

# Yabancılara Türkçe Öğretiminde Görev Yapan Öğretmenlerin Tükenmişlik Düzeylerinin İncelenmesi

Suna ÖZCAN, İstanbul 29 Mayıs Üniversitesi, ORCID ID: 0000-0001-9461-5732

Muhammed Eyyüp SALLABAŞ, Yıldız Teknik Üniversitesi, ORCID ID: 0000-0003-4346-4385

## Öz

Eğitim-öğretimde önemli bir rolü üstlenen öğretmenlerin tükenmişlik düzeyleri eğitim-öğretim sürecinin iyi bir şekilde yürütülmesinde önemli bir değere sahiptir. Yabancılara Türkçe öğretim sürecinin de nitelikli bir zeminde yürütülmesi öğretmenlerin tükenmişlik düzeyiyle doğrudan ilişkilidir. Bu nedenle bu araştırmanın amacı Suriyeli Çocukların Türk Eğitim Sistemine Entegrasyonunun Desteklenmesi Projesi (PIKTES) kapsamında (MEB, 2018) yabancılara Türkçe öğretiminde görev yapan öğretmenlerin tükenmişlik düzeylerini mezun oldukları bölümler, görev süreleri, cinsiyetleri, yabancılara Türkçe öğretimine yönelik takip ettikleri süreli yayınlar, hizmet içi eğitim dışında aldıkları eğitim doğrultusunda belirlemektir. Tarama modeline dayanan araştırmanın örneklemini PIKTES bünyesinde görev alan 218 öğretmen oluşturmaktadır. Veri toplama aracı olarak Ergin (1996) tarafından Türkçeye uyarlanan Maslach Tükenmişlik Ölçeği ve demografik bilgi formu kullanılmıştır. Araştırma sonuçlarına göre kadın öğretmenlerin tükenmişlik düzeyleri erkek öğretmenlerin tükenmişlik düzeylerinden daha yüksektir. Ek eğitim hizmeti almayanların duygusal tükenmişlik düzeyleri ek hizmet eğitimi alanlardan daha yüksektir. Sınıf Öğretmenliği ve Türk Dili ve Edebiyatı bölümü/öğretmenliğinden mezun olan öğretmenlerin tükenmişlik düzeyleri Türkçe öğretmenlerine göre daha yüksektir. Deneyimi daha az olan öğretmenlerin tükenmişlik düzeyleri deneyimi daha fazla olan öğretmenlere göre daha yüksektir. Bu sonuçlardan hareketle PIKTES'teki öğretmenlerin tükenmişlik kaynaklarının belirlenip buna göre düzenlemelerin yapılması öğretmenlerin yaptıkları işten doyum almaları ve öğrencilerine daha yararlı olmaları açısından önemlidir.

**Anahtar kelimeler:** Yabancılara Türkçe öğretimi, PIKTES, Tükenmişlik



Inonu University  
Journal of the Faculty of  
Education  
Vol 25, No 1, 2024  
pp. 171-189  
[DOI](#)  
10.17679/inuefd.1214053

**Article Type**  
Research Article

**Received**  
03.12.2022

**Accepted**  
25.03.2024

## Suggested Citation

Özcan, S. & Sallabaş, M. E. (2024). Yabancılara Türkçe öğretiminde görev yapan öğretmenlerin tükenmişlik düzeylerinin incelenmesi, *Inönü Üniversitesi Eğitim Fakültesi Dergisi*, 25(1), 171-189. DOI: 10.17679/inuefd.1214053

## GENİŞLETİLMİŞ TÜRKÇE ÖZET

### Giriş

Türkiye Asya, Avrupa, Afrika ve Arap ülkelerinin birbiri ile iletişim kurma sürecinde jeopolitik bakımdan kilit bir özelliğe sahiptir. Bu kıtaların ve buradaki ülkelerin iletişim süreçleri ağırlıklı olarak Türkiye üzerinden gerçekleşmektedir. Son dönemlerde Türkiye'nin ekonomik ve siyasi gücünün de daha belirgin bir hâl almasıyla birlikte çevre ülkelerde yaşanan siyasi ve ekonomik çalkantılar Türkiye'ye yapılan göçleri hızlandırmıştır. Özellikle Suriye'de yaşanan iç savaş nedeniyle 4 milyona yakın Suriyeli birey ülkemize sığınmıştır (GİGM, 2021). Hızla artan göç ile birlikte Millî Eğitim Bakanlığı (MEB) geçici koruma altına aldığı Suriyeli sığınmacıların Türkçe öğrenmeleri için çeşitli planlamalar gerçekleştirmiştir. Bu plan ve programların uygulanması ile birlikte işlevsel olan çalışmalar derinleştirilirken yeterli niteliğe erişmeyen uygulamalara son verilmiştir (Mete, Gürsoy, 2013). Süreç içerisinde ihtiyaçların daha gözlemlenebilir bir duruma gelmesi ile birlikte MEB ve Avrupa Birliği Delegasyonu arasında 03.10.2016'da Türkiye'deki Mülteciler için Mali Yardım Programı (FRIT) anlaşması imzalanmıştır. Bu anlaşmayla birlikte MEB tarafından yürütülen Suriyeli Çocukların Türk Eğitim Sistemine Entegrasyonunun Desteklenmesi Projesi (PIKTES) hayata geçirilmiştir. PIKTES geçici koruma altındaki çocukların eğitime erişimlerini sağlamak amacıyla hizmet etmektedir (MEB, 2016; UNICEF, 2013; Süer, 2012). Bu amaç doğrultusunda geçici koruma altındaki çocukların Türkçeyi yetkin bir şekilde öğrenmeleri için yabancı dil olarak Türkçe öğretimine yönelik öğretmenler istihdam edilmiştir. Yabancılar Türkçe öğretimine yönelik istihdam edilen öğretmenler Psikolojik danışmanlık ve rehberlik, Türkçe öğretmenliği, Türk dili ve edebiyatı bölümü/öğretmenliği, sınıf öğretmenliğinden mezun öğretmenlerden oluşmaktadır. Öğretmenlerin hizmet esnasında yaşadıkları sorunların başında öğrencilerin Türkçeyi bilmemeleri (Cin, 2018), ailelerin ilgisiz olması, çalışma koşullarının zorlu olması, özlük hakları konusunda güvensizlik içerisinde olmaları gelmektedir (Dursun, 2018). Bu durum onların tükenmişlik duygusuyla karşı karşıya kalmalarına sebep olabilmektedir. Sosyal bir varlık olan insanların karşı karşıya kaldıkları olumsuz durumlar karşısında başarısız olma veya yaptıkları eylemlerden yeterli miktarda tatmin olamamaları nedeniyle motivasyonlarında, verdikleri emeklerde yetersizlik ortaya çıkmaktadır. Bu yetersizlik bireyin tükenme duygusu yaşamasına neden olmaktadır (Freudenberger, Richelson, 1994). Yabancılar Türkçe öğretiminde daha önce bir deneyime sahip olmayan PIKTES kapsamında çalışan öğretmenlerin yabancılar Türkçe öğretiminde inceliklerinin de farkında olamadıkları için süreç içerisinde tükenmişlik duygusuyla karşı karşıya kalabilmektedirler (Güler, 2012, 2016; Barın, Çangal, 2017; Tanrıkulu, 2017). Mete'ye (2018) göre mevcut sistemle PIKTES kapsamında eğitim vermekte olan öğretmenler belirtilen eksiklikler nedeniyle gereken hizmeti vermekte yetersiz kalmaktadırlar (Çoban Karaman Güney, Doğan, 2010).

### Amaç

Bu çalışmanın amacı PIKTES kapsamında çalışan öğretmenlerin tükenmişlik düzeylerini amaç doğrultusunda belirlenen demografik bilgiler doğrultusunda incelemektir. Buradan hareketle Yabancılar Türkçe öğretiminde görev yapan öğretmenlerin tükenmişlik düzeyleri nasıldır? sorusuna yanıt aranmıştır.

### Yöntem

Araştırmada nicel araştırma yönteminden ilişkisel tarama modeliyle veriler elde edilmiştir. İlişkisel tarama modeli iki veya daha fazla değişkenin olduğu araştırmalarda bu değişkenler arasında bulunan ilişkinin belirlenmesini amaçlamaktadır (Karasar, 2016).

Araştırmanın örneklemini 2021-2022 eğitim öğretim yılında PIKTES kapsamında yabancılar Türkçe Öğretimi amacıyla görevlendirilen Türkçe öğretmenliği, Türk Dili ve Edebiyatı bölümü/öğretmenliği, sınıf öğretmenliği ve psikolojik danışmanlık ve rehberlik bölümünden mezun 218 öğretmen oluşturmaktadır. Örneklem grubu rastgele/basit tesadüfi örnekleme

yöntemiyle seçilmiştir. Basit tesadüfi örneklemede örneklem grubundaki katılımcıların tümünün araştırmada bulunma olasılık durumu eşittir (Onwuegbuzie, Collins, 2007).

Elde edilen verileri analiz etmek amacıyla SPSS 20. paket programı kullanılmıştır. Analizlere geçmeden önce örneklem grubundan elde edilen verilerin iç tutarlılık düzeyine, normal dağılım değerlerine bakılmıştır. Verilerin iç tutarlılıkları ve dağılımları normal olarak kabul edildiğinden araştırmanın amacına uygun şekilde t-testi ve anova testi yapılmıştır.

### **Bulgular, Tartışma ve Sonuç**

Araştırmanın sonuçları dikkate alındığında PIKTES kapsamında görevli olan öğretmenlerin tükenmişlik düzeylerinin farklı boyutlarda olduğu görülmektedir. Özellikle kadın öğretmenlerin daha yoğun bir tükenmişlik duygusu içinde olmaları daha iyi bir hizmet içi eğitime ihtiyaç duyduklarını göstermektedir. Katılımcıların deneyimleri ile tükenmişlik duyguları arasında ters ilişki olması daha az deneyime sahip öğretmenlere daha farklı programlar uygulanıp var olan ihtiyaçlarının karşılanmasında önemli bir eksiği yerine getirecektir. Ek eğitim hizmeti alan ve yayın takibi yapan öğretmenlerin daha az tükenmişlik duygusu ile karşı karşıya olması öğretmenlere kendilerini geliştirmeleri için olanakların sunulması gerekliliğini ortaya koymaktadır. Bu nedenle PIKTES'in öğretmenlerin kendilerini geliştirmeleri için onlara bu olanakları sunması başarının artırılmasına katkı sağlayabilir. Yapılacak yeni çalışmalarda belirtilen bu eksiklikler dikkate alınarak yapılandırmaya gidilmesi halinde daha nitelikli eğitim ortamlarının sağlanmasına katkı sağlayabilir.

## Investigation of Burnout Levels of Teachers Working in Teaching Turkish to Foreigners

Suna ÖZCAN, Istanbul 29 Mayıs University, ORCID ID: 0000-0001-9461-5732

Muhammed Eyyüp SALLABAŞ, Yıldız Technical University, ORCID ID: 0000-0003-4346-4385

### Abstract

*The burnout levels of teachers who play an important role in education have an important value in conducting the education process well. Conducting the process of teaching Turkish to foreigners on a qualified basis is directly related to the burnout level of teachers. For this reason, the aim of this research is to determine the burnout levels of teachers working in teaching Turkish to foreigners within the scope of the Project on Supporting the Integration of Syrian Children into the Turkish Education System (PIKTES), in line with the departments they graduated, their terms of office, their genders, the periodicals they follow for teaching Turkish to foreigners, and the education they received outside of in-service training is to determine. The sample of the research consists of 218 teachers working in PIKTES (MEB, 2018). The Maslach Burnout Scale, which was adapted into Turkish by Ergin (1992), and personal information form was used. According to the results of the research conducted with the relational scanning model, the burnout levels of female teachers are higher. Emotional burnout levels of participants who do not receive additional education services are higher. The burnout levels of teachers who graduated from Classroom Teaching and Turkish Language and Literature department/teaching are higher than Turkish teachers. The burnout levels of teachers with 1-2 years of experience are higher than those of teachers with 3-4 and 5-6 years of experience. Based on these results, various suggestions were made to provide a more qualified education-teaching environment.*

**Keywords:** Teaching Turkish to foreigners, PIKTES, Burnout



İnönü Üniversitesi  
Eğitim Fakültesi Dergisi  
Cilt 25, Sayı 1, 2024  
ss. 171-189  
DOI  
10.17679/inuefd.1214053

Makale Türü  
Araştırma Makalesi

Gönderim Tarihi  
03.12.2022

Kabul Tarihi  
25.03.2024

### Önerilen Atıf

Özcan, S. & Sallabaş, M. E. (2024). Investigation of burnout levels of teachers working in teaching Turkish to foreigners. *Inonu University Journal of the Faculty of Education*, 25(1), 171-189. DOI: 10.17679/inuefd.1214053

## Investigation of Burnout Levels of Teachers Working in Teaching Turkish to Foreigners

### 1. Introduction

Recently, Turkey's economic and political power has become more prominent, and the political and economic turmoil in the surrounding countries has accelerated the migration to Turkey. Especially due to the civil war in Syria, nearly 4 million Syrian individuals took refuge in our country (GİGM, 2021). With the rapidly increasing migration, the Ministry of National Education (MEB) has made various plans for the Syrian refugees under temporary protection to learn Turkish. With the implementation of these plans and programs, while the functional studies were deepened, the applications that did not reach sufficient quality were terminated (Mete & Gürsoy, 2013). With the needs becoming more observable in the process, the Financial Assistance Program for Refugees in Turkey (FRIT) agreement was signed between the MEB and the European Union Delegation on 03.10.2016. With this agreement, the Project of Supporting the Integration of Syrian Children into the Turkish Education System (PIKTES), carried out by the Ministry of National Education, was implemented (MEB, 2016). PIKTES serves the purpose of providing access to education for children under temporary protection (MEB, 2016; UNICEF, 2013; Süer, 2012). With this project, it is aimed to ensure that children under temporary protection have access to education and to develop their language skills as a basic communication tool (Emin, 2016; Sarıtaş, Şahin, Çatalbaş, 2016). For this purpose, teachers for teaching Turkish as a foreign language have been employed so that children under temporary protection can learn Turkish competently. The teachers employed for teaching Turkish to foreigners consist of teachers graduated from Turkish teaching, Turkish language and literature department/teaching, classroom teaching. In addition, teachers graduated from the psychological counseling and guidance department were employed to provide psychological support to students. The main problems experienced by these employed teachers is that their students do not have a social environment to improve their Turkish (Cin, 2018), families are indifferent, working conditions are difficult, and they are insecure about their personal rights (Dursun, 2018). This situation can cause them to face the feeling of burnout.

People, who are social beings, fail in the face of negative situations or are not satisfied with the actions they take. This inadequacy causes the individual to experience a sense of exhaustion (Freudenberger, Richelson, 1994). If the expressed feeling of burnout continues, it may cause the individual to fall into physical and mental despair due to loss of energy, negative attitude, and mood of hopelessness (Maslach, 2003; Ak Sütü, 2013; Çam, Engin, 2017). Maslach, Jackson (1981) discussed burnout within the framework of emotional exhaustion, depersonalization and personal achievement (Maslach, Jackson, 1981). With emotional exhaustion, the individual experiences emotional unrest and hopelessness due to an internal conflict and external pressure (Yavaş, 2012). In this situation, their ability to overcome the problems that are effective in the internal process is insufficient (Helvacı, Turan, 2013). Along with depersonalization, which is another factor that creates burnout, in the communication process established with the individuals in the environment, sometimes behaving hard towards the individual, sometimes not communicating with an approach isolated from emotions, and acting in sarcastic attitudes and behaviors (Altay, 2009; Çimen, 2000; Egin, 2015). Another dimension of burnout is the sense of personal accomplishment. At this stage, it becomes much more difficult for the individual to provide a productive work environment and exhibit the expected success. The individual who enters the business life with a certain competence

develops a sense of failure due to reasons such as not being able to find the support he expects, being criticized, being approached with negative feelings, and not getting the reward for his efforts. There is a possibility that this situation can be improved by various rewards, positive approaches towards individuals, and making the work environment more reliable and attractive (Baltaş, Baltaş, 2002; Helvacı, Turan, 2013; Maslach, Leiter, 2016). Especially in the educational environment, despite the efforts of the teachers, the expected success of the students is not achieved; feeling themselves under psychological pressure makes the emergence of burnout syndrome inevitable (Akçamete et al., 2001; Budak, Süvergil, 2005; Tanay, Akalın, 2016; Avcı, Koçoğlu, Ekici, 2013; Koçoğlu, Yanpar Yelken, 2018). Teachers supervise the goal, content, process, product; while doing this, taking into account the needs of students; they are the leaders who implement the necessary methods-techniques within the framework of these needs (Demirel, 2011; Göçer, Moğul, 2011; Gözübüyük, 2017; Fansa, 2015). Teachers who do not have sufficient experience and education in the context of teaching Turkish to foreigners may face the feeling of burnout over time. Teachers working within the scope of PIKTES, who have no previous experience in teaching Turkish to foreigners, may face the feeling of burnout in the process because they are not aware of the subtleties of teaching Turkish to foreigners (Güler, 2012, 2016; Barın, Çangal, 2017; Tanrıku, 2017). Inexperienced teachers may experience a feeling of burnout (Çoban et al., 2010). According to Mete (2018), teachers who provide education within the scope of PIKTES under the current system are insufficient to provide the necessary service due to the stated deficiencies.

### **1.1. The Questions of This Research**

Teachers have a great role in achieving success in teaching Turkish to Syrian children. The interaction of teachers' demographic structures and their burnout status has an important place in the conduct of education. Determining these characteristics and their effects can make it possible to take measures against possible problems. It is important to carry out regulations and researches for teachers working in teaching Turkish as a foreign language. Demographic structures and burnout levels of teachers can directly affect their success in teaching. As a matter of fact, according to Turan and Solak's (2023) study, teachers who receive training on teaching Turkish to foreigners are satisfied with teaching Turkish to foreigners. According to Çalışır (2021), teachers working in adaptation classes work under exhausting and stressful conditions. According to Aytaç (2021), the attitudes of teachers in integration classes negatively affect Syrian children's learning Turkish. Nigiz and Karabay Turan (2022) conducted interviews with teachers teaching Syrian children. The teachers who participated in the interviews stated that it is difficult for these children to learn Turkish due to language and adaptation problems. For this reason, it was stated that teachers teaching Syrian children should be empathetic and patient. According to Türker and Göçmenler's (2021) study, the problems experienced by teachers working in PIKTES on issues such as professional competence and career contribution negatively affect their motivation. According to Kiremit, et al. (2018), teachers working in PIKTES have communication and adaptation problems with Syrian children. They also need in-service training. According to Esen's (2020) study, one of the main problems teachers experience in the Turkish language teaching process is that students exhibit maladaptive behaviours and fall behind in learning. These studies in the literature provide important information about the problems experienced by teachers and students in education. In this process, it is important to determine the connection between the demographic characteristics of teachers and their

burnout status, to make arrangements with in-service training in this direction, or to take measures for possible negativities. Considering the research, teachers' experiences, in-service training, departments they graduated from, and their ability to follow current field information can affect their burnout levels. Therefore, increasing teacher competencies may prevent teachers from experiencing burnout. Based on these situations, this study aimed to determine the burnout levels of teachers working in PIKTES. The main question of the research is "How are the burnout levels of teachers working in teaching Turkish to foreigners?" In this direction, the following sub-problems were included:

- a) Do the burnout levels of teachers working within the scope of PIKTES differ according to gender?
- b) Do the burnout levels of teachers working within the scope of PIKTES differ according to the department they graduated from?
- c) Do the burnout levels of teachers working within the scope of PIKTES differ according to the status of the following publications on teaching Turkish to foreigners?
- d) Do the burnout levels of teachers working within the scope of PIKTES differ according to the additional education service they receive apart from the in-service training provided within the scope of PIKTES?
- e) Do the burnout levels of teachers working within the scope of PIKTES differ according to their teaching experience?

## **2. Method**

### **2.1. Research Model**

This research is based on the survey model of quantitative research method. With the survey model, it is aimed to quantitatively describe the situations in the universe in general with the studies carried out for a sample selected from a universe (Creswell, 2013). In this context, it was aimed to examine the burnout levels of Turkish language teaching, Turkish Language and Literature department/teaching, classroom teaching and PDR graduate teachers working within the scope of PIKTES in line with the demographic information determined by the researcher.

### **2.2. Population and Sample**

The population of the study consists of 3200 teachers who graduated from Turkish language teaching, Turkish language and literature department/teaching, classroom teaching, and psychological counseling and guidance departments who were assigned to teach Turkish to foreigners within the scope of PIKTES in 2021-2022 academic year in Turkey. From the universe, 218 teachers were determined by random sampling method. In simple random sampling, the probability of all individuals in the sample group to be included in the sample is equal (Onwuegbuzie, Collins, 2007). In terms of representativeness, random sampling is stronger than other sampling types (Büyüköztürk et al., 2019). While determining the sample group, Şahin's (2009) sampling formula was taken into consideration ( $n = \frac{N \cdot d}{t + d}$ , where  $n$  = Sample size,  $N$  = Population Size,  $d$  = Tolerance level,  $t$  = Confidence level (1.96 for  $\alpha=0.05$ ; 2.58 for  $\alpha=0.01$ ),  $p$  = Frequency of occurrence ( $q=1-p$ ). Considering Şahin's (2009) sample determination formula, it is sufficient to determine 218 teachers as a sample in terms of representing the universe of 3200 people.

Necessary information about the purpose and process of the research was given to the participants. Information was given that they could withdraw from the research at any time during the data collection as well as at the next stages, and the study was carried out on a voluntary basis. teacher information is given in table 1.

**Table 1.**

*Teachers' Demographic Information*

Groups	n	%
Gender		
Women	157	71
Men	61	27
Graduated Department	n	%
Turkish teacher	59	26.7
Classroom teaching	85	38.5
Turkish Language and Literature Department/Teacher	55	24.9
Psychological advice and guidance	19	8.6
Professional experience	n	%
1-2	22	10.0
3-4	40	18.1
5-6	156	70.6
Broadcast Tracking	n	%
Yes	67	31.7
No	151	68.3
Additional Education	n	%
Yes	48	21.7
No	170	76.9

71% of the participants were female and 27% were male. 26% of the participants graduated from Turkish, 38.5% from classroom, 24.9% from Turkish language and literature and 8.6% from psychological counselling and guidance departments.

Considering the professional experience of the participants, it was determined that 10% had 1-2 years, 18.1% had 3-4 years and 70.6% had 5-6 years of experience. It was determined that 31.7% of the participating teachers followed the publications on teaching Turkish to foreigners, and 68.3% did not follow any publications on teaching Turkish to foreigners. 76.9% of these teachers working within the scope of PİKTES stated that they did not participate in any training other than the trainings given about teaching Turkish to foreigners. 21.7% of the participants stated that they received individual training on teaching Turkish to foreigners.

### 2.3. Data Collection Tools

*Maslach burnout scale:* Maslach and Jackson (1981) developed the Maslach Burnout scale. Its adaptation to Turkish and its validity and reliability were carried out by Ergin (1996). Maslach Burnout Scale is a 5-point Likert-type scale consisting of 22 items with three sub-dimensions (Ergin, 1996). These sub-dimensions consist of emotional exhaustion, depersonalization and personal achievement. Emotional exhaustion sub-dimension consists of items 1, 2, 3, 6, 8, 13, 14, 16, 20, depersonalization sub-dimension consists of items 5, 10, 11, 15, 22, while personal achievement sub-dimension consists of 4, 7, 9, 12 It consists of items 17, 18, 19, 21(Ergin, 1996). The lowest score that can be obtained from the scale is 22, and the highest score is 110 (Ergin, 1996). On a 5-point Likert-type scale, 1=never, 2=very rarely, 3=often, 4=sometimes, 5=always.



Within the scope of the research, the internal consistency coefficient was determined as .706 for general MBS, .768 for emotional exhaustion, .703 for depersonalization and .719 for personal achievement (Ergin, 1996).

*Personal information form:* For this research, a study aiming to obtain information about the gender of the randomly selected sample group, the departments they graduated from, their experience in teaching Turkish to foreigners, the status of receiving additional education services other than PIKTES in-service training, and the status of following scientific publications and researches made within the scope of teaching Turkish to foreigners is the form.

#### 2.4. Process

Necessary ethical permissions were obtained before the implementation of the study. After ethical permission was obtained, the demographic information form and Burnout Scale were made ready for the application via Google Forms. Explanations about the research process, the purpose of the research and the outcomes of the research were made in the explanation section. Participants were informed that the research was voluntary and that they had the right to withdraw at any stage of the study. After the explanations, a demographic information form and Burnout Scale were administered. In order to reach PIKTES teachers before the application, the PIKTES coordination unit was contacted, and information about the channels such as WhatsApp and Google Classroom was obtained. The application was carried out with teachers through these channels. After the application, validity reliability analysis and normal distribution analysis were performed to determine the suitability of the data obtained for analysis. After determining the suitability of the data for analysis, the relevant analyses were conducted, and the findings obtained as a result of the analyses were discussed through scientific resources.

#### 2.5. Data Analysis

SPSS was used for data analysis. In line with the purpose of the research, before the analysis, the internal consistency level and normal distribution values of the data obtained from the sample group were examined. Since the internal consistency and distribution of the data were accepted as normal, t-test and ANOVA test were performed in accordance with the purpose of the research.

#### 2.6. Validity and Reliability

In order to determine the internal consistency values of the data obtained in the study, the Cronbach alpha values of the Maslach Burnout scale were examined. Internal consistency is as in table 2

**Table 2.**

*Cronbach Alpha Internal Consistency Values of Maslach Burnout Scale*

MBS Dimensions	Number of Items	Cronbach's Alpha (a)
Emotional Exhaustion	9	.768
Depersonalization	5	.703
Personal Success	8	.719
MBS General	22	.706

Cronbach's alpha internal consistency analysis for Maslach Burnout scale and its sub-dimensions used in the research is shown in Table 2. According to this, the reliability coefficient of the emotional exhaustion sub-dimension is .76, The coefficient of the depersonalization sub-

dimension is .703, The reliability score of the personal achievement sub-dimension is .719, and the overall MBS reliability score is .706. Cronbach's alpha reliability analysis is frequently used in Likert-type scales. Within the scope of the research, analysis was conducted to determine the normal distribution levels of the burnout status of the sample group working in PIKTES. analysis results are in table 3.

**Table 3.**

*Normal Distribution Test Results of Participants' Burnout Status*

	Kolmogorov-Smirnov			$\bar{X}$	Medians	Skewnes	Kurtosis
	Statistic	n	p				
Emotional Exhaustion	.088	218	.002	3.518	3.555	-.263	.583
Depersonalization	.103	218	.000	3.679	3.800	-.459	.223
Personal Success	.097	218	.001	3.613	3.625	.258	1.383
MBS General	.105	218	.000	3.548	3.590	-.801	1.456

As can be seen in Table 3, Kolmogorov-Smirnova, one of the normal distributions analyzes, was performed because the number of participants was over 50. According to the central limit theorem, the distribution approaches normality when the sample is over 30 (George, Mallery, 2010). Although the distribution of 218 participants is not normal, it was decided to apply normal distribution analyzes for this study, since it did not deviate from the normal distribution due to the central limit theorem.

### 3. Findings

**Table 4.**

*Independent Sample T-test Results of the Differentiation of the Burnout Levels of the Participants by Gender*

Maslach Burnout Scale	Gender	n	$\bar{X}$	ss	t	p
Emotional Exhaustion	Women	157	3.613	.699	.935	.335
	Men	61	3.514	.615		
Depersonalization	Women	157	3.423	.525	2.829	.024
	Men	61	3.677	.549		
Personal Success	Women	157	3.758	.803	2.717	.010
	Men	61	3.568	.642		
MBS General	Women	157	3.950	.952	7.699	.006
	Men	61	3.596	.471		

The variation of the burnout levels of the participants by gender is shown in Table 4. According to Table 4, there was no significant difference between the emotional exhaustion sub-dimension and gender ( $p > 0.05$ ). In the depersonalization sub-dimension ( $t = 7.699$ ,  $p < 0.05$ ), there is a difference in favor of males ( $X = 3.677$ ). There is a difference in favor of women ( $X = 3.758$ ) in the sub-dimension of personal achievement ( $t = 2.717$ ,  $p < 0.05$ ). There is a significant difference in favor of women ( $X = 3,950$ ) in the general burnout of the participants.

**Table 5.**

*T-test Results of the Differentiation of the Burnout Levels of the Participants by Following the Publications Related to the Field*

Maslach Burnout Scale	Article Tracking	n	$\bar{X}$	ss	t	p
Emotional Exhaustion	Yes	67	3.598	.643	.056	.850
	No	151	3.579	.693		
Depersonalization	Yes	67	3.620	.587	6.930	.009
	No	151	3.817	.443		
Personal Success	Yes	67	3.675	.688	.141	.708
	No	151	3.717	.799		
MBS General	Yes	67	3.877	.869	.092	.762
	No	151	3.839	.857		

Table 5 shows that the burnout levels of the participants differ significantly according to the article follow-up for teaching Turkish to foreigners. According to Table 5, there is a significant difference between the depersonalization sub-dimension and the publications followed in favor of the non-following group ( $X=3.820$ ) ( $t=6.930$ ,  $p<0.05$ ).

**Table 6.**

*T-test Results of the Differences in the Burnout Levels of the Participants according to the Status of Receiving Additional Education Services*

Maslach Burnout Scale	Additional Education	n	$\bar{X}$	ss	t	p
Emotional Exhaustion	Yes	48	3.535	.713	8.670	.004
	No	170	3.815	.651		
Depersonalization	Yes	48	3.654	.445	.141	.707
	No	170	3.687	.557		
Personal Success	Yes	48	3.654	.592	.265	.607
	No	170	3.719	.808		
MBS General	Yes	48	3.813	.745	.116	.734
	No	170	3.861	.890		

The significance level of the difference between the burnout levels of the participants in the trainings given for teaching Turkish to foreigners other than PIKTES in-service trainings and their burnout levels is shown in Table 6. According to Table 6, there is a significant difference in the emotional exhaustion sub-dimension between the teachers who participated in the trainings other than PIKTES in-service training and those who did not ( $t=8.670$ ,  $p<0.05$ ). This is in favor of participants who do not receive additional training ( $X=3.815$ ). There is no significant difference between the overall Maslach burnout scale, the sub-dimensions of depersonalization, personal achievement, and additional education service ( $p>0.05$ ).

**Table 7.**

*Anova test results on the differentiation of the burnout levels of the participants according to the department they graduated from*

Maslach Burnout Scale	Branch	n	$\bar{X}$	ss	F	p
Emotional Exhaustion	Turkish teacher	59	3.449	.733	1.853	.139
	classroom teacher	85	3.696	.784		
	literature teacher	55	3.525	.436		

	psychological counselor and guidance	19	3.684	.464		
Depersonalization	Turkish teacher	59	3.616	.559	.967	.409
	classroom teacher	85	3.745	.470		
	literature teacher	55	3.625	.602		
	psychological counselor and guidance	19	3.736	.512		
Personal Success	Turkish teacher	59	3.606	.557		
	classroom teacher	85	3.752	.843	.581	.628
	literature teacher	55	3.696	.861		
	psychological counselor and guidance	19	3.821	.673		
MBS General	Turkish teacher <sup>(1)</sup>	59	3.496	.418		
	classroom teacher <sup>(2)</sup>	85	3.965	.874	4.857	.003*
	literature teacher <sup>(3)</sup>	55	4.004	1.095		
	psychological counselor and guidance	19	3.999	.774		

Information on the participants' departments of graduation and their burnout levels is shown in Table 7. There is a significant difference between those who graduated from Turkish teaching and those who graduated from classroom teaching ( $X=3.965$ ) in favor of classroom teaching graduates. There is a significant difference between Turkish language and literature graduates and Turkish language and literature graduates ( $X=4.004$ ) in favor of Turkish language and literature graduates. This shows that graduates of classroom teaching and Turkish language and literature departments experience higher levels of burnout than graduates of Turkish language and literature departments.

**Table 8.**

*Anova test Results on the Differences in the Burnout Levels of the Participants by Seniority*

Maslach Burnout Scale	Experience years	n	$\bar{X}$	ss	F	p
Emotional Exhaustion	1-2 <sup>(1)</sup>	22	3.957	1.047	3.821	.023*
	3-4 <sup>(2)</sup>	40	3.572	.761		
	5-6 <sup>(3)</sup>	156	3.536	.570		
Depersonalization	1-2	22	3.627	.498	.376	.687
	3-4	40	3.740	.434		
	5-6	156	3.671	.562		
Personal Success	1-2	22	3.735	.744	.076	.927
	3-4	40	3.665	.653		
	5-6	156	3.711	.798		
MBS General	1-2	22	4.006	.939	1.665	.192
	3-4	40	4.025	1.047		
	5-6	156	3.784	.788		

The difference between the burnout levels of the participants and their experience of teaching Turkish to foreigners is as in Table 8. There is no significant relationship between MBS general, depersonalization, personal achievement sub-dimensions, and teaching experience ( $p>0.05$ ). There is a difference in the emotional exhaustion sub-dimension ( $F=3.821$ ,  $p<0.05$ ). Those who have 1-2 ( $X=3.957$ ) years of experience in the emotional exhaustion sub-dimension experience more emotional exhaustion than those who have 5-6 years of experience.

#### 4. Results, Discussion & Conclusion

At this stage, the results based on the findings obtained from the research were discussed. Burnout levels of women are higher. Emotional exhaustion is not significant in either gender. Males have a higher level of depersonalization than females. Women's personal achievement burnout is higher than men's. Considering the findings obtained from the study, it can be stated that although teachers of both genders are faced with burnout, it can be stated that women experience more burnout. According to Akdağ (2018), the main reason for this is that they have more sensitive personality structures. The fact that they take a more detailed approach to the events they encounter and care more about the events causes them to face more burnout. According to another study on gender and burnout level, it is stated that while more depersonalization is observed in men, more emotional exhaustion is experienced in women (Gülhan, 2019). In the results of this research, it was determined that men experienced inadequacy in depersonalization, and women experienced inadequacy in the personal achievement sub-dimension. Therefore, it can be stated that the research carried out supports other studies in the literature.

The burnout levels of the participants who do not follow the articles are lower than those who follow the publications. It has been determined that there is a significant difference between the burnout levels of the participants, their participation in the trainings for teaching Turkish to foreigners other than the in-service trainings of PIKTES, and the burnout levels between the teachers who participated in the trainings other than the in-service trainings and the teachers who did not participate in the emotional exhaustion sub-dimension in favor of the participants who did not receive additional training services. This situation shows that teachers should follow the publications related to the field they work and update themselves on Turkish education for foreigners. In addition, the fact that the burnout levels of teachers who receive additional education services are lower shows that they can experience less burnout if they do research and improve themselves in the fields they teach. As a matter of fact, according to the study conducted by Göçmenler and Türker (2020), among the teachers who teach Turkish to immigrant children, the self-efficacy perceptions of those who receive training on teaching Turkish to foreigners and follow the publications related to the field are higher. It has been determined that teachers with low self-efficacy are teachers who do not have sufficient knowledge and equipment about teaching Turkish to foreigners. Similarly, Küçüksüleymanoğlu and Kurt (2020) determined that teachers working within the scope of PIKTES experience a sense of burnout. It can be stated that teachers can manage themselves in the specified subjects if they develop themselves in the field and have sufficient opportunities. The fact that teachers' personal rights and working conditions are difficult prevent them from providing an efficient education environment (Kara, et al., 2020). This causes them to struggle with the feeling of burnout. According to the study conducted by Karacabey and Bozkuş (2019), the psychological resilience of teachers teaching Turkish to Syrian children positively affects their job satisfaction and organizational commitment. Therefore, it is necessary to develop policies to eliminate the self-efficacy perceptions of these teachers. In this way, the development of their job satisfaction and organizational commitment and their self-efficacy perceptions can be supported.

According to the analysis carried out to determine the relationship between the department from which the participants graduated and their burnout levels, it was determined that there was a significant difference between those who graduated from Turkish language

teaching and those who graduated from classroom teaching in favor of classroom teacher graduates. There is a significant difference in favor of Turkish language and literature graduate teachers and Turkish language and literature graduate teachers. It can be said that primary school teachers and graduates of Turkish language and literature experience higher levels of burnout than graduates of Turkish teaching. These results reveal the possibility that Turkish language teaching graduates have taken courses related to teaching Turkish to foreigners during their undergraduate education and that Turkish language and literature and classroom teaching graduates have not received any training on teaching Turkish to foreigners during their undergraduate education. Bulut et al. (2018) determined in their research that the classroom teachers who teach Syrian children are inadequate in providing language education. The reason for this situation is that they did not receive training in teaching Turkish to foreigners. In their study, Dilmaç and Şimşir (2018) stated that teachers have problems because Syrian children do not have sufficient language skills. According to the research of Akman and Kardeş (2019), classroom teachers feel inadequate about teaching Turkish to foreigners. They stated that they could not structure the education process according to the needs of the students and, therefore, they needed training on Turkish education for foreigners. The results obtained in the present study support this situation.

There is a significant difference in the emotional exhaustion sub-dimension of the relationship between teachers' burnout levels and their experiences of teaching Turkish to foreigners. Those with 1-2 years of experience have higher levels of emotional exhaustion than those with 5-6 years of experience. The burnout levels of teachers with less experience were higher. The result of the research shows that as teachers gain experience, they experience less feelings of inadequacy. Considering that Syrians have a positive perception towards Turkish lessons (Akkaya, 2013), it should not be forgotten that teachers who teach them have a positive self-perception, which will create a better service environment. The fact that the sense of burnout is inversely proportional to experience shows that less experienced teachers need better in-service training. Kiremit, et al. (2018) according to their research, the main problem experienced by Syrian students is that they do not know Turkish (Kiremit, 2018). When these children are faced with a different culture and language, the people they can feel closest to are teachers. The fact that teachers fight with the feeling of burnout will also negatively affect students. Therefore, it is important to pay attention to teacher needs in in-service training. According to Erdem (2017), among the main demands of teachers is qualified in-service training.

According to the results obtained, it can be stated that these teachers experience burnout at different levels. In particular, the fact that female teachers have a more intense sense of burnout shows that they need better in-service training. The fact that there is an inverse relationship between the experiences of the participants and their feelings of burnout will make up for an important shortcoming in meeting the existing needs by applying different programs to the teachers with less experience. The fact that teachers who receive additional education services and follow publications face less burnout reveals the necessity of providing opportunities for teachers to improve themselves. For this reason, teachers should be given the opportunity to develop themselves within the scope of PİKTES. Thus, burnout can be prevented from being so high. Considering these shortcomings mentioned in new studies to be done, it can contribute to the provision of more qualified educational environments in case of restructuring.

**Statement of Interest**

There is no potential conflict of interest.

**Information on Financial Support**

Authors did not receive any financial support for research, authorship, and /or publication of this article.

**Statements of Publication Ethics**

Ethical permission was obtained from 27.06.2022/2022.06 Yildiz Technical University Institute of Social Sciences Research Ethical Committee for this research.

### References

- Ak Sütlü, S. (2013). *Sağlık çalışanlarında duygusal zekâ ve tükenmişlik ilişkisi*. (Publication No. 344359) [Master thesis, Beykent University]. National Thesis Centre
- Akçamete, G., Kaner, S. & B. Sucuoğlu (2001). *Öğretmenlerde tükenmişlik, iş doyumu ve kişilik*. Ankara: Nobel Publication Distribution.
- Çalışır, M. (2021). Uyum sınıflarında hakkında öğretmen görüşleri. *International Congress on Education*, 3-5 June, Ankara.
- Kiremit, R. F., Akpınar, Ü., & Tüfekci Akcan, A. (2018). Suriyeli öğrencilerin okula uyumları hakkında öğretmen görüşleri. *Kastamonu Eğitim Dergisi*, 26(6), 2139-2149. <https://doi.org/10.24106/kefdergi.428598>
- Türker, M. S., & Göçmenler, H. (2021). Mülteci öğrencilere Türkçe öğreten öğretmenlerin motivasyonlarının incelenmesi. *Rumelide Dil ve Edebiyat Araştırmaları Dergisi*, (10), 396-406. <https://doi.org/10.29000/rumelide.1012455>
- Nigiz & Karabay Turan (2022). Geçici barınma merkezlerinde yaşayan Suriyeli öğrencilerle çalışan öğretmenlerin mesleki deneyimleri. *Gaziantep Üniversitesi Eğitim Bilimleri Dergisi*, 6(2), 71-85. <https://doi.org/10.29000/gaun.3112415>
- Esen, S. (2020). *Suriyeli çocukların Türk eğitim sistemine entegrasyonu (uyumu) ve yaşanan sorunlar (Konya ili örneği)*. (Publication No. 641584) [Master thesis, Necmettin Erbakan University]. National Thesis Centre.
- Turan, Ö., & Solak, Ö. (2023). Yabancılara Türkçe öğretimi kapsamında PIKTES'in değerlendirilmesi: Bursa ili örneği. *Aydın TÖMER Dil Dergisi*, 8(2), 331-358. [https://doi.org/10.17932/IAU.TOMER.2016.019/tomer\\_v08i2006](https://doi.org/10.17932/IAU.TOMER.2016.019/tomer_v08i2006)
- Aytaç, T. (2021). Türkiye'de ki Suriyeli çocukların eğitim sorunlarına bir bakış: Bir meta-analiz çalışması. *Milli Eğitim Dergisi*, 50(1), 173-193. <https://doi.org/10.37669/milliegitim.930387>
- Şahin, B., (2009). Metodoloji, In: Tanrıoğen A. (eds.), *Bilimsel araştırma yöntemleri* (pp. 111-130). Ankara: Anı Publishing.
- Akdağ, H. (2018). *Tükenmişlik sendromunun muhasebe meslek mensupları üzerinde incelenmesi Erzurum ve Erzurum illerinde bir araştırma*. (Publication No. 515664) [Master thesis, Erzurum University]. National Thesis Centre.
- Akkaya, A. (2013). Suriyeli mültecilerin Türkçe algıları, *Ekev Academy Journal*, 17(56), 179-190.
- Akman, B & Kardeş, S. (2019). Suriyeli mültecilerin eğitimine yönelik öğretmen görüşleri. *Elementary Education Online*, 17(3). <https://doi.org/10.17051/ilkonline.2018.466333>
- Altay, H. (2009). Antakya ve İskenderun otel çalışanlarının tükenmişliği ve iş tatmini üzerine bir araştırma. *Journal of Mustafa Kemal University Institute of Social Sciences*, 6(12), 1-17.
- Avcı, Y. E., Koçoğlu, E. & Ekici, Ö. (2013). Göçün eğitim ve eğitim yönetimine etkisine ilişkin okul yöneticilerinin görüşleri (Diyarbakır ili örneği). *International Journal of Social Science*, 6(2), 91-105. [https://doi.org/10.9761/jasss\\_553](https://doi.org/10.9761/jasss_553)
- Baltaş A. & Baltaş, Z. (2002). *Stres ve başa çıkma yolları*. İstanbul: Remzi Publishing.
- Barın, E. & Çangal, E. (2017) Yabancılara Türkçe öğretimi alanında görev yapan öğretmenlerin özel alan yeterliklerine ilişkin bir öneri. *International Journal of Language Academy*, 5(7), 81-98. <https://doi.org/10.18033/ijla.3779>



- Budak, G & Sürgevil, O. (2005). Tükenmişlik ve tükenmişliği etkileyen örgütsel faktörlerin analizine ilişkin akademik personel üzerinde bir uygulama. *Dokuz Eylül Üniversitesi İİ.B.F. Dergisi*, 20(2), 95-108.
- Bulut, S., Kanat S., Ö. & Gülçiçek, D. (2018). Suriyeli öğrencilerin Türkçe öğretmeni olmak: Suriyeli öğrencilerin eğitiminde karşılaşılan sorunlar. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 7(2), 1210-1238.
- Büyükkız, K. K. & Çangal, Ö. (2016). Suriyeli misafir öğrencilere Türkçe öğretimi projesi üzerine bir değerlendirme. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 5(3), 1414-1430.
- Cin, G. (2018). Suriyeli öğrencilere eğitim veren sınıf öğretmenlerinin yaşadıkları sorunlar ve psikolojik sağlamlılık düzeyi: Adana ili örneği. (Publication No. 490635) [Master thesis, Çaç University]. National Thesis Centre.
- Çam, O. M., & Engin, E. (2017). Hemşirelerde tükenmişlik. *International Journal of Social Studies* 10(51), 501-507. <https://doi.org/10.17719/jisr.2017.1783>
- Çimen, M. (2000). *Türk silahlı kuvvetleri sağlık personelinin tükenmişlik, iş doyumu, kuruma bağlılık ve işten ayrılma niyetlerine ilişkin bir alan araştırması*. (Publication No. 91650) [PhD. Thesis, General Staff Gulhane Military Medical Academy]. National Thesis Centre.
- Çoban Sural. Ü. & Güler Arı., T. (2017). Göçmen çocuklara Türkçe eğitimi veren öğretmenlerin aldıkları hizmet içi eğitimin değerlendirilmesi. *International Journal of Languages' Education and Teaching*, 5(4), 996-1009. <https://doi.org/10.18298/ijlet.2417>
- Çoban, A. E., Karaman Güney, N. & Doğan, T. (2010). Öğretmen adaylarının kültürel farklılıklara yönelik bakış açılarının çeşitli demografik değişkenlere göre incelenmesi. *Abant İzzet Baysal University Journal*, 10(1), 125-131.
- Demirel, M. V. (2011). Türkçe üçüncü sınıf öğrencilerinin yabancılarla Türkçe öğretimi dersine ilişkin görüşleri. *Journal of Buca Education Faculty* (31), 128- 138.
- Dilmaç B. & Şimşir Z. (2018). Yabancı uyruklu öğrencilerin eğitim gördüğü okullarda öğretmenlerin karşılaştığı sorunlar ve çözüm önerileri. *Elementary Education Online*, 17(2), 1116-1134. <https://doi.org/10.17051/ilkonline.2018.419647>
- Dursun, H. (2018). *Geçici koruma altındaki Suriyelilerin dil ihtiyaçlarının belirlenmesi: Şanlıurfa ili örneği*. (Publication No. 486347) [Master thesis, Adıyaman University]. National Thesis Centre.
- EğİN, A. (2015). *Çalışma hayatında iş stresi ve tükenmişlik*. (Publication No. 410176) [Master thesis, Beykent University]. National Thesis Centre.
- Emin, M. N. (2016). Türkiye'deki Suriyeli çocukların eğitimi: Temel eğitim politikaları. *Journal of Analysis of the Foundation for Political, Economic and Social Studies*, 153.
- Erdem, C. (2017). Sınıfında mülteci öğrenci bulunan sınıf öğretmenlerinin yaşadıkları öğretimsel sorunlar ve çözüme dair önerileri. *Journal of Civilization Educational Research*, 1(1), 26-42.
- Ergin C (1996) Maslach tükenmişlik ölçeği'nin Türkiye sağlık personeli normları. *3P Dergisi*, 4(1).
- Fansa, M. (2015). Geçici eğitim merkezlerindeki yabancı öğrencilere yönelik Türkçe öğretiminde karşılaşılan sorunlar ve çözüm önerileri. *25th National Educational Sciences Congress*.
- Freudenberger, H. & J. Richelson. (1994). Tükenmeye rağmen nasıl yaşanabilir? (Taş, Y. Çev.) Şahin, N. H. (Ed.). Stresle başa çıkma: olumlu bir yaklaşım. Ankara: Turkish Psychological Association Publications.
- GİGM, (2022). *Geçici koruma altındaki Suriyeliler*. <https://www.goc.gov.tr/gecici-koruma5638>.

- Göçer, A. & Moğul, S. (2011). Türkçenin yabancı dil olarak Türkçe öğretimi ile ilgili çalışmalara genel bir bakış. *Turkish Studies-International Periodical for the Languages, Literature and History of Turkish or Turkic* 6(3), 797-810. <https://doi.org/10.7827/TurkishStudies.2470>.
- Gözübüyük Tamer, M. (2017). Geçici koruma kapsamındaki Suriyeli çocukların Trabzon devlet okullarındaki durumu. *Immigration Journal* 4(1), 119-152. <https://doi.org/10.33182/gd.v4i2.594>.
- Güler, E. B. (2012). Yabancılarla Türkçe Öğretiminde Öğretmen Unsuru. *International Journal of Social Science*, 5(2), 129-134. [https://doi.org/10.9761/jasss\\_107](https://doi.org/10.9761/jasss_107)
- Gülhan, S. E. (2019). *İş hayatında stres ve tükenmişlik sendromu*. (Publication No. 210171) [Master thesis, Namık Kemal University]. National Thesis Centre.
- Helvacı I. & Turan M. (2013). Tükenmişlik düzeylerinin incelenmesi: Silifke’de görev yapan sağlık çalışanları üzerinde bir araştırma. *Journal of Business and Economic Studies* 1(4), 58-68.
- Jost, J. T., & Kay, A. C. (2005). Exposure to benevolent sexism and complementary gender stereotypes: consequences for specific and diffuse forms of system justification. *Journal of personality and social psychology*, 88(3), 498. <https://doi.org/10.1037/0022-3514.88.3.498>
- Kara Ö.T., Yiğit A. & Ağırman F. (2020). Batman il merkezinde çalışan Türkçe öğreticilerinin karşılaştıkları sorunlar. *Çukurova University Journal of Turcology Studies*, 5(2), 577-599. <https://doi.org/10.32321/cutad.785028>
- Kiremit, R.F., Akpınar, Ü. & Tüfekçi Akcan, A. (2018). Suriyeli öğrencilerin okula uyumları hakkında öğretmen görüşleri. *Kastamonu Journal of Education* 26(6), 2139-2149. <https://doi.org/10.24106/kefdergi.428598>
- Koçoğlu, A. & Yanpar Yelken, Y. (2018). Suriyeli öğrencilere Türkçe dil becerileri kazandırma sürecinde ilköğretim Türkçe dersi öğretim programları ile ilgili öğretmen görüşleri. *Journal of Qualitative Research in Education* 6(2), 131-160. <https://doi.org/10.14689/issn.2148-2624.1.6c2s7m>
- Küçüksüleymanoğlu, R. & Kurt, A. (2020). Suriyeli öğrenciler için görevlendirilen PICTES öğretmenlerinin tükenmişlik düzeyleri: Bursa örneği. *Sakarya University Faculty of Education Journal*, 20(1), 24-45.
- Maslach C. (2003). Job Burnout, new directions in research and intervention. *Current Directions in Psychological Science*, 12(5), 189-192. <https://doi.org/10.1111/1467-8721.0125>
- Maslach, C. & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2(2), 99-113. <https://doi.org/10.1002/job.4030020205>
- Maslach, C. & Leiter, M. (2016). Understanding the burnout experience: Recent research and its implications for psychiatry. *World Psychiatry*, 15(2), 103-111. <https://doi.org/10.1002/wps.20311>
- MEB (2016). Suriyeli çocukların Türk eğitim sistemine entegrasyonunun desteklenmesi Projesi PICTES. [Supporting the integration of Syrian children into the Turkish education system PICTES]
- Mete, F. & Gürsoy, Ü. (2013). Yabancı dil olarak Türkçe öğretiminde öğretmen yeterliklerine ilişkin görüşler. *Hacettepe University Faculty of Education Journal*, 28(3), 343-357.
- Göçmenler, H., & Türker, M. S. (2020). Mülteci öğrencilere Türkçeyi ikinci dil olarak öğreten öğretmenlerin öz yeterlik algıları. *As a Foreign Language*, (2)188. <https://doi.org/10.29000/rumelide.1012455>

- Karacabey, M. F., & Bozkuş, K. (2019). Psikolojik sağlamlığın, tükenmişlik, iş tatmini ve örgütsel bağlılığa etkisi: Suriyeli göçmenlerin Türkçe öğretmenleri üzerinde bir uygulama. *İş, Güç Endüstri İlişkileri ve İnsan Kaynakları Dergisi*, 21(2), 91-110. <https://doi.org/10.4026/isguc.563065>
- Onwuegbuzie, A. J. & Leech, N. L. (2007). Sampling designs in qualitative research: Making the sampling process more public, *The Qualitative Report*, (2), 238-254. <https://doi.org/10.46743/2160-3715/2007.1636>
- Sarıtaş, Ş, E., Şahin, Ü. & Çatalbaş, G. (2016). İlkokullarda yabancı uyruklu öğrencilerle karşılaşılan sorunlar. *Pamukkale University Journal of Social Sciences Institute*, 25(1), 208-229.
- Süer, B. (2012). Suriye’de değişim çabaları: Bir bağlam ve süreç analizi. *Academic Middle East*, 1-20.
- Tanay Akalın, A. (2016). *Türkiye’ye gelen Suriyeli göçmen çocukların eğitim sorunları*. (Publication No. 311141) [Master thesis, Istanbul Aydın University]. National Thesis Centre.
- Tanrıkulu, F. (2017). Türkiye’de yaşayan Suriyeli çocukların eğitim sorunu ve çözüm önerileri. *Journal of Liberal Thought* (86), 127-144.
- UNICEF, (2015). Syria Crisis Education Fact Sheet. Middle East and North Africa Out-of-School Children Initiative, New York. [http://www.ooscimena.org/uploads/1/wysiwyg/150313\\_Syria\\_factsheet\\_English.pdf](http://www.ooscimena.org/uploads/1/wysiwyg/150313_Syria_factsheet_English.pdf).
- Yavaş, T. (2012). *Ortaöğretim okul yöneticileri ve öğretmenlerinin öğrenilmiş çaresizlik, tükenmişlik ve öz-yeterlik algılarının örgütsel öğrenme düzeylerine etkileri*. (Publication No. 323380) [PhD. Thesis, Fırat University]. National Thesis Centre.
- Yıldız, D. & Uzunsakal, E. (2018) Alan araştırmalarında güvenilirlik testlerinin karşılaştırılması ve tarımsal veriler üzerine bir uygulama. *Journal of Applied Social Sciences*, (1), 14-28.

**İletişim/Correspondence**

Dr. Öğretim Üyesi Suna ÖZCAN  
[sozcan@29mayis.edu.tr](mailto:sozcan@29mayis.edu.tr)

Prof. Dr. Muhammed Eyyüp SALLABAŞ  
[sallabas@gmail.com](mailto:sallabas@gmail.com)