



NEAR EAST UNIVERSITY
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DEPARTMENT OF GENERAL PSYCHOLOGY

**EXAMINATION OF THE EFFECT OF TEXTILE WORKERS' CULTURAL
ATTITUDES ON MOTIVATION AND BURNOUT LEVELS IN BURSA,
REPUBLIC OF TURKEY**

BARIŞ GÜL

PhD THESIS

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PhD THESIS

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ABSTRACT

EXAMINATION OF THE EFFECT OF CULTURAL ATTITUDES OF TEXTILE WORKERS IN BURSA, REPUBLIC OF TURKEY, ON MOTIVATION AND BURNOUT LEVELS

This study examines the impact on eastern and western textile workers in Turkey of acculturation behavior, perceived levels of discrimination, motivation, and burnout. The world of this research includes 5000 textile employees in Yesim Textile Industry and Commerce Inc. The sample includes 200 textile workers from the East and West, randomly selected among those workers, based in Bursa and its subsidiaries. Cultural attitudes, perceived discrimination scale, motivational scale and burnout are the measurement instruments for research. Due to the socio-demographic characteristics of the textile employees, a substantial result could not be achieved in the study.

There is no difference in degrees of exposure between Eastern and Western textile workers participating in the research to cultural discrimination, social exclusion and social exclusion. The cultural disintegration degrees of Eastern and Western textile workers and cultural division, social marginalization and cultural adjustments are linked to each other. It is shown that the cultural meltdown between East and West textile workers is significantly linked to burnout, but that cultural meltdown and motivation are not significant. The growth in the levels of exposure of East and Western Textile Workers to cultural discrimination has been found to make them alienated from their social lives, burnout in professional lives and their sense of individual prejudice. The growth of exposure of eastern and western textile workers to social discrimination has determined that they are excluded in the society in which they live and that their work life and in general are experience burnout, and their feeling of individual prejudice is increased. Based on these researches, managers, human resources experts and industrial psychologists should build their work environments by taking into consideration employee cultural properties, values and sensitivities, and taking into account employee cultural features. Moreover, researchers should put greater emphasis to the factors of perceived discrimination and cultural attitudes and enhance experimental and qualitative examinations on such issues. As a result of this research, public administrators were compelled, in

their decisions regarding their living standards, to take measures concerning the cultural attitudes of employees and discrimination to which they may or may not be exposed, such as ethnicity, religion or sect, gender, disability, etc. and to adopt legal measures on these matters.

Key Words: Culture attitude, Assimilation, Seperation, Marginalization, Integration, Perceived discrimination, Motivation, Burnout

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ABBREVIATIONS

PDS : Perceived Discrimination Scale

APPX : Appendix Scales

AAS : Acculturation Attitude Scale

N : Participant Number

p : Significance

se : Standard error

sd : Standard deviation

TR : Republic of Turkey

t: T value

CHAPTER 1

Introduction

As we go about our daily lives, it's not uncommon to come across people from different social classes. The concept of class is: It comes into being in a very deep and comprehensive way, including your career life, the schools that you attend, your partner, your position, your car, your way of living, social status, communicating with groups, conflict or consultation. It's a way to understand what you are talking about (Dworkin, 2012). 'Clasis' is the Greek word for class, and it refers to a system of class differentiation used to tax individuals.

Plato (427-347 BC) claims that society consists of the rich and the poor, and two classes trapped in an endless conflict. Aristotle (384-322 BC), who is also an Ancient Greek thinker and a student of Plato; He suggested that society is divided into three classes: the greedy class, the slave lower class, and the respectable lower class (Stark, 1992). When capitalism was just beginning to take hold, the concept of class, which has endured from ancient Greece to the current day, was one of the most important topics of conversation. However, in recent years, the concept of class has not been as popular as it used to be. According to recent studies, it has been reported that the term class has disappeared and the discourses that people with class consciousness have decreased have increased (Clark et al., 1993; Clark and Lipset 2010; Ferrer-Fons and Fraile 2013; Goldthorpe 2002; Pakulski and Water 1996; Yilmaz 2013). Sociologists who consider people as the separation of people according to one or more criteria in the establishment of classes assert that analyses relating to class are not sufficient with the loss of the conventional, traditional hierarchy and the emergence of newly developing social diversity (Clark and Lipset 2010).

To a different perspective, basic notions such as class and awareness are still relevant after death and reduction. There are still economic class definitions accessible (Zweig, 2012). Even when it comes to terms like

culture, ethnicity and identity (Erbaş & Coşkun, 2007), it retains its position by growing beyond the limitation of the term class. Contrary to popular belief, the echoes of the capitalist system in existing societies have not been able to eliminate the differences of classes, but have caused the rich to preserve their wealth and the poor to maintain their poverty. Because of this, there is no such thing as class disappearance. With capitalism growth, which has a dynamic and contradictory structure, class hierarchies, solidarity and conflicts evolve and renew constantly. With the loss of some classes, new social structures and relationships emerge (Öngen, 2006).

Another clear reality is that today's social class structures cover a deeper area that deals with identities and other living conditions compared to the past (Clark and Lipset 1991; Scott 2002; Zweig 2012).

However, Marks is a class that conveys the specific production situations, the human communities with similar characteristics in these situations, and the contrasts between them, and the cultural characteristics of these communities, including the forms of consciousness, ideologies, types of relationships both together and within the same community, and the forms of struggle (Öngen, 2006).

For sociologists and social workers alike, class issues, especially those relating to the working class; have been of great concern for a while now. Many studies have been conducted on a variety of topics, including working conditions, living standards, ethnicity, religion, and gender, as well as class and class consciousness. (Gülçin, 2015).

Culture is a permanent framework that has a significant impact on how people view motivation (Hernandez & Iyengar, 2001). Therefore, culture plays a crucial role when it comes to determining the degree to which people's basic needs such as trust, love, and respect (subjects or situations) matter and how these needs might be addressed (in the process) (Miller, 2003).

Their motivational reasons can alter due to different people, and they can be driven by this circumstance. The present motivation structure will be created

by the culture in which the employees grow up at a specific level according to research (Nasierowski and Mikula, 1998; Miller, 2003).

Managers must be aware of the fact that existing motives in people are arranged in different ways with cultures that vary within themselves, and their motivation status will vary, in addition to recognizing that existing motives in people vary according to cultures (Miller, 2003).

People, groups, and communities from all over the world are continually on the move for a variety of reasons (migration, education, disaster, better living conditions, etc.). When cultures meet and interact, individuals or communities are affected, i.e., their cultures are blended together. People of any culture who interact with people from another culture go through a process of acculturation, which involves new and altering cultural and psychological occurrences (Bilgin, 2003).

Even when people or groups are considered to effect each other at the same degree, it is found that one of the individuals or communities affects the other less, as described by acculturation (Tanaka, 1994). Acculturation is closely tied to the process of adapting to a culture and includes the gradual contact of one or more groups that are formed later in the real existing culture, as well as the effects of people from other cultures having contact with the same community. Therefore, acculturation is the change that occurs or takes place in the culture of a group, and at the same time, this causes a change in the psychology of the person (Berry, 1999).

This is not a simple process. There are three phases to the interaction phase, which is also a process of change. To begin with, there is the separation phase. At this point, the person's relation with his or her social role and status is complete. Then he tries to adapt in order to get used to the new roles he owns and change takes place. Finally, the merger phase comes. In this stage, the person integrates himself with his new role and status (Montreuil & Bourhis, 2001).

For example, persons who compare themselves to others who are similar to them, their desires, and what they believe they deserve can experience what

is known as relative deprivation. Using a different discourse, members of minority groups may experience bad emotions depending on their own status and the situation of others, or the state of their group and the perceptions of other groups we apply the tactics we developed to deal with perceived negativities in order to deal with this scenario (Meşe, 1999).

Psychologically and socially unpleasant conditions affecting an individual or group are commonplace. As a result of exposure to different cultural contexts, people's perception, level of intellect, behavior, attitude, and emotions are altered (Kim, 2001; Sam, 1992). If a more descriptive statement is needed; with social interaction, change continues between people. At the same time, people interact with cultures other than their own and are constantly changing. Cultural communities and how these communities are cultured are particularly essential in societies with more than one culture (Berry, 1989). Studies on Maslow's (1943-1954) hierarchy of requirements found that people are driven by similar basic wants.

We can monitor the difference within cultures when defining the needs of individuals (Cesare & Sadri, 2003; Scarbrought; 1998), in order to understand the reason (how they can be motivated) of people's choices and what they do, the cultural structures related with what they do will need to be understood (Miller, 2003).

One of the most vital issues of today is to produce products, provide services and then make them permanent by using motivation and human resources within the framework of logic. In this frame, motivation is one of the most important points in the good evaluation of product production, service delivery and human resources. Another crucial feature of motivation is that; the way it is perceived may vary from person to person, the situation that motivates one individual may not motivate another person (Yıldırım et al., 2017).

While trying to create ways to structure the workforce in a way that adapts to a company, managers must often constantly control and deal with some of their employees' most fundamental demands. In order to ensure that people's

motivation is grounded in the most basic understanding of human needs (Arbaşlı et al 2005), Hence, the origin of motivation is Latin, meaning 'movere'; It comes from the word move (Fındıkçı, 2000) and its most common meaning is; It can be defined as the willingness to make a great effort towards institutional goals in relation to the skill of the effort made to meet some individual needs (Abacı, 2015).

Employees should be more motivated to perform well when their management or employer determines the scenarios or boundaries that are acceptable to them (Can, 1992). The manager or employer should create an environment where employees can work more enthusiastically and efficiently (Can, 1992). This endeavor demonstrates a willingness to learn (Can, 2001). One of the most important issues in business life is the motivation of employees. It is because the motivation to be provided greatly affects the performance of both the organization and the employee.

An organization's internal and external elements that affect employee performance should be considered by a manager who wishes to improve employee performance (İzmirli 2000). It should not be expected that an unmotivated employee will perform at a high level, that is, in a positive way. The most common reason for applying motivation in business life is to achieve the goals of the organization and to ensure that employees exhibit positive performance (Kılınç, 1997; Koçel 2001). Behavioral and goal motivation are based on needs. According to the research findings, these principles are the most appropriate prerequisites (Dereli, 2007).

Motivation is a way to meet a variety of requirements. There are some things that a manager must know in order for them to be able to watch and analyze their employees' behavior, as well as understand that everyone's processes are different. There is always a cause for the behaviors and attitudes displayed by employees, and managers should never forget that (Can, 2001). The motivation level of the employee depends on the extent to which the financial and social gains he receives from the institution he serves and the individual needs are covered (Fındıkçı, 2014).

Explanatory models, content models, and process models are all terms used to describe motivation theories used in management. Clearly, these models can be updated with more current versions. Describing models tend to be more concerned with how management can please workers. Scientific management and human interactions are two examples of models that fall within this category. The model that investigates what motivates people is the content model. The most well-known content model is Maslow's hierarchy of needs, Herzberg's dual-factor theory and Alderfer's existence-relatedness-growth (ERD), which is one of the need theories advocated.

In contrast, process models focus more on how existing or displayed behavior is created and developed. Expectation, equality, and reinforcement are the three core notions that these frameworks are based on. Models of process and contemporary models are the most commonly connected with the equality model of equality. Contemporary models are individual-oriented and include perception, evaluation and interpretation (Yüksel, 2000).

Despite the fact that most people in the business world have experienced burnout at least once, they are unable to explain it because they lack a clear understanding of what it means. Although the English equivalent of burnout is Burnout, this concept was first used by Freudenberger in 1974 (Jackson & Maslach, 1981) and it is defined as “the mood state as a result of failure, wearisome situations, decrease in energy and power, or the exhaustion that occurs in the inner world of the person as a result of unfulfilled desires situation” (Freudenberger, 1974).

Burnout is a result of long-term stress related to work and professional life, and particular occupational groups are more susceptible to it (Gorter and Hoogstraten, 2000; Özdemir, 2003; Keinan and Pines, 2005). This syndrome, which is called burnout, can cause very serious individual and organization-oriented problems.

According to these research, burnout was connected with relationships between individuals as well as motivation, excessive workload, and strategies created by the person to cope with stress (Koç & Topaloğlu, 2010).

This includes being late for work and wanting to leave early, as well as a steady stream of reports that prevents innovation, productivity and initiative at work (Aktuğ 2006). Work satisfaction can lead to a cascade of difficulties that are unsustainable.

Aside from primary occupations, secondary occupations are also prone to burnout. Certain occupational groups are at risk of burnout because of the additional obligations and burdens they have taken on in the workplace. When considered; it is combined with overwhelming responsibilities hours of work, abnormal working conditions, and unreasonable demands for service, this causes chronic stress and burnout (Dworkin, 1987).

There are many studies on this subject in Turkey. These studies were mostly aimed at professionals in the field of education and health, who had to communicate with people a lot (Topaloğlu, 2007). However, in most of these studies, burnout levels were investigated. In this study, it was aimed to examine the effects of textile workers' cultural attitudes on motivation and burnout levels. The results to be obtained in the research were discussed and evaluated according to the organizational psychology theory.

1.1 Problem Situation

Especially in business, burnout and poor motivation are common occurrences. They pose a severe threat to people's work attitudes, quality of life and psychological states. Reduced motivation and burnout at work may result in employees consuming less. There are numerous studies that closely examine motivation and burnout. However, these studies, which are handled from a single perspective, are not at a sufficient level, although they do not deal with cultural attitudes. In this study, it was aimed to examine the effects of cultural attitudes on motivation and burnout levels by considering demographic data and eastern and western workers working in the textile sector in Bursa. The main problem is to examine the relationship between these phenomena and the sub-dimensions of the reasons to be acquired.

1.2 Research Purpose

The major purpose of this research is to examine the effects of the Cultural Attitudes of eastern and western textile workers in Bursa on their motivation and burnout levels.

The stated purpose has been established in line with the sub-objectives stated below.

- 1.** Do the assimilation attitudes of eastern and western textile workers have an effect on the level of motivation?
- 2.** Do the separation attitudes of eastern and western textile workers have an effect on the level of motivation?
- 3.** Do eastern and western integration attitudes have an effect on the level of motivation?
- 4.** Do eastern and western marginalization attitudes have an effect on the level of motivation?
- 5.** Do the assimilation attitudes of eastern and western textile workers have an effect on the level of burnout?
- 6.** Do the separation attitudes of eastern and western textile workers have an effect on the level of burnout?
- 7.** Do the integration attitudes of eastern and western textile workers have an effect on the level of motivation?
- 8.** Do the marginalization attitudes of eastern and western textile workers have an effect on the level of burnout?
- 9.** Is there a relationship between the assimilation attitude and motivation level of eastern and western textile workers?
- 10.** Is there a relationship between the separation attitude and motivation level of eastern and western textile workers?
- 11.** Is there a relationship between the integration attitude and motivation level of eastern and western textile workers?
- 12.** Is there a relationship between the marginalization attitude and motivation level of eastern and western textile workers?
- 13.** Do the assimilation attitudes of eastern and western textile workers have an effect on the perceived discrimination and collective level?

14. Do the separation attitudes of eastern and western textile workers have an effect on the perceived discrimination and collective level?

15. Do eastern and western integration attitudes have an effect on the level of individual discrimination and collective discrimination?

16. Do eastern and western marginalization attitudes have an effect on the level of individual discrimination and collective discrimination?

1.3 Importance of the Research

In Turkey, the variables of culture, perceived discrimination, motivation and burnout were mostly performed out in the fields of health, education, industry, etc. in limited numbers and variables. (Topaloğlu et al., 2007:32). Particularly in these studies, the variables of culture, motivation and burnout were examined. Yet, when the sectors in Turkey are examined, it is seen that the tourism and textile sectors are as important as the health, education, industry sectors. The textile sector, which is one of the important sectors, is one of the sectors where Turkey is the strongest in the global markets. When the studies in the field of the textile sector are examined, it is seen that the motivation and burnout of the sector employees are the subject of many studies. However, due to its structure, the textile industry has a multicultural structure due to the fact that it receives immigration for various reasons from Turkey and different geographies where Turkish people live. The problems experienced by the employees in the textile sector show structural differences from other sectors. The textile industry contributed approximately 11.9 Billion Dollars to the Turkish economy, according to 2018 figures. Determining the problems of the textile sector employees and producing solutions for the problems are one of the important stages for the future of the sector. In this research, the relationship between the cultural attitudes of textile workers, their views on perceived discrimination, motivation and burnout levels were examined. In the previous studies in the field of the textile sector, no study was found in which the cultural attitudes of the workers, perceived discrimination, and motivation and burnout levels were examined together. This research, which was conducted for textile sector employees, is considered important in terms of being the first in its field. In addition, another importance of this research is considered important because it will bring a new flow angle to textile sector managers, unions, public institutions. Moreover, it is believed that this research on the variables of culture attitude, perceived discrimination, motivation, and burnout, which are among the basic concepts of organizational psychology, will make significant contributions to the sector practices of human resources employees and industrial psychologists of textile sector companies.

1.4 Limitations

1. This research is limited to textile workers in Bursa, Republic of Turkey.
2. This study is limited to the number of participants.
3. This study is limited to the scales used.
4. This research is limited to the questions in the questionnaire.
5. This research is limited to the answers given by the individuals who answered the scale items used for the research.

1.5 Definitions

Textile Sector: When we consider the criteria such as its share in exports, employment rate, branding power, the textile sector is one of the leading sectors in Turkey. In recent years, technological investments and industry-specific R&D and design studies have been carried out. Mechanization is mostly used in fabric production, and there is already a manual labor-intensive employment policy in the apparel sub-sector.

Culture: Culture covers all the values and habits of society from the past and consists of learned beliefs, values and traditions that regulate the behavior of the society (Schiffman & Konuk, 2000).

Cultural Attitude: It is identified as all kinds of living, thought, language and art assets that constitute the unity of feeling and thought of a group or community and are accepted as tradition.

Discrimination: All people, no matter how free they are to choose and live life issues such as language, religion, race, gender, education, etc.; they are often discriminated against by law, prejudices, physical and personal differences, and in business and social organizations.

Motivation: Looking at the origin of the word motivation, it is seen that it comes from the Latin word "movere", that is, to move. Motivation is defined as "acting and making efforts of people's own will and desire in order to achieve a certain goal".

Burnout: In 1974, Freudenberger introduced the concept of burnout to the literature for the first time with an article he wrote. In this article, emotional collapse is described as "an occupational problem" and defined as "a decrease in the inner feelings of the person as a result of failure, mental fatigue, low biological rhythm as a result of self-forced or unfulfilled demands" (Freudenberger, 1974: 159).

CHAPTER 2

RESEARCHES ABOUT CONTEXTUAL FRAME

2.1 General View on Textile Sector

When socio-demographic characteristics such as diverse cultures, education level, knowledge level, gender, etc. are taken into account, the textile industry in Turkey is one of the leading industries with the greatest production rate, providing the most employment in Turkey. The sector, which has a share of approximately 5% of the world textile market, can also compete with the Far East in the global textile market with the convenience of labor costs, high quality, and proximity to target markets.

The Turkish textile industry entered into the European Union with the Customs agreement made with the European Union in 1996, but after 2007, China's production for EU countries without a quota limit created a crisis in the textile industry in Turkey. The Turkish textile industry has found the way out of the crisis not by reducing sales figures and quality, but by focusing on technology and design. This transformation in the textile sector has increased exports to EU countries (Spain, Italy, Germany, etc.), especially to the United States, Russia and the Middle East countries.

Due to swings in the exchange rate, the industry, which generally has the largest foreign trade surplus in Turkey, can enter into a stalemate from time to time. These oscillations can put textile workers in our country, which has become a production hub for prominent textile brands, in the position of cheap labor. In 2019, the 26% surplus in the minimum wage forced the labor-intensive sector, triggering informality, and caused the use of foreign migration, especially from the Middle East, as cheap and unregistered labor since 2011.

Turkey's textile is especially based on; production, yarn, weaving, dyeing, finishing, knitted fabric, apparel, etc. sub-production sectors. The sector, which uses technology and mechanization in all sub-production sectors except for apparel, uses hand-intensive labor in the sewing operations of the home textile and ready-made clothing sub-sectors.

The textile industry in Turkey, especially in the 1980s, with the migration from Bulgaria and the eastern provinces of Turkey to Bursa, Istanbul, Tekirdağ, Denizli, tried to complete the personnel deficiencies in numbers, but later on, it created a trained workforce.

When we evaluate the number of insured employees in 2018, we see that 6% in Turkey and 25% in the production sector are textile workers. In addition, the rate of women in business life in Turkey is 40%.

2.2 Culture

Defining a phenomenon that has existed since the dawn of humankind is a difficult task. The same problem exists when attempting to categorize all of the uses and meanings of the cultural phenomenon in everyday life and in the academic world. According to Mejuyev (1987), the fact that the concept of culture has a range of meanings with many aspects is due to the fact that the phenomenon included in the concept is multifaceted. Even if an obvious definition of the scope of the concept of culture has not been made, it is seen that there are common opinions about some of its main concepts. In this direction; culture can be learned, historical and continuous, social, ideal or idealized set of rules, changeable, integrates, abstracts, provides need and satisfaction (Guvenc, 1984). Depending on social psychology, culture is defined as a personal lifestyle that includes the values, beliefs, belongings, actions, and interactions of a group (Bilgin, 2003).

2.2.1 Acculturation

The notion of acculturation, derived from culture, is considered one of the most complex areas of cross-cultural psychology. The acculturation process has two different meanings because it covers many different areas. Basically acculturation; While it explains the situations that occur as a result of the interaction between more than one culture, it is sometimes seen that it covers the interaction of at least two cultures with each other and the psychological changes that occur in people with this interaction (Berry, 1998). In the process of acculturation, the transition process with interaction is not always easy, and therefore people may experience psychological problems during these transitions. Informing people about the effects of the acculturation process and developing appropriate policies and programs can facilitate this

risky process (Sam & Berry, 1995). People in acculturation processes; they experience relative deprivation by comparing themselves with others who have similar characteristics to themselves, about what they think they have a right to what they want to achieve and what they want to have. In other words; they have negative thoughts stemming from the perceptions arising from the life and cultural differences of different individuals and/or groups. In the face of this situation, the minority group can cope by making comparisons and using various strategies so that the differences do not turn into negative situations (Mese, 1999). In the acculturation process, individuals and groups may experience different psychological and social psychological states. Communities belonging to different cultures in the world change places for different reasons, and they may look for more suitable areas in terms of life. As a result of the encounter of individuals from different cultures, people, groups and communities interact and are affected by each other's cultures (Bilgin, 2003). Even if more than one group is included in the definition of acculturation, it has been proved that one culture is more prominent than the other (Montreuil and Bourhish, 2001).

2.2.2 Acculturation strategies

Different cultural communities and how these communities are cultured differently are of major relevance in groups with extensive cultural structures that comprise more than one culture (Berry et al., 1989). According to Berry (1998), as a result of studies on acculturation, individuals and/or communities from different lifestyles dealt with the life culture systems formed as a result of the relationship they developed with each other, with a scientific basis.

In general, cultural groups and individuals in these groups are faced with the question of how to be cultured at every point of their lives. Based upon the yes/no answer given to the two main questions about acculturation, four acculturation strategies were developed (Berry, 1998).

Acculturation strategies emerge and are shaped according to the behaviors and attitudes of individuals during the acculturation period. For a person, on the one hand, he has his own culture, and on the other, there is the other

culture he has changed. In this process, the individual's attitudes and behaviors in the new culture determine what the strategy will be. The assimilation strategy occurs when the person does not want to maintain his own cultural characteristics and seeks relations and interaction with different cultures. Bilgin (1994) expressed the concept of assimilation as "to fully participate in the lifestyle and rules of societies with the behavioral and intellectual change of the non-native or constantly shifting employee" and defines the time of assimilation as "melting into a whole". Outside of this formation, the group that assimilates its own culture and avoids being with and mingling with other cults experiences a strategy of separation with other cultures. If a person tends to communicate in a different community with a dominant culture while maintaining his or her own cultural characteristics, an integration strategy emerges at this point. In this strategy, the individual not only tries to behave like a member of a wider social area in the group he has just joined but also maintains his cultural integrity by making it suitable for that society. Bilgin (1994) defines the concept of integration as "the expression of the interdependence of the members of a society in an exchange relationship, their participation in the common value judgments and operating rules of the members". He describes the idea of integration as parts that make up a big picture.

Last but not least, marginalization is the plan of action. A marginalization strategy occurs when an individual displays little interest in both his own cultural values and the cultural traits of the community in which he lives. The individual is acculturated in his new cultural environment with strategy preferences compatible with his own behavior and attitudes (Berry, 1992).

In the acculturation strategy, the preferences of the person may differ depending on the subject and time period. Related to the subject, Berry and Sam (1997) emphasize three points. First, an individual can choose only one strategy, and the choice of strategy may differ depending on the individual's current location. The strategy that the individual chooses to use for himself (such as family environment, home, his own environment) may be different from the strategy he chooses to use in large areas (all public areas, workplace, etc.). Secondly, they may notice other strategies as a result of

different experiences in the place of migration, and as a result of this awareness, they may think that some strategies are more useful, satisfying, and necessary. The application of acculturation tactics is random. It's also vital to consider whether the acculturation approach chosen by the individual or group is approved by the dominant society.

2.3 Discrimination

The concept of discrimination is a concept that we always encounter and may encounter in business life, social life and private life. For example, on May 25, 2020, George Floyd informed the police on suspicion that a store employee used a counterfeit \$20 bill in Minneapolis/USA, and the police used violence during the arrest to cause George Floyd's death. French Deputy Minister and former manager Elisabeth Moreno, in an interview; "I come from an immigrant family; I am a black disabled woman. In her statement she says; "Because of this, I have faced with every kind of discrimination in my life that you can imagine."

Societies discriminate based on factors such as gender disparity, education, handicap, physical appearance, location of birth, height and weight as well as financial status and resources. Workplace prejudice can be displayed in a variety of ways by employers, senior managers, and even employees themselves. Personnel recruiting, promotion and appointment, compensation rises, project group creation, and even within social groupings in the workplace are all examples of this behavior.

When it comes to positive and negative forms of discrimination, it's important to remember that discrimination encompasses everything that isn't widely acceptable. Some people may be discriminated against because they are overweight or underweight, have a good or bad education, have a good or awful physical appearance.

From this perspective, we can define discrimination as segregation, exclusion, differentiation.

With another description, discrimination is the situation where the individual is exposed to a different situation or treatment from others as a result of

prejudices and/or prejudices related to the group due to a group of which one is a member of other individuals.

2.3.1 Discrimination Types

2.3.1.1 Positive – Negative Discrimination

In business and social life, individuals and/or groups should present equal behavior to everyone. While not giving women the right to speak is considered negative discrimination in some societies, positive discrimination is made in some societies in order to reduce the prevalence of this thought and end discrimination. This idea is made in order to protect the victims in the society (Erduygun 2019).

2.3.1.2 Direct – Indirect Discrimination

One person has a lower probability than the other and/or is subject to preconditions when it comes to direct discrimination. In addition, it is easy to watch and detect. (Turpçu, 2004).

It's a procedure in which a rule, contract, or regulation is presented as if everyone is equal, but it has a detrimental impact on particular people and groups and is designed to exclude them from the system. When viewed from the outside, a rule that is set as if everyone is at an equal distance is negatively affected by the process due to personality and/or physiological characteristics. Thus, even if the rule seems to be neutral, it actually loses its impartiality.

2.3.1.3 Statistical Discrimination

A given audience, being subjected to generalizations as though it had certain hazards and managing these generalizations with rules this type of discrimination occurs in a variety of industries. People who don't go to the hospital over a given amount pay less in private insurance rates than those who do, and herds that have accidents over a certain number pay more in private insurance premiums than those who do not (Erduygun 2019).

2.4 Motivation

The word motivation is of English origin and is a concept derived from the word "motive". The word "motivation" is also used to express motivation in Turkish. In other words, motivation is the desire to do something. Motivation

continues as long as the action's ability to meet and satisfy the individual's needs continues. While Akbaba (2006) defines motivation as the process of taking action and realizing with the influence of instincts, Avcı and Pala (2004) define motivation as the act and emotional behavior of a person with external factors as well as his own internal dynamics.

When the organizational development process of motivation is examined, it is seen that the small gestures of the managers or the negative compelling forms of the employees who reduce the production, taking into account the physiological and familial needs of the production-oriented employees, including the work areas and starting with the industrial revolution, have developed over time and have survived to the present day. (Barlı, Bilgili, Çelik and Bayrakçeken, 2005). Bursalıoğlu (2014) defines organizational motivation as the whole of the effects that initiate and maintain the working individual.

2.4.1 Motivation Types

1. Internal Motivation

Internal motivation means that an action is aimed at directly satisfying the need in the individual (Erdem, 2010). A mountain climb can be an example of internal motivation, whereas in the corporate world, work done satisfies the individual and provides the possibility for self-realization (Ertürk, 2016). Independence in the field of work is closely related to giving opportunities to motivate the working individual (Güneş, 2009). It is very important for the organization that people have internal motivation in the work areas where innovative paradigms should be created (İnal, 2009).

2. External Motivation

External motivation is defined as meeting the needs of individuals indirectly. For example, the wage given to the working individual for his production motivates the working individual externally. Premium, promotions, and being appreciated by their superiors are accepted as

other factors affecting the external motivation of the individual (Karahana, 2005).

2.4.2 Motivation theories

2.4.2.1 Extent theories

It is the individual's demands that are at the center of these theories of extent. Theories that study what motivates a person are included in this field. When it comes to achieving organizational goals, the emotional and material requirements of employees aren't taken into consideration (Karakaya and oruk, 2017). According to content theories, superiors should attach importance to understanding the current situation of the individual and also the factors that lead the individual to behavior in certain areas (Mansfield & Beltman, 2014). The realization and/or continuity of these theories, which serve to increase the motivation of working individuals, are very important in terms of accessing the goals of the organization (Korkmaz & Sadik, 2011).

2.4.2.2 Maslow's needs hierarchy theory

As a result of his own experiences, Maslow outlined five categories of basic human requirements: physiological and safety requirements; social and emotional requirements; self-esteem requirements; and self-fulfillment requirements (Öztürk & Uzunkol, 2013). Once all, a person's contentment is determined by his wants, therefore higher demands can only be satisfied after lower ones are met. Trying to satisfy a need at a different level without satisfying a need at any level reduces the motivating aspects of the needs that are met and may cause the needs that are thought to be satisfied to be needed again (Recepoğlu, 2013).

Any need that is met in the hierarchy of needs loses its motivating feature, but the need at the next level can be motivating for the person. Despite the fact that this theory provides superiors with knowledge about the self-development needs of employees in the workplace, it is of little value because it is described in a regular order, straightforward and remembering (Recepoğlu 2014).

2.4.2.3 Alderfer's (ERG) existence, relatedness and growth theory

The theory was developed on the basis of Maslow's theory, but differently grouped it into three levels as existence, coexistence and development needs. These are as follows; (Remijan, 2014)

The Need for Existence: A person's needs for physical well-being. It covers the necessities that are necessary for a person to live. These needs are at the same level as physiological and safety needs in Maslow's theory.

The Need for Relationship; It covers the requirements for developing personal relationships. The need to establish relationships is to be loved and to feel belonging, and to be respected in Maslow's theory express the external esteem factors.

Need for Growth refers to the individual's desire to improve himself or herself and discover his or her own potential. Growth is on the same level as self-actualization in Maslow's theory, but it also includes a part of the need for achievement and esteem, which contributes to the sense of oneself as superior and worthwhile by the individual.

2.4.2.4 Herzberg's two factor theory

As a result of this hypothesis, people who focus success and responsibility aspects that are directly tied and connected with work feel the best, while people who emphasize factors such as wage and working conditions that are indirectly related to working life feel the worst. It's in this sense that Herzberg categorizes these things as "motivators" and "hygiene factors" (Thoonen, Sleegers, Oort, Peetsma, & Geijssel, 2011). The employee's motivation will be insufficient if only the motivation components are met without the hygiene elements being met (Eren, 2009). These factors are unacceptable in the absence of hygiene factors and not sufficient for motivation alone, so they should be used in conjunction with hygiene factors. Strong motivational factors such as being appreciated, whether the job is good or bad, right or wrong, being difficult, and the possibility of self-development should also be used in conjunction with hygiene factors (Goleman, 2016)

2.4.2.5 McClelland need for achievement theory

All people, according to this theory, are capable of having a need for accomplishment, but some individuals may be unable to take advantage of the environment and opportunities that will allow this need to form. As a person strives to be the best at all he does, he feels the need to know his personal duties, to take risks at a level that is acceptable, to establish objectives for success and get strength from the accomplishments he has made, and to influence those around him (Goleman, 2011).

2.4.2.6 Vroom's expectancy theory

As a result of this theory, it is said that the person's action is motivated by an identifiable goal. It also describes how the reward and performance displayed in order to receive it affect the individual (Field, 2009). Gagné and Deci (2005) describe the theory as having three stages: expectancy, instrumentality, and valence. Although expectation level is a possibility that the person perceives, it is the severity of his belief that his behavior will lead him to a certain place. If the person believes that he will receive a certain reward at the end of the behavior, he will try harder than usual (Taşdemir, 2013). The instrumentality level; It expresses the perception that the first level results will lead to the second level results and how they are related (Bates & Khasawneh, 2007). The third concept, valence, refers to the strength of the individual's reason for choosing a particular option from among different options. If the planned action has more than one possible outcome, the valence of the consequences will determine the behavior to be presented (Eveleth and Stone, 2008).

2.4.2.7 Adam's equity theory

In order to judge whether or not awards are fair, people compare the ratios of these two elements. Comparing results reveal inequalities, indicating the reward justice has been violated and an injustice exists (Eren, 2001; 522). According to J. Stacy Adams' idea, people want to be treated equally in the workplace, and this desire has a direct impact on their motivation. Equal treatment is accepted as an important motivating factor and the theory is based on the relationship between two variables, inputs and outputs. The

employee evaluates his own output-input ratios by comparing them with others. According to equity; requires that the compared outputs and inputs be in the same ratio. People who believe that they are being treated unfairly may become angry, whereas others who believe that they are being treated fairly may feel guilty. And according Adams, the person will be compelled to behave differently than normal in order to re-equalize the experienced inequality (Landry & Vandenberghe, 2009)

A wage raise or other incentive for hard work must be worth it. In these situations, the lack of equality among wage earners will have a negative impact on their motivation. By maintaining a balance in outputs, bosses can establish a sense of fairness in the workplace and enhance wage employees' motivation (Leal, Marques, Marques, & Brago, 2015).

2.4.2.8 Hackman and Oldham job characteristics theory

Hackman and Oldham's job characteristics hypothesis focuses on the relationship between a person and their job. As a result of this idea, certain elements of the job have a bearing on employee motivation. After all, it's theorized that restructuring a job in a way that takes into account a person's skills and experience can help them succeed more. The job characteristics model identifies different alternatives such as job diversification, job content expansion, and job redesign in order to increase the motivational aspects of jobs. Since the characteristics of the job are effective on the motivations of the working individuals, it is necessary to organize the job in a way that increases motivation (Mert, 2011).

2.4.2.9 Skinner's reinforcement theory

It has been hypothesized that people will repeat a behavior that they enjoy doing as a result of an act, but not if it causes them pain or discomfort (Mert, Keskin, & Baş 2011, P. 3). "Behavior that matters" is another way to describe it. For this reason, the inner structure and feelings of the person are not important at this point, the most important is the behavior of the person. Tops in organizations determine the rewards to be given to the employees by using trial, observation and experience methods, and as a result of these

studies, it carries out rewarding activities that will ensure that this behavior is continuous (Murray, 2016).

Positive Reinforcement: Various gifts are used as positive reinforcement tools. Salary, premium, pay raise, bonus, performance awards, etc. These rewards; which are accepted as alternatives based on material offered to the individual from outside, are defined as external rewards. Elements such as; positive and timely feedback and friendly attitudes, which will satisfy the spiritual aspect of the person, are also defined as internal rewards (Özen, 2013).

Negative Reinforcement: It is used to prevent an undesired action from occurring. This concept is aimed at preventing and eliminating an undesired behavior, and at the same time lays the groundwork for the desired behavior to emerge (Özkalp & Kirel, 2010).

Termination: It consists of measures to completely destroy an action and its effects, its emergence. Thus, an acted but undesirable behavior will not be put into action again, and thus a reinforcement process will not occur. E.g; People who come to work late from the start of working hours will stop their behavior of going to work after working hours if they know that they will be exempt from a significant amount of wages in the year-end valuation (Robbins and Judge, 2012).

Punishment: Punishment method is used to prevent individuals from undesirable action (Simmons & Sharbrough, 2013).

2.4.2.10 Locke goal setting theory

According to Edwin Locke's thesis, people's motivation levels are determined by the goals they set for themselves. People are said to pursue goals that they are passionate about achieving. Therefore, individuals are actually for certain things, for example; they behave in order to obtain their needs such as food, wages, bonuses, love, respect and admiration, and thus they meet their requirements (Şenturan, 2014).

According to Locke's goal-setting theory, "what matters most is behavior". It doesn't matter what direction one's feelings, inner world and feelings are. It is the behavior that counts, in other words, what it does. superiors in

workplaces; It determines the rewards with the options of experiencing, seeing and trying motivational tools and carries out rewarding activities that ensure the continuity of the behavior (Şimşek, Akgemci, & Çelik, 2011).

2.4.3 Encouraging tools in motivation

To ensure that employees perform gladly, efficiently, and successfully is the primary goal of motivational strategies. Balcı (2004) argues that it's important for managers to get to know their employees. Therefore, "How can working individuals be motivated? In what way can job satisfaction and satisfaction of working individuals be increased? Where and in what ways can the power that will enable individuals to reach personal and organizational goals be provided?" Such questions determine the incentive tools in motivation (Baltacı, Ersoy, Karaağaoğlu, Derman, & Kanbur, 2008)

2.4.3.1 Economical motivation tools

Both the organizations and the employees' motivations are founded on economics. As a result, economic techniques are more effective in motivating individuals than other methods.

Wage: The most basic reward given to the employee by the employer for performing the duties they are responsible for in the workplace is the wage. The basis of the wage paid to the employee; the importance of the work done in the workplace is the standard of the superiors in determining the status and value of the employee and a source of satisfaction (Ergün, Fadiloğlu, and Payzın, 2003).

2.4.3.2 Psycho- social motivation tools

To motivate employees in today's business world, psycho-social motivation techniques are just as crucial as economic incentive tools. It is important that leaders provide both economic and psychological rewards to their subordinates in order to meet their needs. Unless these two existing problems are eliminated with effective measures, a solution cannot be provided unless a happy working environment is created for the employees (Devellis, 2016).

Love of profession: The notion of love of profession means the establishment of an emotional connection between the person and the work he/she performs, and the identification of the individual with his/her profession. The

love of the profession, which is the first step of the motivation of the profession, is defined as the fact that the individual does not see his profession as just a tool to earn money, but performs it by keeping it out of the concern of living. The second step is to be willing to complete the work that needs to be done. The third and last stage is the last step, which is the formation of the physical, mental and spiritual energy needs necessary for the fulfillment of the goals desired to be achieved (İlhan & Çetin, 2014).

Establishing an effective reward system: The award provides; economic, social, psychological, status, etc. to employees who fulfill a job with all the requirements and ensure the continuation of their duties without interruption. It is defined as the earnings given as possible (İlhan, 2010). Thus, these reward systems in the workplaces are seen as methods based on directing the actions of the person towards organizational goals, which are considered as feedback mechanisms, and it is reported that an effective motivational power will emerge within the organization as long as they are given equally based on the performance of the employees (İlhan, 2009).

Independence at work: Employees do not like to work in an environment where they are under pressure. They do not like to be interfered with in every matter within the scope of work and to be given orders continuously. Employees generally want to work independently and use initiative if necessary in order to satisfy their sense of commitment or to increase their personal development level, and they attach great importance to this. Therefore, in a business environment with these characteristics, individual talents, constructive and creative powers can emerge (İlhan & Gencer, 2013).

2.4.3.3 Organizational and managerial motivation tools

Unity of Purpose: The purpose of an organization is the result that its members seek to accomplish and desire to reach. What's vital in this scenario is finding the balance between institutional and employee objectives, because working for common goals and having a common purpose creates organizational cohesiveness. Unity of purpose is not a self-created concept, but must be created by managers. The energy and vitality that emerges in organizations focused on the same purpose, unlike other

organizations, is achieved by ensuring the individual participation of personnel in corporate activities. Therefore, an environment that will enable employees to work more efficiently is created (Örücü, Soft, & Bozkır, 2006).

Feedback: The feedback tool is a vital component of powerful and effective motivation, and it should not be overlooked. On closer inspection of the research literature, it appears that there is a positive association between work motivation and feedback, that individuals want to be told if their performance is adequate or not, and that feedback they receive has a good effect on their personal success. The feedback that superiors give to their subordinates has two main purposes. The primary purpose is to acknowledge or reinforce the performance and effort exerted; The second aim is to change the attitudes and behaviors exhibited or to encourage the person to achieve this change (Pelit, 2008).

Education and promotion: As a result, institutions must be flexible and adaptable if they are to continue to exist and function. With education, transformation is therefore possible. The target in education; To follow the professional and technological changes and advances, to increase the capacity of information acquisition, to increase the changes in his field and / or in different fields, to increase the technical and scientific capacity required by all these changes and to rise up individual abilities and success as a result of all these changes and innovations (Sabuncuoğlu and Tüz, 2001)

Education can be used as a tool for solving existing problems, or it can be used to meet future needs. The most important reasons for considering education as a motivation tool are; it is listed as ensuring the adaptation of new employees to the job, increasing the current success, maintaining the success achieved and preparing people for new responsibilities and duties (Söyük, 2007).

2.4.3.4 Social environment related motivation tools

With the changes in the corporate sector, it's clear that the most essential motivating tools in recent times are those that include the social environment (Tarlan & Tütüncü, 2001).

Enabling participation in social activities: All organizations have a formal and an informal structure. Studies on the subject report that the performance and therefore the productivity of people who are peaceful in their home and work environment are higher. The individual has the belief that the group he is in will respond to his own supplies and demands. The importance of these spontaneously formed groups for the individual is the sense of commitment they create in people. Another importance of participation in social activities is the need to experience different cultures in the workplace and the individual's need for self-expression. The rate of people's participation in organizations reveals the motivation levels of individuals (Telbakan, 2010)

Remembering the employees at important times: One of the issues that will make the managers and employees at all levels of the institution feel that they belong to the workplace is to think about it on important days. Remembering the person with a symbolic gift on special days for individuals will increase loyalty to the institution and make the employee feel better (Tengelimoglu, 2005).

2.5 Burnout

The burnout concept, which occurred as the relationships developed by people in their working environments, became difficult and they experienced various negativities in their work lives, was first put forward by Freudenberger (Freudenberger, 1974, 159) and started to emerge in the USA, especially in the service sector, in the 1970s. The concept of burnout is defined as emotional exhaustion, depersonalization and a low sense of individual achievement among individuals who have intense communication and interaction in the workplace (Maslach, 1982, 3; Maslach & Schaufeli, 1993, 20) It is accepted as a three-dimensional (emotional exhaustion, depersonalization, low personal achievement) syndrome that frequently occurs in individuals who interact and interact. The stage of emotional exhaustion forms the infrastructure of the concept of burnout and is considered as the clearest symptom (Maslach, 1982). People with this syndrome feel deprived of the energy necessary to continue their daily lives, but their emotional energy is almost exhausted and they feel deprived of resources to regain their energy.

In the depersonalization dimension, which indicates the interpersonal dimension of burnout, the person stays away from his work and minimizes his interaction with his colleagues by displaying a cold and distant attitude towards the work he needs to do and the people at work (Maslach & Leither, 1997). When the burnout dimensions are examined in general, it is seen that the person feels chronically fatigued; lives introverted, withdraws from his work, and feels inadequate in his work. When the burnout process is examined, it is seen that the energy is replaced by emotional exhaustion, the feeling of unity is replaced by depersonalization, and the feeling of competence is replaced by insufficiency (Maslach & Leither, 1997).

2.5.1 Burnout models

Many researchers on the concept of burnout have addressed the issue from different angles and from different dimensions.

2.5.1.1 Cherniss model

According to the Cherniss model developed in 1980, burnout is an action that emerges as a reaction to the stress sources related to the work factor and ultimately ends with an attitude of prevention and inhibition, which includes breaking the psychological bonds associated with work (Yıldırım, 1996).

2.5.1.2 Edelwich and Brodsky model

In this model, it is determined that burnout passes through successive and detectable stages and these stages can be expressed as “idealistic enthusiasm, stagnation, frustration and apathy”.

Idealistic Enthusiasm Stage: In this stage, high levels of happiness and energy increase are observed in the individual, and professional demands that reach unreasonable dimensions come to the fore. At this stage, the individual perceives his profession as more important than anything else (Baysal, 1995: 29).

Stagnation Phase: In this phase, there is a significant decrease in the individual's wishes and demands. The difficulties he encounters in his work, the situations that he did not notice or care about before, become a problem

that causes discomfort in the person. Thus, the questioning phase was entered (Baysal, 1995: 29).

Frustration Phase: This phase takes place in two phases; The first one emerges as the prevention of the employees by not meeting the needs of the individuals they serve, and the individual's renunciation of his own needs in order to meet the needs of the individuals he serves (Baysal, 1995: 29).

Apathy: This phase is a phase that brings along different phases. At this stage, the individual is quite indifferent to the individuals he serves, has lost hope, the employee has started to go to work late or be late for work, and exhibits mechanical straight attitudes that seem to have given up on everything (Sürgevil, 2006).

2.5.1.3 Suran and Sheridan Model

In this model, the state of exhaustion up to the age of fifty was examined. Here, burnout is discussed step by step and each step includes the lifestyle that is effective in the formation of the concept of burnout. According to Suran and Sheridan (1985), burnout occurs when conflicts that are likely to manifest themselves at every level are not satisfied.

Step 1: Considering the issues that involve professional development becomes more important in the last years of high school and from the first years of university. This period, when personal and work behaviors become clear and meaningful then it is an important stage in terms of spiritual development.

Step 2: The identity formation period of a professional individual is defined as the person gaining a sense of competence in his/her job and integrating his/her personal and social environment efficiently. In this stage, the person develops his/her abilities and becomes independent. Now the person improves his image in the eyes of society. The next question is how proficient am I at what I do? This period appears in the twenties, but there is a possibility that individuals who have strict expectations about their profession may face the risk of exhaustion in the future.

Stage 3: It is a stage that occurs in the thirties. Now, the professionalized individual becomes freer and freer in his professional life.

Stage 4: It is the situation that occurs in the transition phase from the thirties to the forties. In this process, the individual questions his past. Job-related dissatisfaction may occur in the individual, and it is likely that mediocrity, boredom, and burnout occur years after the individual reveals his/her talents. Now fatigue, tension, and stress begin to take more place in the life of the individual. The feeling of being mortal predominates.

2.5.1.4 Perlman and Hartman's Burnout Model

In Perlman and Hartman's burnout model, burnout is examined in four stages.

The degree to which the situation leads to stress: It is a two-stage situation. In the first case, it emerges when the individual's abilities and skills are insufficient in the face of organizational expectations. The second stage occurs when the individual's work is weak against expectations. Here, there is a mismatch between the capabilities of the employee and the organizational culture (Sürgevil, 2006: 31). Level of Perception of Stress: There may be many triggers that cause stress, but not all of them cause the individual to feel under stress (Sürgevil, 2006: 31).

Response to Stress: There are three types of responses to stress; these are respectively "physical response, behavioral response, cognitive response" (Sürgevil, 2006: 31).

Result of Response to Stress: The individual's job satisfaction decreases, his physical and mental health deteriorates, and in the next process, the individual comes to the limit of quitting the job (Sürgevil, 2006: 28).

2.5.1.5 Pines Burnout Model

According to Pines, the main reason for burnout is the work environment, which makes the person feel in a pressured environment. At this stage, it is understood how important motivation is. Individuals with a high level of motivation are more likely to be exposed to burnout under work conditions where they feel pressured. Well, a stressful and complex environment, lack of appreciation, etc. factors lead wage earners with a high level of motivation to move away from the environment and opportunities where they can work more efficiently. Failures that cause burnout in individuals who see the

purpose of life in being successful leave a shameful effect. In this way, burnout may lead to the individual's loss of motivation, leaving his job or even quitting his profession completely (Bahar, 2006).

2.5.1.6 Maslach's Burnout Model

The most widely accepted model for burnout is the Maslach Burnout Model, which Maslach developed together with Jackson. According to this model, the concept of burnout; It consists of three steps: "psychological exhaustion", "being unresponsive" and "beginning to see oneself as insufficient". Although these three dimensions are conceptually separate from each other, they are related to each other (Maslach & Jackson, 1981).

Emotional Burnout: According to the model developed by Maslach, emotional exhaustion is the first stage and center of the burnout syndrome. In this phase of occupational burnout, symptoms such as weakness, fatigue and feeling emotionally exhausted appear in the employee. This situation is accepted as the most important and most prominent syndrome of burnout. Emotional burnout, as the internal dimension of burnout, creates the thought that the person experiencing burnout cannot act as he did before, towards the individuals with whom he is in communication. The thought of going to work again the next day becomes a cause for concern (Ergin, 1995:37).

Depersonalization: It is the negative attitude and attitudes of the employee towards the colleagues he serves or works with (Schaufeli & Enzmann, 1998). In other words, it is the ongoing situation where the employees regard and behave towards the people they serve as objects or substances, use unpleasant words against them, and exhibit a careless and sarcastic attitude. Depersonalization is when the individual ignores the fact that they are individuals towards the people to whom he/she serves, and shows an attitude towards them without any emotion (Kaçmaz, 2005).

Low sense of personal accomplishment: It reflects the individual development of burnout in people (Maslach and Jackson, 1981: 99). A low sense of personal accomplishment is linked to concepts such as our own behavioral standards, how well we reach our goals, and the person's repetitive stressful situations, and represents the individual achievement pillar of burnout. The

sense of personal accomplishment, which is integrated with syndromes such as inadequacy, sense of failure, loss of morale, decrease in work performance, decrease in productivity, disagreement, inability to cope with new extraordinary events, in general terms, is an individual's negative self-evaluation of his or her job (Sürgevil, 2006).

2.5.2 Factors that lead to Burnout

When the results of the studies on the subject are examined, it is seen that there are many factors that cause burnout. It is stated that some of these factors are individual factors arising from the people themselves, while others are organizational (environmental) factors that occur outside the person and arise due to the environment in which the individual lives (Okutan, 2010).

Personal factors; organizational (environmental) factors are defined as age, gender, marital status, number of children, working time, education level, excessive focus on work, personal expectations and personal characteristics; nature of the work, working hours, overload, limited vacation times and rest breaks, relations and disagreements with colleagues, relations with superiors, workload, problems arising from the plans and rules of the institution, autonomy and use of initiative, ambiguity of roles and conflict of roles, back It is defined as the absence of notification, reward and punishment, physical conditions of the working environment, social support, lack or excess of authority, opportunities for promotion at work (Okutan, 2010).

2.5.3 Development processes of Burnout

When the literature on burnout is examined, it is observed that the phenomenon of burnout is handled as a process, and within the framework of this evaluation, there are two models, namely the "Maslach Model and Golembiewski" (Lewin and Sager 2007).

According to Maslach (1981), emotional burnout caused by high and long-term stress in the individual develops as a feeling of cessation of reaction and loss of personal competence, whereas according to Golembiewski (1989); it develops into a cessation of responsiveness, a sense of diminished individual achievement, and emotional exhaustion. Although Maslach and Jackson define the dimensions of burnout differently, they state that the

existing dimensions are related to each other (Maslach and Jackson 1981). According to the Maslach Model, burnout begins with emotional exhaustion as a reaction to the elements that cause stress for the job, and as a method of struggle against emotional exhaustion, the person's communication with others begins to become depersonalized and psychologically distant. When the desensitization process begins, the person realizes that the situation between the individuals with whom he/she works and what the task needs to be done is not compatible with the situation he/she is in. This awareness results in a decrease in self-confidence, a lack of self-confidence for the task, and seeing himself as unsuccessful and inadequate when reviewing his achievements. According to the Maslach Model, emotional exhaustion is considered as a cause of depersonalization and depersonalization as a reason for a decrease in individual achievement. In the Golembiewski Model, this cycle begins with depersonalization. Depersonalization is reflected in the individual's efficiency towards the task he performs, and by affecting his evaluations of success, it leads to a feeling of decrease in individual success, and in the next stage, it ends with the person's emotional burnout. According to the Golembiewski Model, depersonalization is considered as the cause of decreased personal accomplishment, and the feeling of decreased personal achievement is considered as the cause of emotional exhaustion (Lewin and Sager 2007, Maslach et al. 2001, Ashforth and Lee 1997, Cordes et al. 1997).

CHAPTER 3

METHOD

In this part of the study, the research model, population, sample and data collection tools are discussed.

3.1 Research Model

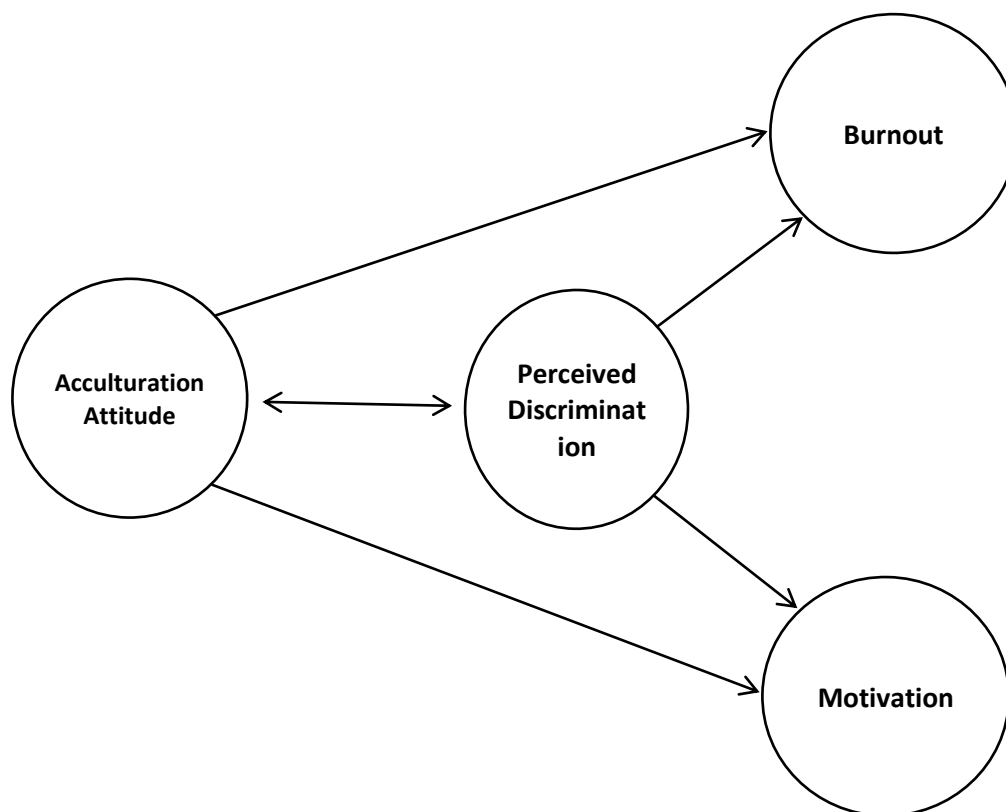


Figure1. Research Model

Assimilation, separation, marginalization and integration as well as perceived discrimination were examined in this study, which looked at the effects of cultural attitudes, perceived discrimination, motivation, and burnout levels of eastern and western textile workers to see if there was a significant difference. The predicted levels of motivation and burnout of perceived collective and individual discrimination, which are subdimensions of discrimination, were studied. This study employed a relational survey methodology.

3.2 Population and Sample

The population of this research consists of 5,000 textile workers in Bursa province Yeşim Textile Industry and Commerce Inc. and its subsidiaries. It consists of 100 eastern and 100 western textile workers who filled out the survey measurement tools correctly and completely and were selected by random sampling method.

3.3 Collection of Data

The data collection process started with the permission of the Scientific Research Ethics Committee with project number YDU/SB/2019/496. Data collection will be done with a questionnaire consisting of 4 parts. In the first part, there is the socio-demographic information form, in the second part the Job Motivation Scale, in the third part the Acculturation Attitudes Scale, in the fourth part, the Burnout Scale and finally the Perceived Discrimination Scale. The questionnaire used to collect data was prepared and applied to the workers in the working universe. The eastern and western participants of the research were collected by purposive sampling method.

Before beginning to answer the surveys, the workers were informed by the researcher about the aims of the research and how they should answer the questionnaires with an informed consent form. It has been stated that the confidentiality principles of the research will be determined and the information obtained from the workers will be known only by the researcher, in order to ensure that the workers answer the data collection tools honestly and sincerely, and therefore it is not mandatory for them to indicate their names in the data collection tools.

3.4 Data Collection Tools

Socio-demographic Information Form, Job Motivation Scale, Acculturation Attitudes Scale, Short Version of Burnout Scale and Perceived Discrimination Scale were used as data collection tools in the research. Information about the data tools used is presented below.

3.4.1 Sociodemographic information form

It is organized to use the personal information form prepared by the researcher in order to determine the demographic characteristics of the participants. The personal information form consists of items related to the participants' age, nationality, educational status, marital status, job, working time and working status, and questions about the working attitude related to working.

3.4.2 Job Motivation Scale

The Job Motivation Scale consists of 24 items consisting of two dimensions, internal and external motivation, used by Mottaz (1985), Brislin, Kabigting, Macnab, Zukis and Worthley (2005), Ertan (2008), Mahaney and Lederer (2006) in their studies. It is a 5-point Likert scale. Evaluation of the scale 1.00-1.80 Very Low; 1.81-2.60 Low; 2.61-3.40 Medium; 3.41-4.20 High; 4.21-5.00 Very High. Two types of tools determine the work motivation of the employees, namely intrinsic and extrinsic motivation. Among the internal motivation tools, independence in the work done, interesting and challenging work, the importance of the work for the employee, participation in the work, responsibility, diversity, creativity, opportunities to use one's individual talents and skills, and satisfactory feedback factors about the performance of the person are counted.

External motivation tools are examined in two different dimensions; the first dimension is social motivation tools and the second dimension is organizational tools. While the first dimension is based on the quality of relationships developed with people such as friendship, helpfulness, support from colleagues and superiors, the second dimension is related to the opportunities offered by the organization to increase job performance such as adequacy of resources in the work environment, equal pay, promotion

opportunity, additional benefits and job security (Mottaz, 1985: 366; Dündar, Özutku and Taşpınar, 2007: 108).

The two-dimensional Job Motivation Scale was adapted into Turkish by Naktiyok and Ensari (2012). The reliability of the Job Motivation Scale was determined using the 'Cronbach's alpha' criterion based on the 'internal consistency' method. The Cronbach's alpha values of the scale related to the intrinsic and extrinsic motivation tools used in this study were calculated as 0.92 and 0.88, respectively. These values prove that the scale is reliable (Özdamar, 2004).

3.4.3 Acculturation Attitudes Scale

The scale developed by Ataca and Berry (2002) consists of 36 items and reveals 4 different acculturation attitudes. The 36 questions of the scale include nine attitudes: Friendship, Food, Celebrations, Social Activity, Language Use, Decoration, Lifestyle, Newspaper Reading and Culture. The rate of acceptance and adoption of attitudes is evaluated over the 5-point Likert type and the total scores of the answers given to 9 items covering that attitude. The Turkish validity and reliability study of the scale was carried out by Bektaş (2004). The internal consistency coefficient for the dissolution attitude in that culture is 0.83, 0.89 for the separation attitude, 0.76 for the integration attitude, and 0.75 for the borderline attitude (Bektaş, 2004).

3.4.4 Burnout scale short version

Instead of Pines and Aronson's (1988) 21-item Burnout Scale (BS), Pines (2005) adapted its short 10-item form to create an easy-to-use measurement tool with fewer items to meet the needs of researchers and practitioners. . The Turkish adaptation of the scale was made by Songül Tümkaya (2009). The 10 items selected for BS-SV were determined in line with the contextual basis of the 21-item BS, which assesses a person's level of physical, emotional and mental fatigue. BS-SV is answered based on the statements of the interviewees on a seven-grade scale (1 Never and 7 Always) to measure the occupational burnout level of individuals. It was observed that the internal consistency coefficients of the scale, which was calculated with data from different professions, ethnicities and student groups, ranged from 85 to 92.

3.4.5. Perceived discrimination scale

The Perceived Discrimination Scale is used to measure people's perceptions of whether they are individually or collectively discriminated against. The Perceived Discrimination Scale, developed by Ruggiero and Taylor (1995), consists of the "Perceived Individual Discrimination" and the Perceived Group Discrimination subscales. The scale, which was adapted into Turkish by Baysu (2007), consists of four items in the Perceived Individual Discrimination and Perceived Collective Discrimination subscales. High scores obtained using the 5-point Likert scale (1 = Never, 5 = Always) in both scales indicate the level of discrimination perceived in daily life at the individual and group level. The Turkish reliability coefficients of the scale were found at an acceptable level.

3.5. Data Analysis

After the data to be obtained through the questionnaire were transferred to the computer, the defect-free process was applied to the collected data. Statistical Package for the Social Sciences (SPSS) version 20.0 for Windows Evaluation was used for statistical analysis of the data. In order to determine the hypothesis tests to be used in statistical analysis, Kolmogorov-Smirnov test, one of the normality tests, was applied to examine whether the data set showed a normal distribution. A nonparametric hypothesis test was utilized

because the data set was found to be non-normally distributed. A descriptive statistic called chi-square analysis was performed to determine the distribution and relevance of the demographic features of the western and eastern participants in the study.

The acculturation attitudes of eastern and western textile workers, work motivation, burnout and the relationship between perceived discrimination scales were examined by spearman correlation analysis.

The non-parametric Mann Whitney U analysis and the multiple regression analysis of the sub-dimensions of the acculturation attitudes scale were used to assess the differences between eastern and western workers according to the applied scales.

CHAPTER 4

FINDINGS

Table 1.

Distribution and significancy level of western and eastern participants according to their socio-demographical characteristics

Demographical Variances	Western Group (WG) %	Eastern Group (EG)%	X ²	P value
Gender				
Female	30,3	28,0	,128	,721
Male	69,7	72,0		
Age				
18-30 yers	30,0	16,0	1,80	,406
31-40 years	30,0	39,0		
41 years old and above	40,0	45,0		
Income level				
1400-1800 tl	13,0	10,0	2,54	,280
1801-2200 tl	34,0	43,0		
2201 tl and above	53,0	47,0		
Education Level				
Primary	11,0	10,0	3,57	,311
Secondary	23,0	35,0		
High School	58,0	49,0		
Bachelor	8,0	6,0		
Home that you live				

Belongs to me	34,0	36,0	,339	,844
Belongs to my family	41,0	37,0		
Rent	25,0	27,0		
Working Duration				
0-5 years	34,0	26,0	2,45	,293
6-9 years	25,0	34,0		
10 yıl and above	41,0	40,0		
Textile sector option				
Willingly	67,0	75,0	1,55	,213
Unwillingly	33,0	25,0		
Status				
White-collar	9,0	4,0	2,68	,262
Grey-collar	14,0	19,0		
Blue-collar	77,0	77,0		
Shift type				
Single shift	20,0	16,0	1,50	,472
Shifting	80,0	84,0		

*p≤0,05 **p<0,001

The distribution and significance levels of the western and eastern participants according to their socio-demographic characteristics were analyzed by chi-square analysis, one of the descriptive statistics. It was determined that there were mostly male participants in the western and eastern groups, individuals aged 41 and above, had an income of 2201 TL

and above, and their education level was high school. In both groups, the highest rate is the individuals stating that the house they live in belongs to their family, their working period is 10 years or more, they chose the textile sector willingly and they work in shifts. When the status variable is examined, the participants in EG and WG, who are at the blue collar level, are at the highest rate and in equal proportion. There was no significant difference between the socio-demographic variables and the groups ($p>0.05$).

Table 2. Analysis of data on cultural attitudes, perceived discrimination, motivation, and burnout levels of eastern and western textile workers participating in the research

Variance	Rank				
	Birthplace	N	Average	Z	P
Assimilation	BG	100	95,26	-2,30	,030*
	DG	100	103,74		
Seperation	BG	100	96,36	-1,01	,311
	DG	100	104,64		
Marginalisation	BG	100	97,62	-,586	,558
	DG	100	102,40		
Integration	BG	100	99,27	-,179	,858
	DG	100	100,72		
Motivation Scale	BG	100	98,76	-,425	,671
	DG	10	102,24		
Burnout Scale	BG	100	98,02	-,608	,543
	DG	100	102,98		
Collective discrimination	BG	100	91,26	-2,27	,023*
	DG	100	109,74		
Individual discrimination	BG	100	101,03	-,148	,882
	DG	100	99,97		

* $p\leq 0,05$

There was a significant difference found in the assimilation sub-dimension ($z = -2.30$, $p = .030$) of the scale of cultural attitudes of eastern and western textile workers participating in the research. When this difference is examined, it is seen that eastern textile workers are more exposed to cultural assimilation than western textile workers. It is seen that there is no significant difference in the separation sub-dimension ($z = -1.01$, $p = .311$) of the scale of cultural attitudes of eastern and western textile workers participating in the research. The eastern and western textile workers participating in the study stated that their cultural attitudes were not subject to discrimination in the separation sub-dimension. It is seen that there is no significant difference in the marginalization sub-dimension ($z = -.586$, $p = .558$) of the scale of cultural attitudes of eastern and western textile workers participating in the research. Eastern and western textile workers stated that they did not experience social exclusion in their workplaces. It is seen that there is no significant difference in the integration sub-dimension ($z = -.179$, $p = .858$) of the scale of cultural attitudes of eastern and western textile workers participating in the research. It has been concluded that there is no difference between eastern and western textile workers in the company where they work, in terms of integration and ownership of the corporate culture.

There was no significant difference found in the motivation dimension ($z = -.425$, $p = .671$) of the eastern and western textile workers participating in the study. When this difference is examined, motivation levels of eastern and western textile workers do not differ. No significant difference was found in the burnout dimension ($z = -.608$, $p = .543$) of eastern and western textile workers participating in the study. When this difference is examined, motivation levels of eastern and western textile workers do not differ. A significant difference was found in the collective discrimination dimension ($z = -2.27$, $p = .023$) of eastern and western textile workers participating in the research. When this difference is examined, the levels of collective discrimination of eastern and western textile workers differ positively. No significant difference was found in the individual discrimination dimension ($z = -.148$, $p = .882$) of eastern and western textile workers participating in the

research. When this difference is examined, the individual levels of eastern and western textile workers do not differ.

Table 3. *Correlation analysis of cultural attitudes, perceived discrimination, motivation, and burnout levels of eastern and western textile workers participating in the research*

		1	2	3	4	5	6	7	8
Assimilation	r	1	,736**	,411**	,415**	,014	,187**	,065	,183**
	p		,000	,000	,000	,838	,005	,336	,007
Seperation	r		1	,464**	,282**	,053	,161*	,064	,168*
	p			,000	,000	,438	,017	,344	,012
Marginalisation	r			1	,043	,176**	,252**	,016	,179**
	p				,529	,009	,000	,813	,008
Integration	r				1	-,085	,093	-,026	,057
	p					,209	,169	,699	,403
Motivation Scale	r					1	-,430**	-,066	,201**
	p						,000	,328	,003
Burnout Scale	r						1	,054	,166*
	p							,423	,014
Collective discrimination	r							1	,327**
	p								,000
Individual discrimination	r								1
	p								

* $p \leq 0,05$

A highly significant positive correlation was found between assimilation and separation ($r = .736$, $p = .000$), which are sub-dimensions of cultural attitudes of eastern and western textile workers participating in the research. It is seen that as the level of assimilation (cultural dissolution) of eastern and western textile workers increases, their separation (cultural segregation) increases.

A positive moderately significant relationship was found between assimilation and marginalization ($r = .411$, $p = .000$), which are sub-dimensions of cultural attitudes of eastern and western textile workers participating in the research. As the eastern and western textile workers' levels of assimilation (cultural

meltdown) increase, it is seen that they experience moderate marginalization (social exclusion).

A positive and moderately significant relationship was found between assimilation and integration ($r = .415$, $p = .000$), which are the sub-dimensions of the cultural attitudes of the eastern and western textile workers participating in the research. As the eastern and western textile workers' levels of assimilation (cultural meltdown) increase, it is seen that they experience a medium level of integration (cultural adaptation).

No significant relationship was found between assimilation and motivation ($r = .014$, $p = .838$), which are sub-dimensions of cultural attitudes of eastern and western textile workers participating in the research. It is seen that there is no significant relationship between the motivations of eastern and western textile workers towards assimilation (cultural meltdown).

A significant positive low correlation was found between assimilation and burnout, which are sub-dimensions of eastern and western textile workers' cultural attitudes ($r = .187$, $p = .005$). It is seen that there is a significant relationship between eastern and western textile workers' assimilation (cultural meltdown) and burnout.

No significant relationship was found between assimilation and collective discrimination ($r = .065$, $p = .336$), which are sub-dimensions of eastern and western textile workers' cultural attitudes. It is seen that there is no significant relationship between eastern and western textile workers' assimilation (cultural meltdown) and collective discrimination.

A significant relationship was found between assimilation and individual discrimination ($r = .183$, $p = .007$), which are sub-dimensions of eastern and western textile workers' cultural attitudes. It is seen that there is a significant relationship between eastern and western textile workers' assimilation (cultural meltdown) and individual discrimination.

It was found that there was a significant positive moderate relationship between separation and marginalization discrimination ($r = .464$, $p = .000$), which are sub-dimensions of eastern and western textile workers' cultural

attitudes. It is seen that as the level of separation (discrimination) of eastern and western textile workers increases, marginalization increases moderately.

It was found that there was a significant positive low level relationship between separation and integration ($r = .282$, $p = .000$), which are sub-dimensions of eastern and western textile workers' cultural attitudes. It is seen that as the level of separation (discrimination) of eastern and western textile workers increases, integration increases at a low level.

It was found that there was no significant relationship between separation and motivation ($r = .053$, $p = .438$), which are sub-dimensions of eastern and western textile workers' cultural attitudes. There was no relationship between the separation (discrimination) and motivation of the eastern and western textile workers.

A significant positive low correlation was found between separation and burnout, which are sub-dimensions of eastern and western textile workers' cultural attitudes ($r = .161$, $p = .017$). A positive relationship was observed between separation (discrimination) and burnout of eastern and western textile workers.

No significant relationship was found between separation and collective discrimination ($r = .064$, $p = .344$), which are sub-dimensions of eastern and western textile workers' cultural attitudes. It has been observed that there is no relationship between eastern and western textile workers' separation (discrimination) and collective discrimination.

A significant relationship was found between separation and individual discrimination, which are sub-dimensions of eastern and western textile workers' cultural attitudes ($r = .168$, $p = .012$). A significantly low correlation was determined between the separation (discrimination) of eastern and western textile workers and individual discrimination.

No significant relationship was found between marginalization and integration ($r = .043$, $p = .529$), which are sub-dimensions of eastern and western textile workers' cultural attitudes. It has been observed that there is no relationship

between the marginalization and integration of eastern and western textile workers.

A significant relationship was found between marginalization and motivation ($r = .176$, $p = .009$), which are sub-dimensions of eastern and western textile workers' cultural attitudes. A relationship was observed between marginalization and motivation of eastern and western textile workers.

A significant positive low correlation was found between separation and burnout, which are sub-dimensions of eastern and western textile workers' cultural attitudes ($r = .252$, $p = .000$). A positive relationship was observed between marginalization and burnout of eastern and western textile workers.

No significant relationship was found between marginalization and collective discrimination ($r = .016$, $p = .813$), which are sub-dimensions of eastern and western textile workers' cultural attitudes. It has been observed that there is no relationship between the marginalization of eastern and western textile workers and collective discrimination.

A significant relationship was found between marginalization and individual discrimination ($r = .179$, $p = .008$), which are sub-dimensions of eastern and western textile workers' cultural attitudes. A significantly low correlation was determined between the separation (discrimination) of eastern and western textile workers and individual discrimination.

A significant relationship was found between motivation and burnout ($r = -.430$, $p = .000$) of eastern and western textile workers. A significant moderate relationship was determined between eastern and western textile motivation and burnout.

No significant relationship was found between motivation and collective discrimination ($r = -.066$, $p = .328$) of eastern and western textile workers. It was stated that there was no significant relationship between eastern and western textile motivation and collective discrimination.

A significant relationship was found between motivation and individual discrimination ($r = .201$, $p = .003$) of eastern and western textile workers. A

significantly low correlation was determined between eastern and western textile motivation and individual discrimination.

No significant relationship was found between eastern and western textile workers' burnout and collective discrimination ($r = .054$, $p = .423$). There is no significant relationship between eastern and western textile motivation and collective discrimination.

A significant relationship was found between eastern and western textile workers' burnout and individual discrimination ($r = .166$, $p = .014$). A significantly low correlation was determined between eastern and western textile motivation and collective discrimination.

A significant relationship was found between eastern and western textile workers' collective discrimination and individual discrimination ($r = .327$, $p = .000$). A significantly low correlation was determined between eastern and western textile motivation and collective discrimination.

Table 4. *The results of the regression analysis regarding the cultural attitudes (assimilation), motivation, burnout and perceived discrimination levels of the eastern and western textile workers participating in the research*

Variance	B	SE	β	T	p	ΔR^2	Adjusted R^2	F
Motivation Scale	-,093	,063	-,111	-1,482	,140	,068	,051	F(3,93)
Burnout Scale	,221	,078	,206	2,809	,005			
Collective discrimination	-,018	,121	-,010	-,148	,883			
Individual discrimination	,377	,155	,174	2,428	,016			

* $p \leq 0,05$

It was found that the assimilation sub-dimension of the scale of cultural attitudes of eastern and western textile workers participating in the research did not predict the motivation level of eastern and western textile workers. It is seen that the assimilation sub-dimension of the scale of cultural attitudes of eastern and western textile workers predicts the burnout level of eastern and western textile workers. It is seen that the assimilation sub-dimension of the scale of cultural attitudes of eastern and western textile workers does not predict the level of collective discrimination of eastern and western textile workers. It is seen that the assimilation sub-dimension of the scale of cultural attitudes of eastern and western textile workers predicts the individual discrimination level of eastern and western textile workers. Individual discrimination, which is the sub-dimension of burnout scale and perceived discrimination scale, predicts assimilation positively. The model explains 51% of the total variance.

Table 5. *The results of the regression analysis regarding the cultural attitudes (separation), motivation, burnout and perceived discrimination levels of the eastern and western textile workers participating in the research*

	B	SE	B	T	p	ΔR^2	Adjusted R^2	F
Motivation Scale	-,036	,062	-,044	-,585	,559	,048	,030	F(2,71)
Burnout Scale	,162	,078	,155	2,085	,038			
Collective discrimination	,006	,119	,004	,049	,961			
Individual discrimination	,318	,153	,151	2,073	,039			

* $p \leq 0,05$

It was found that the separation sub-dimension of the scale of cultural attitudes of eastern and western textile workers participating in the research did not predict the motivation level of eastern and western textile workers. It is seen that the separation sub-dimension of the scale of cultural attitudes of

eastern and western textile workers predicts the burnout level of eastern and western textile workers. It is seen that the separation sub-dimension of the scale of cultural attitudes of eastern and western textile workers does not predict the level of collective discrimination of eastern and western textile workers. It is seen that the separation sub-dimension of the scale of cultural attitudes of eastern and western textile workers predicts the individual discrimination level of eastern and western textile workers. Burnout scale and perceived discrimination scale positively predict individual discrimination. The model explains 30% of the total variance.

Table 6. *The results of the regression analysis regarding the cultural attitudes (marginalization), motivation, burnout and perceived discrimination levels of the eastern and western textile workers participating in the research*

	B	SE	B	t	P	ΔR^2	Adjusted R^2	F
Motivation Scale	,054	,072	,055	,748	,455	,087	,070	F(5,10)
Burnout Scale	,257	,091	,206	2,827	,005*			
Collective discrimination	-,076	,141	-,038	-,540	,590			
Individual discrimination	,370	,180	,146	2,059	,041*			

* $p \leq 0,05$

It was found that the marginalization sub-dimension of the scale of cultural attitudes of eastern and western textile workers participating in the research did not predict the motivation level of eastern and western textile workers. It is seen that marginalization sub-dimension of the scale of cultural attitudes of eastern and western textile workers predicts the burnout level of eastern and western textile workers. The marginalization sub-dimension of the scale of cultural attitudes of eastern and western textile workers does not seem to

predict the level of collective discrimination of eastern and western textile workers. It is seen that the marginalization sub-dimension of the scale of cultural attitudes of eastern and western textile workers predicts the level of individual discrimination of eastern and western textile workers. Individual discrimination, which is the sub-dimension of burnout scale and perceived discrimination scale, positively predicts marginalization. The model explains 70% of the total variance.

Table 7. *The results of the regression analysis regarding the cultural attitudes (integration), motivation, burnout and perceived discrimination levels of the eastern and western textile workers participating in the research*

	B	SE	B	t	P	ΔR^2	Adjusted R^2	F
Motivation Scale	-,158	,068	-,177	-2,331	,021*	,037	,019	F(2,06)
Burnout Scale	,181	,085	,159	2,123	,035*			
Collective Discrimination	-,141	,131	-,077	-1,076	,283			
Individual Discrimination	,210	,168	,091	1,247	,214			

* $p \leq 0,05$

The integration sub-dimension of the scale of cultural attitudes of eastern and western textile workers participating in the research was found to predict the motivation level of eastern and western textile workers. It is seen that the integration sub-dimension of the scale of cultural attitudes of eastern and western textile workers predicts the burnout level of eastern and western textile workers. It is seen that the integration sub-dimension of the scale of cultural attitudes of eastern and western textile workers does not predict the level of collective discrimination of eastern and western textile workers. It is seen that the integration sub-dimension of the scale of cultural attitudes of eastern and western textile workers does not predict the level of individual

discrimination of eastern and western textile workers. Motivation scale and burnout scale predict integration positively. The model explains 19% of the total variance.

Table 8. *The results of regression analysis on motivations, cultural attitudes, burnout and perceived discrimination levels of eastern and western textile workers participating in the research.*

	B	Std. Error	Beta	t	P	ΔR^2	Adjusted R^2	F
Assimilation	-,131	,114	-,108	-1,151	,251	,251	,226	10,02
Seperation	,043	,112	,035	,382	,703			
Marginalisation	,068	,072	,066	,943	,347			
Integration	-,123	,075	-,109	-1,650	,100			
Burnout Scale	,530	,080	,415	6,639	,000*			
Collective Discrimination	-,329	,131	-,159	-2,502	,013*			
Individual Discrimination	,491	,168	,190	2,926	,004*			

* $p \leq 0,05$

It was found that motivations of eastern and western textile workers participating in the research did not significantly predict assimilation, which is the sub-dimension of the cultural attitudes scale of eastern and western textile workers. It was found that the motivations of the eastern and western textile workers participating in the research did not significantly predict the separation, which is the sub-dimension of the cultural attitudes scale of eastern and western textile workers. It was found that the motivations of eastern and western textile workers participating in the research did not significantly predict marginalization, which is the sub-dimension of the cultural attitudes scale of eastern and western textile workers. It was found that the motivation of the eastern and western textile workers participating in the research did not significantly predict the integration, which is the sub-dimension of the eastern and western textile workers' cultural attitudes scale.

It was determined that motivations and burnout levels of eastern and western textile workers participating in the research significantly predicted. It was found that motivations of eastern and western textile workers participating in the study significantly predicted perceived collective discrimination. It was found that motivations of eastern and western textile workers participating in the study significantly predicted perceived individual discrimination. Examination in terms of motivation scale was made with multiple regression analysis. Motivation scale scores positively predict burnout, perceived collective and individual discrimination scores. The model explains 22% of the total variance.

Table 9. *The results of the regression analysis regarding the burnout scores, cultural attitudes, motivation and perceived discrimination levels of the eastern and western textile workers participating in the research*

	B	Std. Error	Beta	t	P	ΔR^2	Adjusted R^2	F
Assimilation	,110	,089	,115	1,226	,222	,247	,222	9,83
Seperation	-,036	,088	-,037	-,404	,686			
Marginalisation	,119	,056	,147	2,119	,035*			
Integration	,077	,059	,087	1,304	,194			
Collective Discrimination	,130	,104	,080	1,243	,215			
Individual Discrimination	,021	,135	,010	,157	,875			
Motivation Scale	,327	,049	,418	6,639	,000*			

* $p \leq 0,05$

It was found that burnout of eastern and western textile workers participating in the study did not significantly predict assimilation, which is the sub-dimension of the scale of cultural attitudes of eastern and western textile workers. It was found that the eastern and western textile workers participating in the study did not significantly predict the burnout, and the

separation, which is the sub-dimension of the cultural attitudes scale of eastern and western textile workers. It was found that eastern and western textile workers who participated in the research significantly predicted burnout and marginalization, which is the sub-dimension of the scale of cultural attitudes of eastern and western textile workers. It was found that the eastern and western textile workers participating in the study did not significantly predict the burnout, integration, which is the sub-dimension of the eastern and western textile workers' cultural attitudes scale.

It was found that the burnout levels of the eastern and western textile workers participating in the study did not significantly predict the collective discrimination sub-dimension of the eastern and western textile workers' perceived discrimination scale. It was found that the burnout levels of eastern and western textile workers participating in the study did not significantly predict individual discrimination, which is the sub-dimension of the perceived discrimination scale of eastern and western textile workers. It was found that the burnout levels of eastern and western textile workers participating in the research significantly predicted the motivations of eastern and western textile workers.

The marginalization sub-dimension and the motivation scale of the Cultural Attitudes Scale positively predict the burnout of eastern and western textile workers. The model explains 22% of the total variance.

Table 10. *The results of the regression analysis regarding the collective discrimination scores, cultural attitudes and motivation levels of the eastern and western textile workers participating in the research*

	B	Std. Error	Beta	t	p	ΔR^2	Adjusted R ²	F
Assimilation	-,014	,059	-,024	-,237	,813	,137	,108	4,76
Seperation	,030	,058	,050	,517	,606			
Marginalisation	-,030	,037	-,060	-,804	,422			
Integration	-,047	,039	-,086	-1,199	,232			
Motivation Scale	-,088	,035	-,183	-2,502	,013*			
Burnout Scale	,056	,045	,092	1,243	,215			

*p≤0,05

It was found that the perceived collective discrimination of the eastern and western textile workers participating in the study did not significantly predict the assimilation, which is the sub-dimension of the workers' cultural attitudes scale. It was found that the discrimination, which is the sub-dimension of the cultural attitudes scale of the workers, did not significantly predict the collective discrimination perceived by the eastern and western textile workers participating in the study. It was found that the collective discrimination perceived by the eastern and western textile workers participating in the research did not significantly predict the workers' culture attitudes scale sub-dimension, Marginalization. It was found that integration, which is the sub-dimension of the cultural attitudes scale of the workers, did not significantly predict the collective discrimination perceived by the eastern and western textile workers participating in the study.

It was found that the perceived collective discrimination of the eastern and western textile workers participating in the research significantly predicted the motivation levels of the workers. It was found that the perceived collective discrimination of the eastern and western textile workers participating in the study did not significantly predict the burnout levels of their workers.

The perceived collective discrimination scores of eastern and western textile workers positively predict the motivation of workers. The model explains 10% of the total variance.

Table 11. *The results of the regression analysis regarding the individual discrimination scores, cultural attitudes and motivation levels of the eastern and western textile workers participating in the research*

	B	Std. Error	Beta	T	p	ΔR^2	Adjusted R ²	F
Assimilation	,051	,049	,108	1,042	,299	,080	,054	3,04
Seperation	,017	,048	,035	,350	,726			
Marginalization	,031	,031	,078	1,012	,313			
Integration	,002	,032	,004	,050	,960			
Motivation Scale	,064	,029	,165	2,214	,028*			
Burnout Scale	,023	,037	,047	,625	,533			

* $p \leq 0,05$

It was found that the perceived individual discriminations of the eastern and western textile workers participating in the study did not significantly predict the assimilation, which is the sub-dimension of the workers' cultural attitudes scale. It was found that the discrimination, which is the sub-dimension of the cultural attitudes scale of the workers, did not significantly predict the individual discriminations perceived by the eastern and western textile workers participating in the study. It was found that Marginalization, which is the sub-dimension of the cultural attitudes of the workers, did not significantly predict the individual discriminations perceived by the eastern and western textile workers participating in the study. It was found that the integration, which is the sub-dimension of the cultural attitudes scale of the workers, did

not significantly predict the individual discriminations perceived by the eastern and western textile workers participating in the study.

It was found that the perceived individual discriminations of the eastern and western textile workers participating in the research significantly predicted the motivation levels of the workers. It was found that the perceived individual discriminations of the eastern and western textile workers participating in the study did not significantly predict the burnout levels of their workers.

Perceived individual discrimination scores of eastern and western textile workers positively predict workers' motivation. The model explains 54% of the total variance.

CHAPTER 5

DISCUSSION

A study was conducted to assess the effect of cultural views on motivation and burnout levels among eastern and western textile workers in Bursa, Turkey. Cultural attitudes, perceived discrimination, motivation and burnout levels of eastern and western textile workers significantly affect. When the studies are examined, it is seen that the studies on negative culture attitudes increase the burnout levels of the employees (Wood, Braelen, & Viven, 2013). It is seen that negative culture attitudes affect the motivation of employees negatively (Aslan, 2010). According to Tumkaya (2012), however, the perception of discrimination among eastern and western textile workers decreases motivation and increases burnout.

The study indicated that eastern textile employees were more prone to cultural integration than western textile workers. Gündüz (2013) in his research on the forced departure of Turks from Bulgaria and the persecution they encountered, the assimilation policies that Turkish communities in Bulgaria were exposed to, notably during the communist party era. Ismail (2012) talked about the pressure and assimilation efforts in Greece, especially on Western Thrace Turks, and stated that these pressure and assimilation policies will continue for a long time. Studies show that cultural assimilation is carried out in different sectors and cultures (Snyder, 2006). It is stated that the behaviors exhibited by workers from two different cultures, eastern and western, in order to maintain their own position or to gain more power, vary under the influence of their own cultures (Akarca & Tansel, 2012). These findings do not support the finding of the research.

Although the concept of cultural attitudes differs according to the perspectives of the communities, dominant cultures disrupt and change the cultural structures of the communities they interact with, alienate individuals from their cultures and create new subcultures (Tezcan, 2019). It has been revealed by researchers that communities and individuals exposed to cultural discrimination lead to different types of conflict within the culture they are

alienated from (Giddens, 2012). At the same time, the motivation levels of individuals who are alienated, marginalized and lost in their sense of belonging within the culture decrease and their productivity decreases (Deveci, 2016). On the other hand, burnout syndrome is also seen in individuals who do not have a sense of belonging to the institution where they work, whose productivity has decreased, and who experience emotional deprivation (Tümekaya, 2009).

The motivation levels of the textile workers participating in the research do not differ. If the cultural characteristics of the employees are similar to the institution they work for and their colleagues, the motivation and performance of the person may be higher than that of other individuals (Aksoy, 2012). On the contrary, in the study of Aslan (2010), if the cultural characteristics of the individual do not show similar characteristics with the institution and colleagues in which he works, the person may experience a loss of motivation and performance, and burnout may occur in relation to this. In their study, Deran and Beller (2015) reported that burnout in business life affects the motivation and performance of the person negatively, resulting in a decrease in the quality and quantity of the work done.

It has been determined that there is no difference in the levels of exposure to cultural discrimination, social exclusion and social exclusion between eastern and western textile workers in the enterprises where they work. Yılmaz (2003) found that in western societies, communities and individuals from other cultures are exposed to cultural discrimination, exclusion and social exclusion. This finding does not support the finding of the research. It is known that the general acceptance level of Turkish society for societies and individuals from different cultures traditionally is high, Tezcan (2019). It is seen that the motivation levels of eastern and western textile workers are similar. On the other hand, it is seen that the perceptions of collective discrimination of eastern and western textile workers differ. When groups that have been exposed to discrimination are viewed within the framework of ethnicity, micro-nationalism or the religion they believe in, it shows that individuals display anger behaviors towards the society they live in (Er & Ataman, 2008).

It is seen that there is a relationship between the cultural dissolution levels of textile workers and cultural separation, social exclusion, and cultural adaptations. Being removed from the cultures they live in, being exposed to social isolation, being ignored prevents them from developing adaptation to that culture (Çelik and Koşar, 2015). This situation affects the work efficiency of individuals negatively.

It is seen that there is a significant relationship between the cultural meltdown levels of the textile workers participating in the research and burnout, but there is no significant relationship between cultural meltdown and motivation. Başak (2015), in her study examining the relationship between motivation and burnout, stated that the level of burnout decreases as the highly motivated individual reaches material and spiritual satisfaction. It has been determined by researchers that it is related to individuals' cultural attitudes and experiences, motivations and burnout. On the other hand, when the literature is examined; while it is seen that the fair behavior and attitudes of the managers increase the performance and motivation levels of the employees, it is seen that the discrimination, bad behavior and attitudes among the employees cause loss of motivation and performance (Wood, Braelen, & Viven, 2013).

It has been determined that the increase in the level of exposure of eastern and western textile workers to cultural discrimination causes them to be excluded in the society they live in, to experience burnout in their working life and throughout their lives, and to increase their perception of individual discrimination. It has been determined that the increase in the level of exposure of eastern and western textile workers to social discrimination causes them to be excluded in the society they live in, to experience burnout in their working life and throughout their lives, and to increase their perception of individual discrimination. Yıldırım and Erul (2013), in their study on the factors affecting burnout, reported that wage earners who are subjected to individual discrimination feel negative emotions and experience unhappiness and their associated burnout levels increase. It has been stated by researchers that individuals who experience social discrimination in the society they live in will have difficulty in meeting their needs, will experience a

high level of burnout and will be isolated from the society they live in individually (Kağıtçıbaşı, 1996; Çakır, 2002). The data obtained by the researchers support the result of this research.

It is seen that the cultural meltdown levels of the eastern and western textile workers participating in the research explain their exposure to burnout and discrimination. In the study of Jagusztyn (2010), in which he examines the reflections of acculturation strategies on business life; Situations such as the wage earner's being faced with the feeling of burnout due to the prolonged stress in the work environment, being exposed to unfair attitudes and behaviors and being discriminated against in the workplace, affect the person socially and psychologically, and that the individual who experiences these feelings gets rid of his own cultural characteristics and falls into the group he belongs to. It was also reported that it is compatible with its characteristics.

It is seen that the textile workers participating in the research explain their cultural exclusion, burnout and perceived individual discrimination. In their study, Asif, Choudhry, Akhter, Ilyas, and Lee (2011) found that when the individual who is exposed to individual discrimination in business life loses his/her sense of trust in the institution he/she is exposed to due to the attitudes and behaviors he/she is exposed to, he/she does not interact with the community he/she is involved in by using the strategy of leaving the acculturation strategies, and he/she does not interact with the community and prioritizes his/her own cultural characteristics more. When the literature is examined, it is seen that the negative working conditions cause the person to experience a feeling of burnout over time, and the individual who experiences feelings of anger and unhappiness with the feeling of burnout ignores the cultural characteristics of the group and does not communicate with these individuals (Bhugra, 2014).

It is seen that textile workers explain their cultural exclusion, burnout and perceived individual discrimination. Dinler (2010), in his study examining the relationship between job satisfaction, burnout, and culture, reported that individuals who stated that they experienced burnout ignored both their own culture and the cultural characteristics of the community they belonged to,

and did not show interest in its continuity. In their study, Tekin, Aydın, Özmen, and Yaykaşlı (2014) found that individuals with a perception of individual discrimination in business life, their desire to do business, their commitment to the workplace and their colleagues, and their own cultural characteristics and indifferent and indifferent attitudes and behaviors towards the cultural characteristics of the group they belong to.

It was determined that the cultural adaptations of the eastern and western textile workers participating in the research explained the motivation and burnout of the workers. Crosnoe (2013), in the study examining the relationship between cultural attitudes and motivation and performance, reported that individuals with high motivation level integrate the beliefs and values of two cultures by adopting the cultural characteristics of the group they belong to, without losing their own cultural characteristics, with the desire to take a place in the social structure. In another study on the subject, it is seen that individuals who state that they experience burnout due to individual and/or organizational factors make more effort than other individuals to integrate with the new group they belong to without losing their cultural identity (Guvenc, Teselli, & Barut, 2011).

It was concluded that motivations of eastern and western textile workers explained the levels of workers' burnout, perceived collective discrimination, and perceived individual discrimination. In his study, Haider (2010), supporting the results of this study, stated that the motivation of the individual experiencing burnout decreased; reported that the motivation of the individual who did not have a feeling of burnout increased. When the literature is examined, it is stated that the individual experiences a loss of motivation due to the perception of discrimination in the group he belongs to and being exposed to such behaviors; in response to the fair behavior of managers, it is seen that their motivation levels increase (Hayward, 2017).

A significant difference was found in the burnout of eastern and western textile workers participating in the research, marginalization and motivation levels, which are sub-dimensions of the workers' culture attitudes scale. Çepni (2010) stated in his study that an individual who has a loss of

motivation due to individual or environmental factors may experience feelings of emotional and physical burnout, helplessness and hopelessness more intensely, while an individual with a high level of motivation will not feel burnout, which is a multifaceted concept. Hos (2016) reported that the feeling of burnout may increase when individuals lose their traditional cultural characteristics as well as the characteristics and psychological contact of the society they belong to, or can be experienced by stabilizing and ignoring them.

Workers' motivation levels are positively correlated with their perceptions of collective prejudice, according to a new study. Tuzkaya and Cingöz (2012) stated in their study with disadvantaged groups that this perception is a demotivating factor for individuals who are exposed to discrimination due to their ethnic identity and cultural characteristics, while individuals whose ethnic identity and characteristics are accepted by the community, which they belong to, have high performance, productivity and motivation levels.

In the study, the perceived individual discrimination scores of eastern and western textile employees were positively explained by the levels of perceived discrimination. When the literature is examined; While it is seen that individuals who are prevented from benefiting from the rights and opportunities granted to the people in the same group within a community, organization or group experience loss of performance and motivation, it is seen that the performance, job satisfaction and motivation levels of the individuals who have equal rights and opportunities with everyone in the group they belong to (Demir and Tütüncü, 2010).

CHAPTER 6

RESULT AND SUGGESTIONS

6.1 RESULT

In this study, which was realized with eastern and western textile workers living in Bursa, Turkey, it was determined that socio-demographic variables had no effect on being eastern or western.

It was shown that eastern textile workers were more susceptible to assimilation in terms of their cultural attitudes when the levels of exposure to assimilation were compared. When comparing the perceived collective discrimination of eastern and western textile employees, it is observed that eastern textile workers face higher collective discrimination.

There has been a significant positive link found between assimilation, which is a cultural attitude of the eastern and western textile workers who participated in the research, and separation, marginalization and individual discrimination. In the end, it was found that the motivation levels of eastern and western textile employees were strongly correlated with burnout and individual discriminatory perception. Burnout among eastern and western textile workers was found to be strongly correlated with perceptions of prejudice.

We found that one of the dimensions of cultural attitudes between eastern and western textile workers is assimilation, which helps explain the level of prejudice experienced by textile employees. We found that the separation sub-dimension, one of the cultural attitudes of eastern and western textile workers, explains the extent of individual discrimination experienced by textile employees in a positive way. They came to a conclusion that the marginalization dimension (the cultural attitudes of eastern and western textile workers) explained the extent of prejudice experienced by each textile worker. A study of eastern and western textile workers' attitudes toward integration found that it did not explain the individual discrimination level.

It was shown that the motivation levels of the eastern and western textile employees who participated in the research strongly explained the felt collective discrimination and perceived individual discrimination.

It was determined that the burnout levels of textile workers significantly explained the motivation of textile workers. However, it demonstrates that workers' perceived collective discrimination in the east and west does not explain their burnout in a meaningful way. However, it was shown that perceived individual discrimination across the eastern and western textile workers participating in the study did not have a significant impact on their level of burnout.

6.2 SUGGESTIONS

Based on all these studies, if we emphasize our suggestions to managers, human resources professionals and industrial psychologists who will work in this field;

- In attempt to develop a productive work environment, managers, human resources specialists, and industrial psychologist should take into account the cultural traits of their personnel as well as their values and ethnic identities.
- In order to enhance organizational motivation, job satisfaction, and quality of life for the institution, it is recommended that industrial psychologists who give psychological therapy in their profession also consider the cultural features of the personnel.

Based on all these studies, if we emphasize our suggestions to the researchers who will work in this field;

- The study of perceived prejudice and cultural attitudes in this area should be given more consideration by researchers.

- Empirical and qualitative investigations on these concerns are also needed.
- If we stress our ideas to state officials based on all of these studies;
- It's recommended that public administrators take measures to address the cultural attitudes of their employees and the prejudice against ethnicity, religion, gender, and disabilities that they may be subjected to when making judgments on the living conditions of their employees.
- It is recommended to enact labor laws that will raise the living standards of the employees and protect their individual rights.

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APPX 1

INFORMATION FORM

This study is carried out to examine the effect of cultural attitudes of textile workers in Bursa, Republic of Turkey, on motivation and burnout levels. In this study, we presented you with a demographic information form and a set of scales. The demographic information form is yours; It includes questions about your demographic characteristics such as age and gender. The scales are intended to determine your motivation, burnout, and cultural attitudes.

In the research, group results will be evaluated, not individual results. There is no need to write your name as the information you provide will only be used for scientific research purposes. Your answers will remain strictly confidential and will not be shared with anyone other than the research team. The data collected during this study will be used for academic research purposes only and will only be presented at national/international academic meetings and/or publications.

There are no right or wrong answers to the questions asked to you. While answering the questions, it is very important for the results of the research that you read them all and answer them without leaving any blanks, being sincere and honest and will contribute to the reliability of the research.

As stated before, the answers you give in the scales and in the interviews will be strictly confidential. If you have any complaints, comments or questions about the study, please do not hesitate to contact the researcher of this study (email: ozsatk@gmail.com).

If you are interested in the results of the research, you can contact the researcher from June 2019.

Thank you again for participating.

Barış Gül

APPX 2

INFORMED CONSENT

The aim of this study is to examine in detail the effect of cultural attitudes of textile workers in Bursa, Republic of Turkey, on motivation and burnout levels.

The survey was designed for purely scientific purposes. Your identity information will not be included in the survey form. Your information will be kept strictly confidential. The data obtained from the study will only be used as statistical data. Providing your answers honestly and accurately will ensure that these survey results are used as useful information for society.

Your phone number is requested by the interviewer for the purpose of checking and determining that the survey is being administered.

Thank you very much for your help.

Barış Gül

I have read all the above information in detail and approved the application of the questionnaire.

Telephone:

Signature:

APPX 3**SOCIODEMOGRAPHICAL INFORMATION FORM****1. Gender?**

☐ Female ☐ Male

2. Birth Place?

(.....)

3. Birthdate?

...../...../.....

4. Age ?

☐ 18-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46-50
☐ 51 and above

5. Marital status?

☐ Married ☐ Single ☐ Widowed

6. Last graduated school?

☐ Primary ☐ Secondary ☐ High School ☐ Bachelor

7. Monthly income level?

☐ 1400-1800 TL ☐ 1801-2200 TL ☐ 2201-2600 TL ☐ 2601 and above

8. The house you live?

☐ Belongs to me ☐ Belongs to my family ☐ Rent

9. Who do you live with?

☐ Parents ☐ Relatives ☐ Spouse and children ☐ Alone

10. Have you passed to the textile sector willingly?

☐ Yes ☐ No

11. Do you do your job willingly?

☐ Evet ☐ Hayır

12. How long have you worked as a textile worker (year)?

☐ 0-3 ☐ 3-5 ☐ 5-7 ☐ 7-9 ☐ 9-11 ☐ 11 and above

13. At which department you do you work currently?

☐ Production ☐ Quality ☐ Maintenance ☐ Logistics ☐ Other

14. How long have you been working at your current workplace?

☐ 0-3 ☐ 3-5 ☐ 5-7 ☐ 7-9 ☐ 9-11 ☐ 11 and above

15. Please indicate the department name that you have worked for the longest.

☐ Prodcution ☐ Quality ☐ Maintenance ☐ Logistics ☐ Other

16. Your currently working way?

☐ Single shift (08:00 - 17:00) ☐ In shift (08:00 - 16:00 / 16:00 – 00:00 / 00:00 – 08:00)

17. Your status at your workplace

☐ White-collar ☐ Grey-collar ☐ Blue-collar

18. Your working position at your firm?

☐ Has no employee ☐ Has employee

APPX 4

ACCULTURATION ATTITUDE SCALE

(I never agree)1-----2-----3-----4-----5(I absolutely agree)

1. 1. I prefer to celebrate local holidays over national holidays.	1	2	3	4	5
2. I spend more time with people in other areas than people in my local area.	1	2	3	4	5
3. I like to celebrate both local and national holidays.	1	2	3	4	5
4. I spend time with people from other regions more than people in my local area.	1	2	3	4	5
5. Festival means nothing to me.	1	2	3	4	5
6. I like to meet and spend time with people from both my local area and the national area.	1	2	3	4	5
7. I prefer to celebrate national holidays rather than local holidays.	1	2	3	4	5
8. I ignore about whom I spent time withKimlerle bir araya gelip vakit geçirdiğime aldırmam.	1	2	3	4	5
9. I prefer to adopt both national and local culture.	1	2	3	4	5
10. I prefer to eat Local food rather than national food at home/workplace.	1	2	3	4	5
11. I prefer to have local decorations in my home rather than national decorations.	1	2	3	4	5
12. I prefer my close friends to be local rather than national peoplen.	1	2	3	4	5
13. I don't care what kind of food I eat at home/workplace.	1		3	4	5
14. I prefer to adopt the culture of the national region rather than the culture of my local region.	1	2	3	4	5
15. I can say that I like to live as both a local and a national.	1	2	3	4	5
16. I don't care what kind of newspaper I read.	1	2	3	4	5
17. I prefer my close friends to be both local and national.	1	2	3	4	5
18. Most of the time I don't care how I live.	1	2	3	4	5
19. I prefer to adopt local culture rather than national culture.	1	2	3	4	5
20. I prefer to speak the national dialect rather than the local dialect at home.	1	2	3	4	5
21. I prefer to read national newspapers rather than local newspapers.	1	2	3	4	5
22. I prefer to have decorations specific to the national region rather than decorations	1	2	3	4	5

specific to the local region.					
23. I don't pay attention what culture I adopt.	1	2	3	4	5
24. I would rather live like a local than national.	1	2	3	4	5
25. I prefer to read national newspapers rather than local newspapers.	1	2	3	4	5
26. I prefer to eat both local and national dishes at home.	1	2	3	4	5
27. I don't worry about trivial things like decorating my house/room.	1	2	3	4	5
28. I prefer to speak both the national and the local dialect at home.	1	2	3	4	5
29. I prefer to eat local food rather than national food at home.	1	2	3	4	5
30. I prefer to read both national and local newspapers.	1	2	3	4	5
31. I can say that I like to live like a national rather than a local.	1	2	3	4	5
32. I don't care who my close friends are.	1	2	3	4	5
33. At home, I prefer to use the local dialect rather than the national one.	1	2	3	4	5
34. I prefer to have decorations specific to both national culture and local culture in my home/room.	1	2	3	4	5
35. Most of the time, I don't pay attention how I express my feelings and thoughts.	1	2	3	4	5
36. I prefer my close friends to be from the local area rather than from the national area.	1	2	3	4	5

APPX 5

PERCEIVED DISCRIMINATION SCALE

A.COLLECTIVE DISCRIMINATION SCALE

Statements have no right or wrong answers. Considering your ethnic identity, circle the number most appropriate for you and indicate it. Please rate all statements on the scale.

1	2	3	4	5
Never	Sometimes/Rarely	Occasionally	Often	Always

1. How often does your ethnic group experience discrimination while looking for a job in Turkey?	1	2	3	4	5
2. How often does your ethnic group experience discrimination while looking for a house in Turkey?	1	2	3	4	5
3. How often does your ethnic group experience discrimination on the street or while shopping in Turkey?	1	2	3	4	5
4. How often does your ethnic group experience discrimination at school or at work in Turkey?	1	2	3	4	5

B.INDIVIDUAL DISCRIMINATION SCALE

Statements have no right or wrong answers. Considering your ethnic identity, circle the number most appropriate for you and indicate it. Please rate all statements on the scale.

1	2	3	4	5
Never	Sometimes/Rarely	Occasionally	Often	Always

1. I feel that I am not accepted because of my ethnic identity.	1	2	3	4	5
2. I have been mocked and insulted because of my ethnic identity.	1	2	3	4	5
3. There have been times when people distanced themselves from me or have not been let to join them because of my ethnic identity.	1	2	3	4	5
4. I feel that other people are negative towards my ethnic identity.	1	2	3	4	5

APPX 6

WORK MOTIVATION SCALE

	Please indicate by putting an (X) sign in the appropriate response to the situation exemplified by each of the following statements.	1	2	3	4	5
1	I am successful in my work					
2	I have responsibility for my work					
3	My colleagues appreciate me for my works					
4	I believe that my work worths to be done.					
5	I believe that I have the authority to be able to do my work.					
6	I believe that my work is respected to be done					
7	I consider myself as an important employee of my business					
8	I have right to make a decision about a step on my work					
9	My managers always appreciate me about my works					
10	Management consider positive and do not refuse my permission request					
11	In my working environment physical conditions are suitable					
12	In the business there are food and beverage offers such as meal, tea and coffee					
13	Equipments in the workplace are sufficient					
14	I get on well with the workers					

15	Training such as meetings, seminars, conference activities are carried out.					
16	I believe that my workplace will be better in the future than its current situation.					
17	I have good relations with my managers.					
18	I have the opportunity to be promoted in my job.					
19	My managers are helpful in resolving conflicts I have.					
20	I get paid extra for my success.					
21	I am rewarded for my success.					
22	My colleagues are always by my side in solving my personal and family problems.					
23	I believe I will retire from this workplace.					
24	I am thinking that my salary is sufficient for the work I do					

1=I absolutely disagree, 2=I disagree, 3= I have no idea, 4= I Agree, 5= I absolutely Agree

4,21 – 5,00 Very High; 3,41 – 4,20 High; 2,61 – 3,40 Average; 1,81 – 2,60 Low; 1,00 – 1,80 Very Low

APPX 7

BURNOUT SCALE SHORT VERSION

Please indicate how often you experience these situations by circling the option that best suits you. Please give ONE answer to each statement and never leave it BLANK.

		Always	Very Often	Often	Someti mes	Rarely	Almost never	Neve r
1	I feel tired							
2	I feel disapointed by people							
3	I feel hopelessness							
4	I feel like I am entrapped							
5	I feel hopeless							
6	I feel sad and mournful							
7	I feel ill physically							
8	I feel worthless and unsuccessful							
9	I feel difficulty in sleeping							
10	I feel bored							

APPX 8

SCALE UTILIZATION PERMITS

ACCULTURATION ATTITUDES SCALE UTILIZATION PERMIT

Konu	FW: Ölçek Kullanım İzni Hakkında...
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Gönderen: Dilek Yoldaş (dilek.yolbas@yildiz.edu.tr)
Gönderme Tarihi: Tue, 12 Jun 2018 12:58:24
Alınan: Barış Göl
Subject: FW: Ölçek Kullanım İzni Hakkında...

Merhaba Barış,

Tecrübe uluslararası öğrenciler ile çalıştığım için orijinal ölçekte elen (çoklu sahibi olma gibi) bazı ek. boyutları kullanmadım. Sizin çalışmanız uluslararası öğrenciler ile çalıştığınız için çoklu sahibi olma olasılığını göz önünde bulundurarak orijinal ölçeğin uyarlama ve eğitimi daha uygun olabilir. Ben yine de ekte tezimde kullandığım şekilde ölçeği gönderiyorum.

İyi çalışmalar olsun.

Konu: "Barış Göl" <baris.gol@yildiz.edu.tr>
Kime: "Yoldaş Dilek" <dilek.yolbas@yildiz.edu.tr>
Konu: "Yoldaş Dilek" <dilek.yolbas@yildiz.edu.tr>
Gönderme Tarihi: 11 Haziran Salı 2018 12:58:24
Konu: Ölçek Kullanım İzni Hakkında...


Sayın Hocam,

Kıbrıs Yalın Doğu Üniversitesi Sosyal Bilimler Enstitüsü Geneli Psikoloji Programında tez aşamasında doktora öğrencisiyim. Şu anda doktora programı kapsamında "TÜRKİYE CUMHURİYETİ'NİN BURSA İLİNDEKİ TEKNİK LİSİLERİNİN KÜLTÜR TUTUMLARININ MOTİVASYON VE TÜKENMİŞLİK DÜZEYLERİNE ETKİSİNİN İNCELENMESİ" başlıklı doktora tezi çalışmamı yürütmekteyim. Doktora tezimde kullanmak istediğim ölçek, sizin yayınladığınız "Psychological adaptation and acculturation of the Turkish students in the United States (Dissertation), Middle East Technical University" çalışmanızda kullandığınız Kültürlenme-Tutumları Ölçeğidir. Eğer izniniz olursa bu ölçeği kendi doktora tezimde de kullanmak isteneceğim.


Bu konudaki cevabınıza bekler saygıları sunarım.

İyi çalışmalar dilerim.

Telefon Numaram: 05320828127

 **BARİŞ GÖL**
 YILDIZ ÜNİVERSİTESİ

WORK MOTIVATION SCALE UTILIZATION PERMIT

Konu	PW: Ölçekt Kullanım İzni Hakkında...
<p>From: Arhan Nalcıoğlu [mailto:arhan@bursauniv.edu.tr] Sent: Wednesday, June 12, 2019 8:44 AM To: Barış GÜL Subject: Re: Ölçekt Kullanım İzni Hakkında...</p> <p>arkadaşlar merhaba iyi çalışmalar</p> <p>Konu: "Barış GÜL" <barisgul@bursauniv.edu.tr> Kime: "arhan" <arhan@bursauniv.edu.tr> Gönderildi: 11 Haziran 2019 21:21:36 Konu: Ölçekt Kullanım İzni Hakkında...</p> <p>Sayın Hocam,</p> <p>Konya Yalın Doğu Üniversitesi Sosyal Bilimler Enstitüsü Genel Psikoloji Programında tez aşamasında doktora öğrencisiyim. Şu anda doktora programı kapsamında "TÜRKİYE CUMHURİYETİNİN BURSA İLİNDEKİ TEKSİTİL İŞÇİLERİNİN KÜLTÜR TUTUMLARININ MOTİVASYON VE TUNEMİŞLİK DÜZEYLERİNE ETKİSİNİN İNCELENMESİ" başlıklı doktora tezi çalışmamı yürütmekteyim. Doktora tezimde kullanmak istediğim Ölçekt, Clifford J. Martz'in Türkiyeye uyarladığınız İş MOTİVASYON Ölçeğini kullanıyorum. Eğer izniniz olursa bu ölçeği kendi doktora tezimde de kullanmak istemekteyim.</p> <p>Bu konudaki cevabınızı bekler saygılarımla sunarım. İyi çalışmalar dilerim.</p> <p>Telefon Numaram: 05323839127</p> <p> BARİŞ GÜL Öğrenci</p>	

BURNOUT SCALE UTILIZATION PERMIT

Konu	FW: Ölçek Kullanım İzin Hakkında...
Eliyen	Tekemmül Kisa Versiyonu.doc (35 KB)

İsmail Sami Tuncel (mailto:ismail@bursasul.com.tr)
 Sent: Monday, June 10, 2019 10:05 AM
 To: Barış Gül
 Subject: Re: Ölçek Kullanım İzin Hakkında...

Merhaba Barış
 Ögeği kullanabilirsiniz. Bili dosyada gönderiyorum. İyi çalışmalar.

Prof. Dr. Sami TUNCEL


---Original Message---
 From: Barış GÜL <barisgul@bursasul.com.tr>
 To: <ismail@bursasul.com.tr>, <ismail@bursasul.com.tr>
 Date: Sat, 1 Jun 2019 12:04:11 +0300
 Subject: Ölçek Kullanım İzin Hakkında...

Değerli Hocam,

Konya Yalvar Doğu Üniversitesi Sosyal Bilimler Enstitüsü Genel Psikoloji Programında tez aşamasında doktora öğrenciyim. Şu anda doktora programı kapsamında "TÜRKİYE CUMHURİYETİ'NİN BURSA İLİNDEKİ TEKSİLİ İŞÇİLERİNİN KÜLTÜR TUTUMLARININ MOTİVASYON VE TÜKENMİŞLİK DÜZEYLERİNE ETKİSİNİN İNCELENMESİ" başlıklı doktora tezi çalışmamı yürütmekteyim. Doktora tezinde kullanmak istediğim ölçek, sizin yayımlanmış olduğunuz "TÜKENMİŞLİK ÖLÇEĞİ KISA VERSİYONU'NUN TÜRKÇEYE UYARLAMA, GEÇERLİK VE GÜVENİRLİK ÇALIŞMASI" çalışmanızda kullandığınız Tükennmişlik Ölçeğidir. Eğer izin olursa bu ölçeği kendi doktora tezimde de kullanmak istemekteyim.

Bu konudaki cevabınıza bekler saygılar sunarım.

İyi çalışmalar dilerim.

 **BARİŞ GÜL**
 Araştırma Görevlisi
 Yalvar Doğu Üniversitesi Sosyal Bilimler Enstitüsü

APPX 9

CV

EUROPE FORMAT CV



PERSONAL INFORMATION

Surname, Name	Gül, Barış
Address	Balat Mah. Bedesten Sokak, Balat İnci Sitesi E1 Blok Nilüfer/BURSA
Telephone	5323626127
Web site	www.barisgul.com
E-mail	barisgul@barisgul.com
Nationality	T.R
Military Service	Completed
Married / Single	Single
Birth Place / Birth Date	1976 / Yalova

FIELDS OF SPECIALIZATION AND EXPERIENCES

- Date 2009 – Actively contiuing
- (Company Name) Faveo Counseling
- Sektor or Field Counseling – Human Resources
- Duty and Title General Manager
- Date 2004 - 2013
- (Name of the Company) Gökyıldız Textile Ind. And Commerce Inc.
- Sektor or Field Textile
- Duty and Title Human Resources Manager
- Date 1997 – 2002
- (Name of the Company) Yesim Textile Ind. And Com. Inc.
- Sektor or Field Textile
- Duty and Title Human Resources Manager

EDUCATION AND COURSES

- University or Course name Sakarya University
 - Department or Subject of the Course Social Sciences Faculty / MBA
 - Date 2011
- University or Course name Anadolu University
 - Department or Subject of the Course Business Administration
 - Date 2002
- University or Course name Uludağ University
 - Department or Subject of the Course Business Administration
 - Date 1998

MOTHER TOUNGE Turkish

OTHER LANGUAGES**ENGLISH**

- Reading Good
- Writing Good
- Speaking Good

COURSE AND TRAININGS

- ICF Certified Coaching Training / Behaviour Sciences Institute / 2016 / ICF Certified Coach
- English Language Training / London Study Center / Londra / 2003 / Upper Intermediate

ORGANIZATIONAL INFORMATION AND SKILLS

- Asscoiation and institutions
- PERYÖN Turkey Human Management Association
 - TÜGİAD Turkey Youg Businessmen Association
 - BALKANTÜRKİAD Balkan Businessmen Association
- Social Interest Fields
- Travelling to foreign countries, Listening to music,

COMPUTER KNOWLEDGE AND OFFICE TOOLS	Ms Office, SAP HR, Ms VISIO
DRIVING LICENCES	B Class

APPX 10

PLAGIARISM REPORT

TÜRKİYE CUMHURİYETİ'NİN BURSA İLİNDEKİ TEKSTİL
İŞÇİLERİNİN KÜLTÜR TUTUMLARININ MOTİVASYON VE
TÜKENMİŞLİK DÜZEYLERİNE ETKİSİNİN İNCELENMESİ

ORJİNALLIK RAPORU

% 15	% 14	% 10	%
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	www.j-humansciences.com İnternet Kaynağı	% 3
2	acikerisim.selcuk.edu.tr:8080 İnternet Kaynağı	% 1
3	kutuphane.pamukkale.edu.tr İnternet Kaynağı	% 1
4	ramazankaratay.weebly.com İnternet Kaynağı	% 1
5	docs.neu.edu.tr İnternet Kaynağı	% 1

APPX 11

ETHICAL COMMITTEE REPORT



06.08.2019

Sayın Barış Gül

Bilimsel Araştırmalar Etik Kurulu'na yapmış olduğunuz YDU/SB/2019/496 proje numaralı ve **"Tekstil İşçilerinin Kültür Tutumlarının Tükenmişlik ve Motivasyon Düzeyine Etkisinin İncelenmesi"** başlıklı proje önerisi kurulumuzca değerlendirilmiş olup, etik olarak uygun bulunmuştur. Bu yazı ile birlikte, başvuru formunuzda belirttiğiniz bilgilerin dışına çıkmamak suretiyle araştırmaya başlayabilirsiniz.

Doçent Doktor Dileş Kanol

Bilimsel Araştırmalar Etik Kurulu Raportörü