

AN EXAMINATION OF ACADEMIC RESEARCH ON TEACHER BURNOUT

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ABSTRACT

The aim of this study is to examine accessible doctoral and postgraduate theses, as well as articles on teachers' professional burnout in Turkey between 2010 and 2023. In this qualitative research, data were analyzed through content analysis. The study was conducted using 6 doctoral theses and 118 postgraduate theses accessible from the Higher Education Council (YÖK) National Thesis Center and 50 articles accessible from the National Academic Network and Information Center (ULAKBİM). The findings were explained using descriptive analysis tools such as numerical and percentage values. Subsequently, tables were presented to illustrate these studies. According to the results obtained from the study, it was found that the highest number of doctoral theses were conducted in the years 2018, 2019, and 2020, the highest number of master's theses were in 2019, and the highest number of articles were published in the years 2021, 2022, and 2023. In terms of research methods, quantitative methods were predominantly used, while the number of studies conducted using qualitative methods was limited. It is essential to increase the number of studies conducted using mixed and qualitative methods to ensure the comprehensiveness, reliability, and validity of findings regarding burnout.

Keywords: Teacher, burnout, professional burnout.

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ÖĞRETMENLERİN MESLEKİ TÜKENMİŞLİKLERİ ALANINDA YAPILAN AKADEMİK ÇALIŞMALARIN İNCELENMESİ

ÖZET

Bu çalışmanın amacı, 2010–2023 yılları arasında Türkiye’de öğretmenlerin mesleki tükenmişlikleri konusunda yapılan araştırmalardaki eğilimi belirlemektir. Nitel araştırma yönteminin kullanıldığı bu çalışmada veriler içerik analiziyle çözümlenmiştir. Çalışma, Yükseköğretim Kurulu (YÖK) Ulusal Tez Merkezi sitesinden ulaşılabilen 6 doktora tezi ve 118 lisansüstü tezi ve (ULAKBİM) Ulusal Akademik Ağ ve Bilgi Merkezi ulaşılabilen 50 makale üzerinden yürütülmüştür. Elde edilen bulgular betimleyici analiz araçlarından sayı ve yüzde değerleriyle açıklanmıştır. Daha sonra tablolarla bu çalışmalar sunulmuştur. Ulaşılan temel bulgulara bakıldığında; en fazla doktora tezi 2018, 2019, 2020 yıllarında, en fazla yüksek lisans tezinin 2019 yılında yapıldığı ve en fazla makalenin ise 2021,2022,2023 yıllarında yayımlandığı bulunmuştur. Elde edilen verilere göre bu çalışmalarda daha çok nicel araştırma yöntemlerine başvurulmuştur. Nitel yöntemle yapılan çalışma sayısı çok azdır. Tükenmişlik konusundaki bulguların daha kapsamlı, güvenilir ve geçerli olabilmesi için karma yöntemlerle ve nitel yöntemlerle yapılacak olan çalışmaların artırılması gerekmektedir.

Anahtar Kelimeler: Öğretmen, tükenmişlik, mesleki tükenmişlik.

1. INTRODUCTION

Teachers should guide students' academic and social growth and shape the changing dynamics of education and social expectations. This proud professional community faces numerous challenges arising from the complex interaction of factors such as heavy workloads, student behavior, working conditions, administrative policies, and personal factors. Teachers are facing burnout due to a variety of challenges including disciplinary problems, overcrowded classrooms, bureaucratic tasks, difficulties in communicating with parents, lack of materials, role confusion, fear of violence, classroom management issues, and unsupportive administrators. Burnout resulting from these challenges can cause teachers to experience physical, emotional, and cognitive exhaustion, making it difficult to create effective teaching and learning environments in the classroom.

Burnout was first defined by Freudenberg (1974) as a "state of exhaustion" caused by failure, depletion, and wearing out, loss of energy and strength, or unmet internal resource needs. While Pines and Aronson (1988) defined burnout as a loss of enthusiasm, energy, idealism and perspective, Shirom (2003) defined burnout as a loss of purpose and stated that its basic theme is personal. Burnout is defined as a state of inconsistency between what one wants to do and what one has to do, or between the individual and their overall situation (Maslach & Leiter, 2005). According to Maslach (2003), burnout is a psychological syndrome that develops over a long period of time as a reaction to factors that create on-site stress and increase. Burnout is more common among individuals in communication groups that are responsible for conveying information about events. Doctors, nurses, police officers, managers, dentists, hotel staff, nannies, bank employees, psychologists, traffic coordinators, sales representatives, school principals are examples of these professional groups (Dalkılıç, 2014, 17). Due to this problem, burnout is considered a widespread issue among various professional groups as well as employees in

general. Burnout is an important phenomenon related to behaviors within the teaching process and teacher-student relationships (Maslach & Gomes, 2006). Burnout is considered a common condition, especially among professionals, and 80% of the professional population may experience burnout syndrome in their working lives (Işıkhhan, 2017). The teaching profession can be considered one of the professional groups at risk of burnout (Işıkhhan, 2017). Due to the importance of the teaching profession and the risk of burnout, numerous studies have been conducted on teacher burnout (Akçamete, Kaner, & Sucuoğlu, 2001; Cinay, 2015; Erdemoğlu, 2007; Girgin, 2010; Koralay, 2014).

In this context, the aim of this study is to examine the trends in teacher burnout research by investigating master's theses produced in the field of educational sciences in terms of the context of subject, method, and analysis techniques.

The problem statement and sub-problems of the research are as follows.

Problem Statement

What is the trend in studies conducted between 2010 and 2023 in the field of professional burnout among teachers?

Sub-Problems

1. What is the temporal distribution of the studies?
2. What is the typology of publications in the study?
3. What is the linguistic distribution of the studies?
4. What is the methodological distribution of the studies?

2. METHOD

2.1. Research Design and Methods

The study aimed to demonstrate the trend of research conducted between 2010 and 2023. A simple content analysis method was used to determine the trend in the studies. Open access master's theses, doctoral dissertations, and articles published between 2010 and 2023 were collected for the study. These studies were coded and tabulated according to sub-problems. This study employed a descriptive survey design. A descriptive content analysis method, deemed suitable for the study's objectives, was utilized. This is because content analysis is inherently interconnected. Content analysis involves bringing together similar data, organizing it within a specific conceptual framework, and presenting it to the reader in a clear and understandable manner (Creswell, 2013). Content analysis is used in four stages to process qualitative research data obtained from documents: (1) data coding, (2) finding themes, (3) organizing codes and themes, (4) ensuring validity and reliability by calculating frequency, and (5) defining and interpreting the results (Denzin and Lincoln, 2011). Both quantitative and qualitative studies were examined and analyzed using descriptive content analysis. General trends in the field were identified (Çalık and Sözbilir, 2014; Selçuk, Palancı, Kandemir, and Dündar, 2014). This study conducted a content analysis of both quantitative and qualitative studies, as well as an examination of

research on teacher burnout. The results of the study were evaluated.

2.2. Scope and Process of the Research

The scope of this study consists of accessible master's theses and articles on teacher burnout published between 2010 and 2023. To identify trends, a particular focus was placed on recent studies. Master's theses on teacher burnout were accessed through The Council of Higher Education Center (YÖK) thesis search engine and Google Scholar using keywords such as "burnout," "teacher," and "professional burnout." The most recently uploaded master's theses, doctoral dissertations, and articles were included in the study. A total of 118 master's theses, 6 doctoral dissertations and 50 articles constituted the study group (documents). There are many independent studies on almost every topic in the literature. While these independent studies provide significant contributions to researchers, it is equally important to evaluate the effect sizes, analyses, identifications, findings and results together. The abundance of studies in the literature can lead to certain problems. While the results obtained may overlap, they can also be contradictory. Therefore, the results of content or meta-analysis based on studies conducted on a specific topic provide significant convenience to researchers. In addition, Çalık and Sözbilir (2014) stated that those who do research on any topic can use their time better and will not have to deal with workloads such as examination and analysis. The studies included in this research consist of those related to teacher burnout. The earliest study in the scope was reached in 2010 and the latest in 2023.

2.3. Data Analysis

Open-access master's and doctoral theses, as well as articles published between 2010 and 2023, were collected. These studies were coded and tabulated according to sub-problems. This study employed a descriptive content analysis method, consistent with its research objectives. 118 master's theses, 6 doctoral dissertations, and 50 articles, were included in this study. Studies conducted between 2010 and 2023 on teacher burnout were examined based on their research methodology (qualitative, quantitative, mixed methods). The number and percentage of studies using each method were tabulated, and the findings were interpreted below each table.

3. FINDINGS

The findings section of the study presents analyses of studies based on various variables and the results obtained. Study findings were analyzed based on sub-problems and research questions. In this context, the distribution according to years, publication type, language and research method was explained, tabulated and interpreted in a separate subsection.

Table 1. Distribution of Accessible Studies on Teacher Burnout Between 2010 and 2023 by Year

| Year | Master's Thesis | | Doctoral Dissertation | | Articles | | Sum | |
|------------|-----------------|------------|-----------------------|------------|----------|------------|-----|------------|
| | Number | Percentage | Number | Percentage | Number | Percentage | Sum | Percentage |
| 2010 | 3 | 2.5% | 0 | 0% | 0 | 0% | 3 | 1.7% |
| 2011 | 3 | 2.5% | 0 | 0% | 0 | 0% | 3 | 1.7% |
| 2012 | 3 | 2.5% | 1 | 16.6% | 1 | 2% | 5 | 2.8% |
| 2013 | 7 | 5.9% | 0 | 0% | 1 | 2% | 8 | 4.5% |
| 2014 | 9 | 7.6% | 1 | 0% | 1 | 2% | 11 | 6.3% |
| 2015 | 8 | 6.7% | 0 | 0% | 2 | 4% | 10 | 5.7% |
| 2016 | 6 | 5% | 0 | 0% | 3 | 6% | 9 | 5.1% |
| 2017 | 10 | 8.4% | 0 | 0% | 3 | 6% | 12 | 6.8% |
| 2018 | 11 | 9.3% | 1 | 16.6% | 2 | 4% | 14 | 8% |
| 2019 | 17 | 14.4% | 1 | 16.6% | 4 | 8% | 22 | 12.6% |
| 2020 | 10 | 8.4% | 1 | 16.6% | 6 | 12% | 17 | 9.7% |
| 2021 | 8 | 6.7% | 1 | 16.6% | 11 | 22% | 20 | 11.4% |
| 2022 | 10 | 8.4% | 0 | 0% | 11 | 22% | 21 | 12.0% |
| 2023 | 13 | 11% | 1 | 16.6% | 6 | 12% | 20 | 11.4% |
| Sum | 118 | 67% | 6 | 3.4% | 50 | 28.7% | 174 | |

Teacher burnout is a relatively new research area in the literature. As seen in the table, research on teacher burnout in Turkey has emerged in recent years. As shown in Table 1, the highest number of publications, 12.6%, was observed in 2019, while the lowest number of publications, 1.7%, was observed in 2010-2011. As seen in Table 1, out of the total 174 accessible studies, the highest number of publications, 12.6%, was observed in 2019, while the lowest number of publications, 1.7%, was observed in 2010-2011. The distribution of publications was as follows: 2.8% in 2012, 4.5% in 2013, 6.3% in 2014, 5.7% in 2015, 5.1% in 2016, 6.8% in 2017, 8% in 2018, 12.6% in 2019, 9.7% in 2020, 11.4% in 2021, 12.0% in 2022, and 11.4% in 2023. Notably, there were more than 20 studies conducted after 2019.

Table 2. Distribution of Accessible Studies on Teacher Burnout Between 2010 and 2023 by Publication Type

| Publication Type | Master's Thesis | Doctoral Dissertation | Articles | Sum |
|------------------|-----------------|-----------------------|----------|-----|
| Number | 118 | 6 | 50 | 174 |
| Percentage | 67.8% | 3.4% | 28.7% | |

According to Table 2, when the distribution of accessible studies on teacher burnout between 2010 and 2023 is examined by publication type, it is observed that out of the total 174 studies, the highest percentage, 67.8%, consisted of master's theses, followed by 28% of articles, and the lowest percentage, 3.4%, consisted of doctoral dissertations. As seen, more than half of the studies were master's theses. Doctoral dissertations constituted the smallest proportion of studies and articles constituted the middle ground.

Table 3. Distribution of Accessible Studies on Teacher Burnout Between 2010 and 2023 by Publication Language

| Publication Language | Master's Thesis (118) | | Doctoral Dissertation (6) | | Articles (50) | |
|-----------------------------|------------------------------|-------------------|----------------------------------|-------------------|----------------------|-------------------|
| | Number | Percentage | Number | Percentage | Number | Percentage |
| English | 3 | 2.5% | 2 | 33% | 50 | 100% |
| Turkish | 118 | 100% | 6 | 100% | 50 | 100% |

It was observed that all accessible publications were in Turkish. The total number of publications in both Turkish and English was 55. English language publications accounted for 55.1% of the total. 2.5% of master's theses were in English, while 100% were in Turkish. 33% of doctoral dissertations were in English, while 100% were in Turkish. All articles were published in both Turkish and English.

Table 4. Distribution of Accessible Studies on Teacher Burnout Between 2010 and 2023 by Research Method

| Research Method | Qualitative Method | | Quantitative Method | | Mixed Methods (Qualitative-Quantitative) | |
|------------------------------|---------------------------|-------------------|----------------------------|-------------------|---|-------------------|
| | Number | Percentage | Number | Percentage | Number | Percentage |
| Master's Thesis | 17 | 14% | 74 | 62% | 25 | 21% |
| Doctoral Dissertation | 2 | 33% | 3 | 50% | 3 | 50% |
| Article | 3 | 6% | 40 | 80% | 7 | 14% |

Descriptive research aims to describe a particular phenomenon as it is, using quantitative, qualitative, or mixed methods. Our content analysis study employed a descriptive research design.

It was observed that 117 studies, representing 67% of the total, were conducted using quantitative methods, 22 studies (12%) employed qualitative methods, and 35 studies (20.1%) utilized mixed methods. When the findings examined, it was seen that quantitative methods were most

frequently used in master's theses, accounting for 62%, while qualitative methods were least common at 14%, and mixed methods were employed in 21% of master's theses. In doctoral dissertations, qualitative methods were the least common, representing 33%, while quantitative and mixed methods were equally distributed at 50% each. For articles, quantitative methods were most frequently used, accounting for 80%, while qualitative methods were least common at 6%, and mixed methods were employed in 14% of the studies.

4. DISCUSSION

There have been many studies on burnout syndrome, which is commonly seen in professions that involve close interaction with people, including the teaching profession. Occupations that involve frequent face-to-face interactions with individuals are at a higher risk of burnout. It can be said that teaching is one of the professions most likely to experience burnout. Teachers are expected to teach students well and to ensure that they can establish a profession with what they have learned in the future. When expectations that do not find a counterpart accumulate against so many demands, the body may react. While this reaction may be acceptable in the early stages, it can lead to burnout over time (Akçamete and Sucuoğlu, 2001). In the 11th Revision of the International Classification of Diseases, published in 2019, the World Health Organization (WHO) categorized burnout as an occupational phenomenon and acknowledged it as a factor affecting health. It has been stated that burnout levels can be reduced by identifying the causes of burnout and eliminating these causes. Bilici (2017) emphasized that burnout is a significant problem for academics and administrative staff working in educational institutions. It has been stated that identifying the factors contributing to burnout is crucial for improving the quality of education. It can be said that research on this topic has intensified significantly since 2010, with a noticeable increase in recent years. Turkey's growing visibility on the global stage in recent years is thought to be related to economic advancements, cultural awareness, rising demand for foreign students, and increased personal mobility.

As in general research on educational management a positivist perspective dominates burnout research. As with positivist quantitative research, burnout research often faces challenges such as "sampling, collecting sufficient data and the validity and reliability of data collection tools" (Yılmaz, 2020). In this context, burnout studies are often confined to numerical data, reducing the complex human experience of burnout to quantitative explanations. Additionally, these studies tend to prioritize methodology and analysis over the nuances of the phenomenon.

5. RESULTS

When the distribution of studies on teacher burnout published between 2010 and 2023 is examined by type, it is found that 118 master's theses were the most common, followed by 50 articles and doctoral theses were the least common. The limited number of doctoral theses compared to master's theses and articles in the studies examined can be attributed to factors such as limited availability of doctoral programs, a lack of academic career goals and the perceived difficulty and length of the doctoral process compared to master's programs.

When examining the distribution of doctoral and master's theses and articles published from since 2010, it is observed that, particularly for master's theses, there has been a significant increase in the number of studies published after 2013. The highest number of publications was observed in 2019. It is believed that the inability to go outside due to the COVID-19 pandemic in 2019 may have influenced research activities. Doctoral theses, on the other hand, exhibit a more normal distribution, which may be due to the smaller number of doctoral studies. The increasing number of master's theses on burnout can be explained by the frequent changes in Turkish education and teaching practices. Due to the increasing prevalence and relevance of burnout in modern society, it is thought that researchers in the education sector are paying more attention to this topic as it has a significant impact on both individuals and society. It is believed that the increase in the number of master's degrees over the thirteen-year period is due to factors such as the proliferation of universities, increased educational level in society, advancements in technology and science, changing human needs and expectations and social status.

When examining the distribution of articles by year, it was observed that the highest number of publications occurred in 2021 and 2022. No publications were found for 2010 and 2011. Moreover, there has been a clear upward trend in the number of publications since 2012. It has been determined that there has been a significant increase in the number of studies on burnout syndrome in educational organizations in recent years.

When examining the distribution of preferred research methods in doctoral and master's theses and articles, it was found that quantitative research and mixed methods were the most preferred methods in doctoral theses, with a preference rate of 50%, while qualitative research was the least preferred method. In master's theses, quantitative research was the most preferred method with a rate of 74%, followed by mixed methods (qualitative-quantitative) with 21%, while qualitative research was the least preferred method with 14%.

It was observed that quantitative research was the most frequently used research method in the examined articles, accounting for 80% of the studies. Qualitative research, on the other hand, was the least common method, representing for only 6%. The high preference for quantitative research in these studies is thought to be due to the belief that numerical data provides a more objective measure of the behaviors being studied. Quantitative methods, especially surveys, enable researchers to gather a larger amount of data and reach a broad population in a shorter period. In today's world, this process has

become even easier with the use of email. It is also time-efficient for the study group to answer ready-made surveys and for these answers to be evaluated statistically. The Maslach Burnout Inventory is a widely used, highly reliable, and easily accessible scale, especially for studying burnout. For this reason, quantitative methods have been preferred in studies. Using qualitative methods in studies is more difficult and time-consuming. For instance, scheduling appointments for interviews is necessary. For a researcher conducting the evaluation, reaching a conclusion from qualitative research is more challenging and time-consuming. Quantitative methods have been used most frequently in theses and articles focusing on burnout syndrome in educational organizations. It has been observed that the number of studies using mixed methods (quantitative-qualitative) is lower. This situation can also be explained by research practices.

When analysing of the language distribution in doctoral and master's theses, it is observed that Turkish is the predominant language in the examined graduate theses, while English is the least used. Although articles are published in both Turkish and English, Turkish remains the primary language of publication. It is a notable finding that researchers conducting studies in foreign languages are predominantly from foreign language departments. The number of studies on burnout syndrome in educational organizations conducted in foreign languages is relatively low.

Recommendations

In view of the research findings, the following recommendations are proposed:

- Since the number of doctoral dissertations on burnout syndrome in educational institutions is quite low compared to other studies, it can be supported to increase the number of studies.
- Research based on content analyses across different time periods could be supported and systematized to explore the evolving trends of burnout syndrome within educational institutions.
- Educational institutions should benefit more from qualitative or mixed methods research to obtain more comprehensive, valid, and reliable findings regarding burnout syndrome.
- A wider range of data collection tools can be used in research on burnout syndrome in educational institutions.
- School counselors should have the opportunity to conduct burnout research.
- It has been observed that research on burnout syndrome in educational institutions has primarily focused on exploring the current state; it is recommended that future studies should adopt a more solution-focused approach.
- The Ministry of National Education's Guidance and Research Center should conduct surveys and organize meetings with teachers and students in educational institutions to identify and address the issue of school burnout syndrome.
- Since the World Health Organization (WHO) classified burnout as an occupational phenomenon in 2020, educational institutions, teachers, and school administrators must prioritize addressing this issue. In-service training and workshops on burnout should be conducted on this topic.

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GENİŞLETİLMİŞ TÜRKÇE ÖZET

ÖĞRETMENLERİN MESLEKİ TÜKENMİŞLİKLERİ ALANINDA YAPILAN AKADEMİK ÇALIŞMALARIN İNCELENMESİ

Öğretmenler öğrencilerin akademik ve sosyal gelişimlerine rehberlik ederken aynı zamanda değişen eğitim dinamikleri ve toplumsal beklentilere de yön vermelidir. Bu gururlu profesyonel topluluk, ağır iş yükleri, öğrenci davranışları, çalışma koşulları, yönetim politikaları ve kişisel faktörler gibi faktörlerin karmaşık etkileşiminden kaynaklanan birçok zorlukla karşı karşıyadır. Öğretmenler; disiplin sorunları, sınıfların kalabalık olması, bürokratik işler, ebeveynlerle iletişimde zorluk, malzeme eksikliği, rol karmaşası, şiddet korku, sınıf kontrolünün eksikliği ve yardımcı olmayan müdürler gibi sorunlarla yüzleşirken tükenmişlik yaşamaktadır. Bu zorluklardan kaynaklanan tükenmişlik, öğretmenlerin fiziksel, duygusal ve bilişsel olarak zayıflamasına neden olarak sınıftaki etkili öğretim ve öğrenme ortamlarını zorlaştırabilmektedir. Tükenmişlik, öğretim sürecindeki davranışlar ve öğretmen-öğrenci ilişkileriyle ilgili önemli bir olgudur (Maslach & Gomes, 2006). Tükenmişlik, özellikle profesyonel kesim arasında yaygın bir durum olarak kabul edilmekte ve profesyonel nüfusun %80'i çalışma hayatında tükenmişlik sendromuyla karşı karşıya kalabilmektedir (Işıksan, 2017). Öğretmenlik mesleği tükenmişlik açısından risk altındaki meslek gruplarından biri olarak değerlendirilebilir (Işıksan, 2017). Öğretmenlik mesleğinin önemi ve tükenmişlik riski nedeniyle öğretmen tükenmişliği üzerine birçok araştırma yapılmıştır (Akçamete, Kaner ve Sucuoğlu, 2001; Cinay, 2015; Erdemoğlu ve Şahin, 2007; Girgin, 2010; Koralay, 2014).

Bu doğrultuda çalışmanın amacı, öğretmenlerde mesleki tükenmişlik araştırmalarındaki eğilimi, eğitim bilimleri alanında üretilen lisansüstü tezleri konu, yöntem ve analiz teknikleri bağlamında incelemektir. Araştırmanın problem cümlesi ve alt problemler şu şekildedir.

Problem Cümlesi

Öğretmenlerde mesleki tükenmişlik alanında 2010-2023 yılları arasında yapılan çalışmalarda eğilim nasıldır?

Alt Problemler

- 1- Çalışmaların yıllara göre dağılımı nasıldır?
- 2- Çalışmaların yayın türüne göre dağılımı nasıldır?
- 3- Çalışmaların yayın diline göre dağılımı nasıldır?
- 4- Çalışmaların araştırma yöntemine göre dağılımı nasıldır?

YÖNTEM

Araştırmanın Deseni ve Yöntemi

Araştırmanın deseninde 2010-2023 yılları arasındaki araştırmaların eğilimini göstermek amaçlanmıştır. Araştırmalardaki eğilimi belirlemek için basit içerik analizi yöntemi kullanılmıştır. 2010-

2023 yılları arasındaki erişime açık yüksek lisans, doktora tezi, makale çalışmaları toplanmıştır. Bu çalışmalar kodlanmış ve alt problemlere göre tablolaştırılmıştır. Bu çalışma tarama modeli bir çalışmadır. Çalışmamızın amacına uygun değerlendirilen betimsel içerik analizi yöntemi kullanılmıştır. Çünkü içerik analizi çalışması birbiriyle bağlantılıdır. İçerik analizi, dokümanlardan elde edilen nitel araştırma verilerinin işlenmesinde dört aşamada kullanılır: (1) Veri kodlama, (2) tema bulma, (3) kod ve temaları düzenleme, (4) geçerlik güvenilirliği sağlayan, sıklığı hesaplama (5) sonuçları tanımlama ve yorumlama. (Denzin ve Lincoln, 2005). Nicel ve nitel çalışmalar betimsel içerik analizi kullanılarak incelenmiş ve analiz edilmiştir. Bu alandaki genel eğilimler tespit edilmiştir (Çalık ve Sözbilir, 2014; Selçuk, Palancı, Kandemir ve Dündar, 2014). Bu çalışmada nicel ve nitel çalışmaların içerik analizi ve öğretmenlerde mesleki tükenmişlik araştırmalarının bir incelemesi yapılmıştır. Çalışma sonuçları değerlendirilmiştir.

Araştırmanın Kapsam ve Süreci

Bu çalışmanın kapsamını 2010-2023 yılları arasındaki Öğretmenlerde Mesleki Tükenmişlik alanında hazırlanmış erişilebilen lisansüstü tezler ve makaleler oluşturmaktadır. Bu yöndeki eğilimi belirlemek amacıyla özellikle son yıllarda hazırlanan çalışmalar seçilmiştir. Öğretmenlerde Mesleki Tükenmişlik alanındaki tezlere anahtar kelimeler ‘tükenmişlik’, ‘öğretmen’, ‘mesleki tükenmişlik’ girilerek YÖK (Ulusal Tez Merkezi) tez tarama ve Google akademi sayfasından ulaşılmıştır. En son yüklenen yüksek lisans, doktora tezi ve makaleler incelemeye alınmıştır. Bu çalışmada kullanılan 118 yüksek lisans ve 6 doktora tezi ile 50 makale çalışma (doküman) grubunu oluşturmaktadır. Araştırmada analiz edilmek üzere kapsama alınan çalışmalar, Öğretmenlerde mesleki tükenmişlik ile ilgili araştırmalardan oluşmaktadır. Söz konusu amaca yönelik olarak ilk çalışmaya 2010, en son çalışmaya 2023 tarihinde ulaşılmıştır.

Verilerin Analizi

2010-2023 yılları arasındaki erişime açık yüksek lisans ve doktora tezleri ile makale çalışmaları toplanmıştır. Bu çalışmalar kodlanmış ve alt problemlere göre tablolaştırılmıştır. Bu çalışma tarama modeli bir çalışmadır. Çalışmamızın amacına uygun değerlendirilen betimsel içerik analizi yöntemi kullanılmıştır. Bu çalışmada kullanılan 118 yüksek lisans ve 6 doktora tezi ile 50 makale çalışma (doküman) grubunu oluşturmaktadır. Öğretmenlerde mesleki tükenmişlik alanında 2010-2023 yılları arasında yapılan çalışmalar araştırma yöntemine göre (nitel, nicel, karma yöntem) incelenmiş sayı ve yüzde oranları ile tablolaştırılmıştır. Her tablonun altına bulgularla ilgili yorumlama yapılmıştır.

BULGULAR ve SONUÇ

Öğretmenlerde mesleki tükenmişlik, alan yazında oldukça yeni bir araştırma alanıdır. Türkiye’deki Öğretmenlerde mesleki tükenmişlik araştırmaları ise görüldüğü gibi son yıllara dayanmaktadır. Tablo 1’de görüldüğü gibi erişilebilen toplam 174 çalışmadan en fazla yayın %12,6 ile 2019 yılında, en az yayın ise 2010-2011 yıllarında %1,7 ile görülmektedir. 2012 yılında %2,8, 2013 yılında %4,5, 2014 yılında %6,3, 2015 yılında %5,7, 2016 yılında %5,1, 2017 yılında %6,8, 2018 yılında %8, 2019 yılında %12,6, 2020 yılında %9,7, 2021 yılında %11,4, 2022 yılında %12,0 ve 2023 yılında

%11,4 olarak görülmüştür. 2019'dan sonra yapılan çalışmaların 20'nin üzerinde olduğu görülmüştür. Öğretmenlerde mesleki tükenmişlik alanında yapılan 2010-2023 arası erişilebilen çalışmaların yayın türüne göre dağılımı incelendiğinde toplam 174 adet çalışmada, en yüksek oranda %67,8 ile yüksek lisans, en az oranda %3,4 doktora tezi, %28 oranında makale yayınlarından oluşmaktadır.

Erişilebilen yayınların tamamının Türkçe yayınlandığı gözlenmektedir. Hem Türkçe hem İngilizce yayınların sayısı 55 olarak görülmüştür. İngilizce yayınlanan 55 araştırma ise genelin %55,1 ine denk gelmektedir. Yüksek lisans tezlerinin %2,5 i İngilizce %100 ü Türkçe yayınlanmıştır. Doktora çalışmalarının %33 ü İngilizce %100 Türkçe yayınlanmıştır. Makale çalışmalarının %100 ü Türkçe ve İngilizce olarak yayınlanmıştır.

Çalışmaların 117 si %67 oranda nicel, 22'si %12 oranda nitel, 35'i %20.1 oranda ise karma yöntemle dayalı olarak gerçekleştirildiği görülmektedir. Bulgular incelendiğinde, yüksek lisans çalışmalarında en fazla %62 oranda nicel yöntem, en az %14 oranda nitel yöntem, %21 oranında ise karma yöntem uygulandığı görülmüştür. Doktora çalışmalarında en az %33 oranında nitel yöntem; nicel yöntem ve karma yöntemin %50 oranında eşit dağıldığı görülmektedir. Makale çalışmalarında ise en az %6 oranında nitel yöntem, en fazla %80 oranında nicel yöntem, %14 oranında ise karma yöntem uygulandığı görülmüştür.

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