnout experienced by female primary school teachers and their attitudes towards refugee students. Additionally, the study identified the gender, marital status, educational background, and years of professional experience of the female teachers in the sample, analyzing how these factors influenced the scores they achieved on the respective scales. The findings of the study show that teachers generally experience moderate level of emotional exhaustion, low level of depersonalization and high level of personal accomplishment. Their attitudes towards students under temporary protection are at the level of "mostly agree" in both the

general scale and sub-dimensions. Although this finding suggests that teachers have a generally positive attitude towards this student group, it also suggests the possibility that teachers may be more hesitant about competence, as stated in the studies of Keskin and Okcu (2021) and Kanbur (2017).

When analysed in terms of demographic variables, no statistically significant difference was found between the burnout levels of married and single teachers and their attitudes towards students under temporary protection status. This result coincides with similar findings of Kanbur (2017) and Keskinsaz (2023). However, in the study of Keskin and Okcu (2021), it was stated that married teachers showed more positive attitudes in the adaptation dimension. In the analysis according to the level of education, it was found that the emotional exhaustion levels of postgraduate teachers were higher than those of undergraduate teachers. On the other hand, the level of education has no significant effect on teachers' attitudes towards students under temporary protection status. This result is similar to the findings of Kazu and Deniz (2019) and Kanbur (2017). When analysed according to years of professional seniority, no significant difference was found between teachers' burnout levels and their attitudes towards students under temporary protection status. While this finding is supported by the studies of Vangölü (2022) and Kanbur (2017), it contradicts some expectations that the experiences of teachers with different seniority may affect attitudes. Additionally, Polat (2009) noted that while multicultural personality can be fostered through education, there was no significant difference between the gender and education level of teacher candidates and their inclination toward multicultural education.

One of the most important findings of the study is the weak but significant negative correlations showing that as the level of emotional exhaustion increases, teachers' scores in the sub-dimensions of communication, adaptation and competence towards students under temporary protection status decrease. This indicates that teachers experiencing burnout may have difficulties in interacting with this student group. On the other hand, weak positive significant correlations were found indicating that as the level of personal achievement increased, the scores in the communication, adaptation and competence sub-dimensions increased. This suggests that teachers with high personal achievement perception can communicate more effectively with these students, adapt to them more easily and feel more competent. Weak negative correlations were also found between depersonalization and communication and adjustment. These findings support the importance of teachers' subjective well-being levels, which we mentioned in our previous speech. Low levels of subjective well-being and high levels of burnout may negatively affect teachers' attitudes towards this vulnerable group of students. In research by Kazu and Deniz (2019), it was shown that teachers' attitudes towards students with temporary protection status were at an acceptable level in the adaptation and competence sub-dimensions, as well as on the overall scale, while they scored higher in the communication sub-dimension. Similarly, Çetin, Sari and Karakuş (2022) discovered a significant correlation between the number of immigrant students in teachers' classes and their levels of emotional exhaustion. In Dönmez's (2015) study, it was revealed that the number of immigrant students in primary school teachers' classes

significantly impacted their levels of emotional exhaustion, desensitization, and feelings of personal failure.

Çetin and İra (2023) examined the relationship between teachers' subjective well-being levels and their attitudes towards refugee students. It was found that there was a weak positive correlation between school engagement and teaching competence, which are the sub-dimensions of teachers' subjective well-being levels, and communication, adaptation and competence, which are the sub-dimensions of the refugee student attitude scale. This shows that as teachers' school engagement and teaching efficacy increase, their perceptions of communication, adaptation and competence towards refugee students also increase slightly in a positive direction. In addition, it was concluded that the sub-dimensions of the subjective well-being scale were significant predictors of the sub-dimensions of the refugee student attitude scale. The results of regression analysis revealed that the communication, adaptation and competence dimensions of the refugee student attitude scale positively predicted school engagement and teaching competence (Çetin & İra, 2023). These findings suggest that teachers' positive attitudes towards refugee students may positively affect their subjective well-being levels. An evaluation of the results of the related research and this study shows that teachers' attitudes towards this student group are related to their psychological well-being. In addition, while there is a positive relationship between subjective well-being and positive attitude, there is a negative relationship between burnout (especially emotional exhaustion) and positive attitude. This may be due to the fact that subjective well-being and burnout are different but related constructs. Teachers with high subjective well-being may be expected to experience less burnout and this may contribute to more positive attitudes towards refugee students. According to the results related to demographic variables, emotional exhaustion levels of postgraduate teachers were found to be higher than those of undergraduate teachers. However, marital status and professional seniority did not create a significant difference on burnout levels. Similarly, marital status, education level and professional seniority did not create a statistically significant difference on teachers' attitudes towards students under temporary protection status. This finding suggests that teachers' attitudes towards this student group may be more related to their psychological well-being rather than demographic characteristics. As a result, it supports that teachers' psychological states (subjective well-being or burnout) are related to their attitudes towards refugee/temporary protection status students. Increasing teachers' subjective well-being and reducing their burnout levels may help them develop more positive and supportive attitudes towards this student group. In this context, it is important to create supportive school environments for teachers, raise their awareness through in-service trainings and support their professional development.

Suggestions

The following suggestions were presented based on the findings and research results:

- Primary school teachers, who are already performing a difficult and pedagogical profession by nature, experience more burnout when it comes to students with temporary protection status who need time for communication and adaptation. To increase the

quality and quantity of education and training services provided by female class teachers, teachers should be made aware of the issues that negatively affect them and this issue should be applied to the entire group of teachers and awareness should be created in the national education organization.

- Considering that burnout has a significant impact on foreign students, it is thought that teachers need to change their current professional life patterns. In this context, it is of great importance to create awareness by organizing professional development programs for teachers, in-service training seminars, conferences and panels, special training for immigrants, as well as social and cultural events.

- As a contribution to solving the educational problems of immigrant students who have been in our country for a long time, it is of great importance for administrators to update the pre-service teacher training programs and increase the success and motivation of teachers.

- Teachers' burnout is not only caused by themselves but also the knowledge and experience of school administrators and even senior managers within the national education directorate can have a negative or positive effect on this issue. In this context, all necessary support should be provided to teachers by the national education directorates, especially school administrators.

- Care should be taken to assign teachers with extensive professional experience to the training given to immigrant students.

- Teaching immigrant students by teachers with high professional experience will reduce the degree of teacher burnout.

Conflict of Interest Information

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Ethics Committee Decision

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