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**A STUDY ON THE PROFESSIONAL SELF-EFFICACY PERCEPTIONS AND
BURNOUT LEVELS OF ENGLISH LANGUAGE TEACHERS OF DISTANCE
EDUCATION IN THE PROCESS OF COVID19**

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MASTER'S THESIS
ISPARTA, 2021

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ABSTRACT

A STUDY ON THE PROFESSIONAL SELF-EFFICACY PERCEPTIONS AND BURNOUT LEVELS OF ENGLISH LANGUAGE TEACHERS OF DISTANCE EDUCATION IN THE PROCESS OF COVID19

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2021, 107 pages

The corona virus, which emerged in 2019 and caused deaths worldwide, has been effective in all areas of life and has led to social restrictions. It required us to acquire habits that we were not familiar with before, such as using a mask or disinfecting everything we bought from the market. Curfews, minimizing contact, closing border gates and introducing travel restrictions are just some of the measures taken. This, of course, has led to radical changes in education. In order to slow down the spread of the virus, not only in Turkey, but throughout the world, and to succeed in keeping children who are potential carriers away from each other, a rapid transition has been made to distance education, which has become the only alternative for a certain period of time. Although some countries have been using distance education for many years, for most countries the situation is the opposite. For this reason, having to adapt to this process without any preparation has created devastating effects for both students and teachers.

This study was carried out to see the general perceptions of English teachers working in different cities of Turkey, and to determine to what extent distance education affects their burnout levels and perceptions of professional competence. In order to answer these questions, a questionnaire was developed by using Maslach's Burnout Inventory, and effective teacher's qualifications guideline published by Ministry of National Education

in 2006 and 2017.172 English teachers participated in the questionnaire. A semi-structured interview study was conducted as well. 16 teachers participated in the interview study. In the light of the questionnaire and interview data, the researcher concluded that the burnout levels of the teachers were quite high in this process. On the basis of professional competence, it was found that most of the participants considered themselves sufficient, but that the management of the process was difficult. Both the teachers who participated in the survey and the teachers who participated in the interview agreed that distance education is very useful as a supportive education type, but it is not sufficient without face-to-face education.

Keywords: COVID19, distance education, English language teachers, burnout syndrome, professional self-efficacy



ÖZET

COVID19 SÜRECİNDE GEÇİLEN UZAKTAN EĞİTİMİN İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ TÜKENMİŞLİK VE MESLEKİ YETERLİLİK ALGILARINA ETKİSİ ÜZERİNE BİR ÇALIŞMA

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Danışman: Doçent Doktor Kağan BÜYÜKKARCI

2021, 107 sayfa

2019 yılında ortaya çıkan ve dünya çapında ölümlere sebep olan corona virüs hayatın her alanında etkili olmuş ve toplumsal kısıtlamalara yol açmıştır. Maske kullanmak gibi ya da marketten aldığımız her şeyi dezenfekte etmek gibi daha önceden pek de aşına olmadığımız alışkanlıklar edinmemizi gerektirmiştir. Sokağa çıkma kısıtlamaları, temasın minimize edilmesi, sınır kapılarının kapatılması ve seyahat kısıtlamalarının getirilmesi alınan önlemlerden sadece bazılarıdır. Bu durum tabi ki eğitimde de köklü değişiklikler yapılmasına sebep olmuştur. Sadece Türkiye’de değil dünya genelinde virüsün yayılım hızını yavaşlatmak ve potansiyel taşıyıcı olan çocukları birbirlerinden uzak tutmayı başarabilmek için uzaktan eğitime hızlı bir geçiş yapılmış ve daha önce sadece destekleyici bir eğitim olarak karşımıza çıkan uzaktan eğitim belli bir süre için tek alternatif haline gelmiştir. Bazı ülkeler uzaktan eğitimi uzun yıllardır kullanıyor olsa da çoğu ülke için durum bunun aksidir. Bu sebeple herhangi bir hazırlık yapılamadan bu sürece adapte olmak zorunda kalmak hem öğrenciler hem de öğretmenler için yıkıcı etkiler oluşturmıştır.

Bu çalışma Türkiye’nin farklı illerinde çalışan ve uzaktan eğitime dahil olmuş İngilizce öğretmenlerinin uzaktan eğitime dair genel algılarını görmek, uzaktan eğitimin

tükenmişlik düzeylerini ve mesleki yeterlilik algılarını ne oranda etkilediğini saptamak için yapılmıştır. Araştırmacı bu soruları yanıtlayabilmek için 34 soruluk bir anket hazırlanmış ve anketi hazırlarken Maslach'ın Tükenmişlik Envanteri'nden ve 2006 ve 2017 yıllarında Milli Eğitim Bakanlığı tarafından yayınlanan öğretmen yeterlilikleri listelerinden yararlanmıştır. Anket çalışmasına 172 İngilizce öğretmeni katılmıştır. Araştırmacı ayrıca bir röportaj çalışması da yürütmüştür. Görüşmeye de 16 öğretmen katılmıştır. Anket ve röportaj verilerinin ışığında araştırmacı bu süreçte öğretmenlerin tükenmişlik seviyelerinin oldukça yüksek olduğu sonucuna ulaşmıştır. Mesleki yeterlilik bazında bakıldığında katılımcıların pek çoğunun kendisini yeterli gördüğü fakat sürecin yönetiminin zor olduğu fikrinde olduğu sonucu elde edilmiştir. Katılan öğretmenler ayrıca uzaktan eğitimin tek başına yeterli olmadığını, öğrencinin istek ve ihtiyaçlarının farkında olması gerektiğini bunun da belli bir eğitimden geçmeden sağlanamayacağını belirtmişlerdir.

Anahtar Kelimeler: COVID19, uzaktan eğitim, İngilizce öğretmenleri, tükenmişlik sendromu, mesleki öz yeterlilik



ACKNOWLEDGEMENTS

First of all, I would like to thank my advisor, Associate Professor Doctor Kağan BÜYÜKKARCI, for his endless support, patience and energy that gives strength. I could not have found the energy to focus on my thesis without his support during a difficult period when I started working in Hakkari. I would like to share my gratitude to my respected professor Asst. Prof. Dr. Ahmet ÖNAL for his continuous support and guidance.

Besides, I owe gratitude to my dear mother Gülistan ULUYOL, my dear father Mustafa ULUYOL, my dear brother Ahmet ULUYOL and my dear grandmother Şükran for being with me and providing endless motivation, as I know they have always been behind me throughout my life. I could not have completed my thesis without their support. Thank you for being in my life, for always being a facilitating force in starting, maintaining and finishing my study. I love you so much and thank you for your existence.

I would also like to thank my dear friend Merve VEZİR, whom I can call whenever I need. I would like to thank my colleagues Ayşe TÜRE and Batuhan SAR for their unwavering support during my study.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
COVID19	Corona Virus Disease 2019
DP	Depersonalization
EBA	Eğitim Bilişim Ağı (Education and Information Network)
EBOV	Ebola Virus
EE	Emotional Exhaustion
MBI	Maslach's Burnout Inventory
MERS	Middle East Respiratory Syndrome
MoNE	Ministry of National Education
SARS	Severe Acute Respiratory Syndrome
TRT	Türkiye Radyo Televizyon (Turkish Radio and Television)
UZEM	Uzaktan Eğitim Merkezi (Distance Education Center)
WHO	World Health Organization
YAYKUR	Yaygın Yükseköğretim Kurumu (Common Higher Education Institution)
YÖK	Yüksek Öğretim Kurumu (Higher Education Institution)

OPERATIONAL DEFINITIONS

Pandemic: (of a disease) Prevalent over a whole country or the world.

Burnout: Burnout is a syndrome that is thought to be caused by continuous workplace stress that has not been effectively controlled. It has three dimensions:

- emotions of weariness or depletion of energy;
- increasing mental distance from one's employment, or sentiments of negativism or cynicism about one's career; and
- decreased professional efficacy.

Self-efficacy: Self-efficacy is a person's belief in his or her ability to carry out the actions required to achieve specified performance goals.



1. INTRODUCTION

This chapter presents the statement of the problem, purpose and significance of the study and it also mentions about assumptions and limitations.

1.1. Statement of the Problem

Covid19, which stands for Coronavirus disease, appeared in Wuhan, China towards the end of 2019 and spread rapidly all around the world. After this inconceivable spread, World Health Organization announced a worldwide pandemic (WHO, 2020). Pandemic is generally described as worldwide outbreak, which crosses international borders and affects a large number of people (Morens et al., 2009). During the pandemic, many things are restricted and almost every area of life is affected by this situation.

In today's globalized world, cultures are linked to one another for economic, social, political and technological purposes. As a result of this situation, all sorts of material and cultural exchanges between countries have grown. Although cultural interaction is perceived as a positive concept, it does not always have positive effects. The corona virus pandemic we experienced in the last period can be an example to this. (Özcan et al., 2020) Since the frequency of travels between countries made contact with each other inevitable, the virus spread rapidly and the world found itself in this situation without understanding what it was. Pandemic process inevitably affected education as well. Covid-19 affected educational institutions not only in Wuhan, China, where the virus originated, but also all other educational institutions (Toquero, 2020). In order to reduce deaths, reduce the rate of transmission and gain time for treatment studies many countries decided to suspend face-to-face education and increase social distance (Telli & Altun, 2020). According to the data provided by United Nations, 770 million learners in the world were affected by suspension of education. However, educational counteractions are being taken to continue teaching students notwithstanding the COVID-19 difficulties. Many countries have completely switched to distance education in order to keep education vivid and make it continue in any circumstances (Faltynkova et al., 2020).

Each country was affected differently from this process because the cultural structures and development levels of the countries were quite different. For example, in developed Scandinavian countries such as Sweden and Norway, students can get more efficiency from distance education, while students who are studying in developing or distant countries have experienced a lot of educational losses in the process (Bergdahl & Nouri, 2020).

Although Turkey is a country unfamiliar with distance education in its national education system, it has succeeded in providing distance education throughout the country by quickly eliminating its infrastructural deficiencies. (Koçoglu & Tekdal, 2020) In the distance education process, Ministry of National Education has provided the opportunity to appeal to students from almost every segment by broadcasting courses on EBA (Education Information Network) and TRT (Turkish Radio and Television). YÖK (Higher Education Institution) also made its own decisions in this process and offered university students access to distance education (Yildirim, 2020).

This radical change in education has greatly affected not only students and decision makers, but also teachers. Teachers, who were expected to keep pace with the process, continued to work in a new and foreign platform, worrying about their professional future. Teachers, who are not able to communicate directly with their students in distance education and are not sure of their competence in the lessons, have kept their concerns about their profession and professional future while being a part of this process (Karakaya et al., 2021).

Although this situation brings to mind the phrase swim or sink, it has undeniable benefits as well. Experiencing this process was very important in terms of providing teachers with technological competence and understanding the value of face-to-face education. The necessity of the school, which is a serious socialization center for students and teachers, was once again revealed (Price et al., 2007).

The researcher created some research questions, which are presented in the next section, in order to shed light on the problems experienced by English language teachers in the process of COVID19 and distance education, to see their general perspectives on distance

education, and to see how distance education affects the concepts of professional burnout and professional self-efficacy perception.

1.2. Purpose of the Study

This study aims to investigate problems experienced by English language teachers during the distance education process implemented during COVID19 phase. This study will also search how this compulsory distance education affected English language teachers' burnout level and professional perception. The research questions of the present study are as follows;

1. What are teachers general perceptions related to obligatory distance education implemented in the process of COVID19 pandemic?
2. Did the process of obligatory distance education implemented in the process of COVID19 pandemic affect the teachers who started to work before March 2020 and after March 2020 in the same way? Is there a significant difference between the two groups?
3. Do gender, age and education level make a significant difference on English language teachers' level of burnout and self-efficacy perceptions in the process of obligatory distance education implemented in the process of COVID19 pandemic?
4. How are the standard deviations and means of the burnout self efficacy and general perceptions categories distributed? What are the inferences that can be made based on the mean of the three groups?

The current study will examine teachers' general perceptions related to the phase of obligatory distance education and then their level of burnout and professional self-efficacy to find answers to the research questions.

1.3. Significance of the Study

COVID19 deeply affected the world and caused negativities in all sectors around the world. Since the COVID19 process is a completely new situation, the uncertainty experienced at the beginning made difficult to foresee the measures to be taken. For the first time, people were unsure of how to fight against this enemy, and the fear of uncertainty emerged.

For the first time in its history, education, which is one of the areas most affected by this situation, has experienced such radical changes. Millions of educators, students and parents had to face the consequences of this sudden situation. While students had to accept an unfamiliar system as a school, teachers were perhaps the most battered of this process in terms of education. In the distance education system, which includes high technology and where the warmth of students cannot be felt, teachers have undertaken tasks such as following the curriculum, preventing students from lagging behind their lessons, and increasing students' sense of responsibility.

Continuing distance education has been a very difficult task in countries with much impossibility. Unfortunately, teachers who work in developing and undeveloped countries have suffered a lot from this situation. This study is carried out to shed light on the perspectives of English language teachers on the compulsory distance education process and the effect of this process on their self-efficacy perceptions and burnout levels. Although there have been various studies on burnout and self-efficacy by prominent researchers in the field, none of them have examined the burnout levels and professional self-efficacy levels of English language teachers in a compulsory distance education process. In this respect, the study differs from previous studies in the field.

1.4. Assumptions

Participants are assumed to have given honest answers to the items and questions in the questionnaire. It is also assumed that the interview questions represent the participants' genuine and honest responses.

1.5. Limitations

The study was conducted with 172 English teachers working in Turkey. By increasing the number of participants, the reliability rate can be increased. In addition, a comparison can be made with English teachers working in different countries around the world.



2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES

In this section, detailed information about the COVID19 process, the history of distance education and its importance in the current situation, professional burnout and perceptions of professional self-efficacy will be introduced.

2.1. History of Epidemic Diseases

It is important to examine past epidemics in order to make broader inferences about the corona virus pandemic we are in and to make a comparison between past epidemics and today's epidemic diseases. For this reason, some of the epidemic diseases experienced in the past will be mentioned in this section.

Humanity has gone through several epidemics since the ancient times. During these epidemics, many losses were incurred and the necessary precautions were taken immediately by the governments. Declaring a pandemic, restricting living standards and closing public spaces are just some of these measures. Examining past outbreaks and having a general idea about them can be effective in understanding the epidemic we are experiencing nowadays.

First of all, it would be better to know what the word pandemic means and look at how it has been applied in past epidemics. The word pandemic is a word of Greek origin. The word 'pan' means all and the word 'demos' means people (Morens et al., 2009). Today the term pandemic refers to epidemic diseases which affect a continent or the whole world. World Health Organization (WHO) defines the word pandemic as diseases which spread rapidly, which are not seasonal and to which humans do not have immunological resistance (Özkoçak et al., 2020).

Since epidemic diseases were not understood in ancient times, people saw pain and death as inevitable. For this reason, they tried to explain the epidemic-related deaths with supernatural forces. According to them mass deaths and epidemics are caused by magic, gods or evil souls. In order to save themselves from these diseases they sought help from their gods and tried to take precautions with prayers and sacrifices. Outbreaks were

mostly caused by the reactions of microorganisms to major upheavals in nature. Wars, population growth, earthquakes, floods, storms, famine, climate abnormalities, homelessness, and environmental pollution can trigger one or two of the epidemics. For instance, throughout the history, poverty and deaths in Africa have become more common due to cholera, Ebola, AIDS and tuberculosis. HIV has affected the suburb of Asia and Hantavirus has affected suburbs of North America in a negative way. Epidemics caused empires to collapse, armies to disappear without war, and completely changed the way humanity lived (Parildar, 2020).

Epidemics can be considered as game changers for history as they are able to restrict people's movements, affect their lives and required to take certain measures. Smallpox has invaded the New World (US continent) with such force that its influence on Native American culture has not recovered yet. The plague prepared the end of feudalism and sowed the seeds of capitalism. Malaria spread along with the slave trade. Syphilis introduced the fear of sex, and the wig to people (Parildar & Dikici, 2020).

Instead of investing in wars and ammunition, considering that it is more effortless and lossless, states have given importance to biological weapons. Epidemics were even used as biological weapons (Martin et al., n.d.).

Unfortunately, it is not possible to predict the course of the COVID19 outbreak or to say anything for the process following it. Any inference is only possible after the pandemic. Therefore, we can make inferences by examining the epidemics in history. Some of the epidemic diseases that have been effective throughout history have been mentioned above. It is useful to mention them in detail.

SARS (Severe Acute Respiratory Syndrome) is a type of coronavirus which is transmitted via droplet infection, airborne and body fluids (Akyol, n.d.) The epidemic, which lasted between November 2002 and June 2003, started in Hong Kong. During the epidemic of SARS, 8,422 cases worldwide and 916 death has been seen. The epidemic spreading to thirty-seven countries has affected 50% of the 65 and over age group. For patients who experienced the symptoms of SARS are recommended to isolate themselves from public areas even after 10 days from the disappearance of the symptoms.

MERS (Middle East Respiratory Syndrome), known as Travel Disease, was first seen in Jordan on April 2012 and spread throughout the Arabian Peninsula (*Seyahat Sağlığı - Hastalık Adı*, n.d.). It was noteworthy that the second biggest epidemic of MERS occurred in the Republic of Korea in 2015 and the epidemic was initiated by a single person coming outside (Parıldar, 2020). Doctors recommended high-level isolation methods for this disease, which can be seen in all age groups.

The Ebola virus first appeared in the 1970s, in a small town in the Democratic Republic of Congo. David Heymann, the doctor who witnessed the outbreak, says that he was so afraid of the virus that the first thing he did was to acquire a quarantine unit from the ones that NASA's astronauts use. Heymann and his team, who went to the town of Yambuku, where the epidemic occurred, knew little about Ebola. They named the virus after the river in the region. EBOLA is a rare disease in humans. It occurs when you come into contact with a dead animal or a dead person carrying a virus. The World Health Organization was informed in March 2014 of an outbreak of a communicable disease in Guinea that was marked by fever, heavy diarrhea, vomiting, and a high fatality rate. A virologic analysis revealed that the causative agent was Zaire Ebola virus (EBOV). Full-length genome sequencing and phylogenetic research revealed that EBOV from Guinea belongs to a distinct clade. RVSV-ZEBOV, the only known vaccine for the disease, is effective only against Zaire Ebola virus strains.

Malaria, which means bad weather as a word, is caused by the Plasmodium parasite. The disease is transmitted to humans by the bites of infected mosquitoes. The virus enters the body, then settles in the liver, reproduces there, and then enters the bloodstream, invading red blood cells. For this, symptoms such as chills, high fever and vomiting occur in the body. There are anti-malarial drugs for malaria. It would be better to use them before and during travels to risky areas. They can reduce the risk of malaria to 90% (White, 2018).

Flu is a disease that is often mistaken for a cold because it shows similar symptoms. There are three different types, A, B and C. Flu A has caused pandemics in history, like the swine flu. Swine flu is generally seen in pigs but it can also attack human's immune system. These symptoms are fever, fatigue, poor appetite, cough, and sore throat. People

with swine flu have also reported vomiting and diarrhea. As in all epidemic diseases, it is suggested that the person who contracts the virus should isolate himself and pay close attention to his cleaning. One of the types of flu that has most affected humanity is the Spanish flu. It caused the deaths of millions of people in 1918 and 1919. It is known as the biggest flu epidemic in history. During World War I, it became a pandemic due to the constant displacement of military camps and the spread of the disease to different regions. It is named after the Spanish flu because it was first mentioned in Spanish newspapers without a press ban. It has been seen all over the world, including the Ottoman Empire. The difference of this epidemic from other epidemics is that it targets young adults. (Trilla et al., 2008) Hong Kong flu caused 1 million people to die in 1968-1969 (Özkoçak et al., 2020).

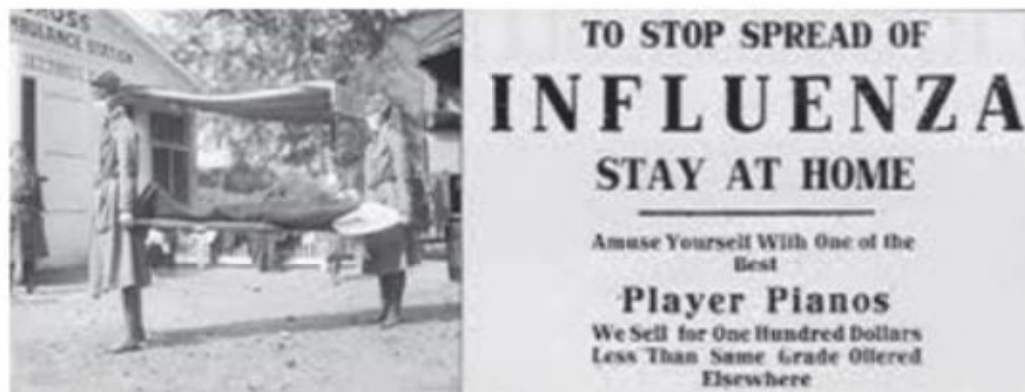


Figure 1. A newspaper clipping calling for stay home at the times of Spanish flu (100 Years Ago, the Spanish Flu Pandemic Tore through New Orleans in Three Terrifying Weeks | The Historic New Orleans Collection, n.d.)



Figure 2. Seattle police wearing masks in December 1918 (Spanish Flu, 2021)

Plague, which was the nightmare of Middle ages triggered ravaging diseases such as the Justinian plague and the "black death." It was called Black Death because black swelling

is one of the main symptoms of the disease (Raoult et al., 2013). In 541, 1347 and 1894, there were major plague epidemics that caused many deaths worldwide. Plague epidemics could be slowed down with the preventive medicine and the usage of antibiotics after 1950s (Parildar, 2020). Even at that time, doctors who thought that the disease was transmitted by air and contact wore a different costume.



Figure 3. Depiction of doctor Schnabel taking precaution for plague in 1349 (Plague Doctor, 2021)

The cholera epidemic that emerged towards the end of the 18th century has also been seen in Anatolia at the beginning of the 19th century. This epidemic, which is generally effective in provinces located on trade routes and on the coastline, caused many deaths until the end of the 19th century. Quarantine applications and export limitations are also seen in this period. Repeated cholera outbreaks killed around 1.5-2 million people in the world (Hays, 2005).

Typhoid fever is transmitted through contaminated drinking water and contaminated food. Symptoms of the disease occur 5-14 days after the bacteria enters the body. Bacteria are found in the stool, urine, blood and saliva samples of the patients (Ozdemir & Kayatas, 2012). Approximately 20 million typhoid cases are reported in the world each year, and

about 200 thousand result in death. Although it has a vaccine, it does not have full protective properties (Parildar, 2020).

AIDS (Acquired Immune Deficiency Syndrome) was first identified in Democratic Republic of Congo and caused 36 million people's death since 1981. It is mostly seen at teenagers between the ages of 15-24 and women in Africa. Unfortunately, this disease, which is transmitted sexually or through blood, has no cure. For this reason, its lethal effect is very high. It is quite natural that such epidemics have devastating effects on people in times when millions of people die from simple tooth abscesses or diarrhea. Alexander Fleming's discovery of penicillin played a huge role in the treatment of these diseases and opened a new era (Lewis, 2013).

Today, the world is a global place; distances that used to take days to reach in ancient times are now hours away. People can reach each other very easily. The rapid growth of the world population and the frightening growth of technology are just two of the factors that form the basis for this situation. Increasing trade relations between countries and travel frequency are issues that should not be ignored as well. The fact that it is so difficult to prevent the spread of coronavirus today and that it takes such a long time is a result of the globalizing world. While people could not prevent epidemic diseases in the past due to ignorance and lack of medicine, in today's world, there is negativity due to people coming into contact with each other too much.

The increase in the level of welfare also paved the way for this. While you could encounter many people who did not get on a plane in the past, now it is almost impossible to come across. While going on vacation is considered a luxury in general, it is now quite common.

2.2. COVID19 and Education

COVID19 is an infectious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The first case was encountered in December 2019 in Wuhan, China's Hubei province. The outbreak was initially detected in those in the seafood and animal market in this region. Although the thought that the virus spreads

from this market is a strong assumption at the beginning, the source of the virus could not be determined exactly as a result of the researches carried out by the World Health Organization (WHO) in the region. Discussions on this issue are ongoing. Later, the virus spread from person to person and spread to other cities in Hubei province, especially Wuhan, and other provinces of the Personal Republic of China and other countries. It has continued to spread ever since and caused an ongoing pandemic (Ardıç et al., 2020). As of March 3, 2020, the worldwide mortality rate is 3.4%, while there were 136,417,407 confirmed cases, 109,680,922 recovered in the world as of April 11, 2021, 2,945,443 patients died from the virus. The virus that causes COVID-19 is most often transmitted by an infected person coming into close contact with another person. Small droplets containing the virus can spread through the mouth and nose if an infected person breathes, coughs, sneezes, sings or talks. People become infected if the virus gets into their mouth, nose or eyes. The virus can also be transmitted through contaminated surfaces. In addition, COVID-19 can be transmitted from people who do not show symptoms. The most common method used for diagnosis is by analyzing the swab taken from the nose. Preventive measures include physical or social distance, quarantine, ventilation of confined spaces, covering the mouth and nose in case of coughing and sneezing, washing hands, and keeping unwashed hands away from the face. Face masks have been recommended in public settings to minimize the risk of transmission. Various vaccines have been developed and mass vaccination campaigns have been initiated by various countries (WHO, 2021).

Since fatal diseases have no regional borders (Çobanoğlu, 2020), global solutions are needed to address the problem. Restrictive interventions are needed to improve the level of treatment given to COVID-19 patients while reducing the risk of virus infection to other patients or healthcare staff. Curfews, mask use, and industry closures have also been implemented in order to slow the propagation of pandemic around the world.

Although COVID has mainly affected the health sector and healthcare professionals, every sector and employees of these sectors have been affected by this ongoing pandemic for months. In the field of education, this situation led to the closure of schools and the transition to distance education from time to time (Hsiang et al., 2020). According to UNESCO data, COVID19 affected 91% of the student population in the world

(UNESCO, 2020; Emin, 2020). During the transition phase to distance education, many countries were unprepared to this situation, so that adaptation and infrastructure problems happened.

The first point of concern is the intensity, since no previous pandemic has triggered as many educational issues. The biggest argument we had for education around the world was the recent massification of education. During previous pandemics, only a tiny proportion of the population had educational opportunities, especially in secondary and higher levels (Thanassis Karalis, 2020). For this reason, densities were experienced in the remote access networks created for education, and problems were encountered.

School closures were even feared to worsen educational disparities. Less fortunate students suffered more harm as a result of the actions of others. In comparison to the previous years, students had fallen behind (Meeter, 2021). Aside from educational inequity, food insecurity and child maltreatment rates have also risen. School closures had a negative impact on low-income students. Teachers are the first witnesses to students' troubles, so the Covid19 phase turned this scenario into a silent scream. According to the statistics, there are 212.500 unreported child maltreatment cases in United States (Van Lancker & Parolin, 2020).

As Zhang et al. (2020) claimed in this period when online platforms are frequently preferred, there are many factors that cause inequality in education. These factors can be listed as follows;

1. Teacher's lack of knowledge about online education
2. Unstable network,
3. Failure of material adaptation
4. Distractions at home
5. Lack of online education on the basis of measurement and evaluation.

For extreme situations, countries should have plans B and C as well as plan A. (Bao, 2020) Countries will not be as stunned as they are now if prepared for any adversity that may occur. For example, educators must be proficient users of technology in order to

guarantee learning consistency in any situation and to help learners across spatial and temporal boundaries (Trust & Whalen, 2020).

There are a lot of students and teachers who do not have access to the internet or any technological device. For this reason, it is quite normal that these students and teachers can not attend classes regularly or have to make extra effort while trying to participate in online lectures (Yusuf, 2020).

As is known, even the most wonderful material can become dysfunctional if it is not adapted correctly. The material used must always be appropriate for the level and age of the learners. If this is done, optimum efficiency will be obtained and learning will be more permanent. However, doing this is not as simple as it might seem. It requires detailed study and dedication (Mew, 2015). Even in face-to-face education, material adaptation is quite difficult, and it is even more difficult than expected in a distance education process that caught educators unprepared (W. Zhang et al., 2020).

Most of the teachers could easily distinguish between home and school work during face-to-face education. However, with the start of distance education, housework and school work had to take place in the same environment. It is also the case for the students. This situation manifests itself more clearly, especially in developing countries. For example, female students attend less online classes than male students due to housework. In addition, there are female students who were forced to marry or even become pregnant during this process. It is also certain that female academics published less than male academics in the pandemic process (Burzynska & Contreras, 2020).

Evaluation is widely acknowledged as a necessary component of teaching and learning. It is one of the most important aspects of any program, since it determines what students learn. According to Candlin and Edelhoff (1982), learners learn best, when they are fully aware of how their actions will be assessed and evaluated. Evaluation also plays a key role in determining what and how teachers teach. It is also known as a powerful way of increasing the quality of education. While measurement and evaluation are so important in education, teachers' having problems on the basis of measurement and evaluation in distance education has reduced the efficiency of education. Meeter (2021) claims that

other studies have shown that decreases in standardized test scores do not accurately represent learning disabilities. Instead, they may be the result of different testing conditions, such as fewer test planning than in previous years. In the process of pandemic, schools may not have placed enough focus on optimum planning, management, or concentration by their students. Meeter (2021) say that supervision and evaluation is insufficient in distance education. This situation makes teachers feel inadequate about their job.

Education is a formation with three pillars; student, teacher and family. It is also useful to mention the situation of the family in this process. Families, who are worried about the future of their children and who do their best, are worried that the pandemic period will cause great losses in the lives of their students. Of course, the years of life loss that students will experience, and health-related concerns during the course of the school opening have also affected the mental state of the parents. Wu et al. (2020) claims that Covid19 had an equal impact on both male and female parents' mental health. Age and educational status do not have a significant effect as well. Parents of elementary, secondary and high school students are more anxious than parents of college students. As college students are more mindful of the situation's seriousness.

Although authoritarian parents experienced a lot of anxiety, calm parents were able to get through the process with a lot more mind clarity. In addition, it was concluded that families who survived the quarantine process had a higher stress rate. Considering the economic situation, poor families have been affected worse by this situation (Wu et al., 2020). Van Lancker & Parolin (2020), who conducted a similar study on children, achieved the same results. The results of the two studies are consistent.

This pandemic, which came suddenly and imprisoned the world at home, also had an impact on the mental health of the students. Suicide rate and mental illnesses, seen at young people, dramatically increased. Most of the students participating in the study stated that they thought about suicide at least once (L. Zhang et al., 2020). Although morale workshops and psychological counseling services are provided in distance education, the success rate is low.

Although the corona virus has had bad effects in all areas in general, it has enabled countries to develop and transform themselves quickly in the field of education (Toquero, 2020). For the world that has never experienced such a period of intensive distance education in the past, millions of live lessons conducted every day can be an indication of this development. Nevertheless, almost everyone in the field of education think that distance education is not enough only by itself. In fact, those who think that formal education is much more effective are in the majority (Yılmaz İnce et al., 2020).

Fairlie and Loyalka (2020) argue that educational technologies alone are insufficient; they should be combined with face-to-face training or used as an auxiliary resource. According to them, the combination of technology and traditional education is the optimal way to get benefits from this situation.

It should be kept in mind that distance education is effective in educating learners who are aware of their needs and who know with what purpose they are there for (Meeter, 2021). Distance education, which is currently implemented, is not very effective as it is compulsory and it is tried to be given to all age groups. It is obvious that primary and secondary school students are not as aware of their needs as high school and university students. Therefore, alternative possibilities should be studied.

For emergencies, second and third plans should definitely be made and their applicability should be tested. More understandable educational platforms should be established, and internet access should be provided for both students and teachers. Teachers should be trained and equipped for online education (Yusuf, 2020).

Students should be equipped with autonomy skills. Since, we saw in this process that students who could learn themselves were more successful. Weak learners, with autonomy skills, seemed to catch up to their more advanced peers (Meeter, 2021).

2.3. Distance Education

The question "What is distance education?" is an easy question to ask but difficult to answer by its nature. First of all, the word distance has several meanings. Physical

distance and transactional distance may be given as examples to this. Second, the term distance education has been defined in different ways by many researchers and has changed form with the rapid development of technology over time (Schlosser et al., 1994).

Fernunterricht is a German term which stands for distance education. Rudolf Manfred Delling defines distance education as an activity conducted using at least one appropriate technical medium to annihilate the physical distance between teacher and student. (in Keegan 1988, p.58) Hilary Perraton (2012) claims that distance education is the name of teaching which is done by someone in a far place or removed time from the learner. Greville Rumble (1989) says that in distance education learners are away from their instructors. Börge Holmberg (1988) stated that in distance education teachers are not present in the classroom to lecture and to guide students or to evaluate their performance face to face. Otto Peters (1989) saw distance education as the industrialized form of teaching and learning. He said technology is an essential tool to produce high quality teaching materials which can enable teachers to instruct a great number of learners at the same time without location limit.

Keegan (1988) compiled a description of distance education using six key elements from these concepts;

1. The gap between instructor and learner that distinguish it from face to face education,
2. The power of an educational institution that sets it apart from private research,
3. Using technical media to facilitate contact,
4. The availability of two-way contact, so the student may profit from or initiate a dialogue,
5. The chance of a one-time meeting for educational or social purposes,
6. Involvement in an industrialized model of education, which includes the concept of radical separation of distance education from other types of education.

Garrison and Shale (1987) found Keegan's elements and definition too narrow so they defined distance education's key element as two way interaction among teacher and students. This interaction is generally provided by using technology.

2.3.1. The history of distance education

Although distance education seems like a new concept, it actually dates back to the 1800s. In 1833, the concept of distance education emerged with the publication of a news article about the possibility of providing education via mail in a Swedish newspaper (Schlosser et al., 1994).

Later, it was realized that education could be provided using letters. Charles Toussai and Gustav Langenscheid, who teach languages in Germany, pioneered this. In 1873, correspondence education crossed Atlantic and became an educational activity under favor of Anna Eliot Ticknor. It attracted 10.000 students in 24 years and most of them were women. It provided students with guided reading and frequent tests (Watkins, 1991). The academic degrees of those who completed summer courses and correspondence courses between 1883-1891 through the Chautauqua College of Liberal Arts were approved and accepted by the state of New York. In addition, it was revealed that students who received education in this way have more command of the subject than students who receive normal education in the same field. In 1886, H. S. Hermod gave English lessons in Sweden via letter and the system he established later became one of the most famous distance education organizations in the world (Holmberg, 1988). Thomas J. Foster, editor of the Mining Herald, a newspaper in eastern Pennsylvania, began teaching letters about mining and mining accidents in 1891, then his business grew and evolved into the International Correspondence School. In 20 years, following the opening of the school, it had received a lot of enrollment. Correspondence education had also been effective in Britain. Skerry's College in Edinburgh and University Correspondence College in London had actively taught by letter. In University Extension Movement in the United Kingdom and the United States, distance education by correspondence had been recognized as an acceptable educational activity, in 1887. Illinois Wesleyan promised undergraduate, graduate and doctoral studies modeled on Oxford, Cambridge and London. Between 1881 and 1890, 750 students were enrolled and 500 students wishing to apply were left open. It was closed in 1906 because of doubts about the quality of the education. Education by letters was also included in the education program of the University of Chicago. The university was divided into five departments: lecture studies, class studies,

correspondence teaching, library, and training (Watkins, 1991). In general, it aims to provide education to adults who do not have enough time to participate in formal education. Thanks to distance education, this target group achieved the education they desired and received their education without time and place limitation.

In the section, talked about so far, the researcher has always considered the activities related to the education of adults by correspondence. In the 1920s, these activities were also started to be tried on the basis of secondary and high schools. Benton Harbor students in Michigan took vocational classes by correspondence in 1923. After 6 years, Nebraska University started to try the same courses with high school students. Although the distance education center (Center Nationale D'Enseignement) established in France was created for children, it became a well-established adult distance education center over the years.

With the development of satellite technology in the 1960s and being available at cheap prices in the 1980s, television became a part of distance education. The Government-sponsored Appalachian Education Satellite made it clear that it is applicable in Canada and the United States. However, this project was severely criticized for its poor planning (Albright, 1988). Despite criticism, these efforts continued and became successful. Learn / Alaska, which is the first state educational satellite, was established in 1980. Thanks to Learn / Alaska, 100 different villages were trained on television for 6 hours a day.

Universities that provide completely distance education were also established in 1962. In fact, the first one is in South Africa. After this development, distance education universities were established in the United Kingdom, Germany, Canada, Pakistan, Japan and Sri Lanka. Although distance education universities seemed to be similar in many ways, they were quite different in terms of their foundation purposes and visions. Even the two biggest examples, the British and German distance learning universities, were quite different from each other. The university in Britain accepted students working full-time or part-time and took a more tolerant stance. Besides, the Distance Education University in Germany had taken a tougher attitude. Only 500 students successfully graduated from the university, which had 28,000 students in 1985 (Holmberg, 1988).

Holmberg (1988) states numerous reasons to enable foundation of distance education universities;

- Advanced training needed for many professions
- Disadvantaged segment of society who do not have access to formal education but want to receive education
- Supporting educational innovation
- Contributing to the economy

The first wave of distance education consisted of print-based correspondence courses that sent students printed materials by mail to their addresses, which were then returned to the teachers for evaluation. This loop continued until all of the course requirements were met. According to Faltynkova et al., (2020) radio and television enabled educational materials to be broadcasted more widely. However, the introduction of computers, especially the Internet, made distance learning fully possible.

The Internet is an undeniably powerful teaching platform because it allows individual students and whole classrooms to be linked internationally. As a consequence, web-based learning can be used as a means of distance learning.

Teachers and students alike rely on mobile technology as a way of obtaining and providing information, thanks to currently available innovations that distance education takes advantage of. The two popular technologies used for distance education are web-based learning and e-learning. Web-based learning is a form of instructional system in which the material is presented on websites that are available through the internet. E-learning, also known as online learning is a completely online educational experience accessed by technology. There are a variety of online resources available for distance education, the most popular of which are learning management systems (LMS), video conferencing, and multimedia conferencing. Live, one-way or two-way communication of visual and/or auditory signals is possible with these technologies. And if none of them will fully substitute the teacher's position in face-to-face course implementation, they all have opportunities to teach in ways that are not possible in the conventional educational

model. As a result, it can be concluded that distance education resources can complement conventional teaching methods (Faltynkova et al., 2020).

The advancement in distance education has no limits. We can see from experience that there have always been learners who were unable to attend local schools for various reasons. As our local cultures become multinational neighborhoods and nationalistic walls dissipate, a new global student body emerges that necessitates the use of distance education. This is not a far-fetched possibility; it is a present-day reality, and educators all over the world must step forward towards delivering educational resources to this steadily rising student body through the use of distance learning (Morabito, 1999).

2.3.2. Theory of distance education

The origins of distance education go back to the 1830s, and it has appeared in various forms since then. However, the fact that this field was not defined as a theory or not based on a theory in time caused difficulties in understanding and explaining the subject. The researchers of the area felt the need to define distance education as a theory. Moore (2013) stated that the growth of distance education is halted by lack of attention and macro factors. Macro factors can be classified as access, equity, ethics, globalization of education and cross-cultural aspects, distance teaching systems and institutions, theories and models and research methods in distance education and knowledge transfer (Zawacki-Richter, 2009). He claimed that this area needs to be defined and discriminated. According to him it also needed to be identified with its critical elements. According to Holmberg (1988), analytical factors provide distance educators with a framework on which they can make confident decisions (Simonson et al., 1999). Holmberg acknowledged that investigating a subject area without a formulated hypothesis in order to find answers to one or more questions is perfectly possible. It is now even more popular to insist on the use of a theory to help direct a study and make deductions. He also claimed that the framework for a distance education theory would be built as a descriptive foundation that organizes facts and ideas about distance education in a structured manner. In terms of teaching and learning, a hypothesis describing and predicting events in distance education is conceivable.

Keegan (1988) argued that distance education is complementary to traditional education (Schlosser et al., 1994). Shale claimed that distance education is not different from traditional education in terms of the elements it contains. He mentioned that both of them have an educational process involving the teacher and the student (Shale, 1988).

Keegan grouped theories of distance education into three categories in his brilliant book *The Foundations of Distance Education* (1988): theories of independence and autonomy, theories of industrialization of teaching, and theories of interaction and communication. A fourth group attempts to understand distance education by combining current contact and diffusion hypotheses.

2.3.3. Theories of independence and autonomy by Wedemeyer

American Theory of Independent Study has been identified with Wedemeyer, a professor at the University of Wisconsin. Wedemeyer saw the essence of distance education as the freedom of the student (Simonson et al., 1999). Wedemeyer used the term "independent learning" for distance education at the faculty level to reflect this. He was skeptical of current higher education trends, arguing that they were based on obsolete learning and teaching principles. These ideas, according to Wedemeyer, refused to use new technology in ways that could change an organization. He proposed a distance education system with ten characteristics that stress learner autonomy and the use of technology as a means of achieving it. Those 10 items are as follows;

1. The method should be able to operate in any location with students—even though there is only one student—whether or not there are teachers present at the same time.
2. The structure should give students more credit for their own learning.
3. Faculty members should be relieved of custodial responsibilities so that they can devote more effort to genuinely instructional activities.
4. Students and adults should have more options (more opportunities) in terms of classes, styles, and methodologies.
5. Both proven useful teaching media and techniques should be used as needed by the program.

6. The scheme should mix and match media and approaches in order to teach each subject or unit within a subject in the most effective way possible.
7. Courses could be redesigned and developed to fit into a "articulated media program" as a result of the framework.
8. The structure should protect and improve conditions for individuals to respond to their differences.
9. The system should measure student success clearly, rather than building walls based on where, how, or in what order students learn.
10. Students should be able to start, pause, and practice at their own speed (Simonson et al., 1999, p.64).

To crack education's "space-time walls," Wedemeyer advocated separating teaching and studying. Six features of independent research systems were proposed by him;

1. The instructor and the learner are separated.
2. Writing or another medium is used to carry out the usual stages of teaching and studying.
3. Instruction is individualized.
4. Learning occurs as a result of the student's behavior.
5. In the student's own atmosphere, learning is made easier for the student.
6. The learner is in control at his or her own learning speed, with the ability to start and stop at any moment (Schlosser et al., 1994, p.13).

A teaching-learning scenario has four common components, according to Wedemeyer: an instructor, a learner or learners, a communications mechanism or mode, and something to be taught or understood. He recommended reorganizing these components to make room for more physical space and give learners more mobility. Wedemeyer argued that the effectiveness of distance education hinged on the growth of the student-teacher relationship. Wedemeyer's approach to distance education is a classic and American use to correspondence learning (Moore, 2013).

European Theory of Independent Study was based on Moore's principle of distance education. It is a classification system for distance education services that was established in the early 1970s. It explores two factors in educational programs: the sum of learner control and the gap between instructor and learner, which is shaped in part by Moore's adult education and university extension experience.

According to Moore (1994), distance education has two components, both of which can be assessed. The requirement for two-way communication (dialog) is the first element; certain devices or services have more two-way communication than others. The second factor is how open a program is to the needs of individual students (structure); some programs are very standardized, while others are more responsive to the expectations and goals of each student.

Moore discusses learner autonomy in the second part of his theory. He points out that students in traditional school environments rely heavily on teachers for instruction, and that in most programs, both traditional and distance, the teacher is effective while the student is passive. Since there is a difference between the teacher and the pupil in distance education, the student must assume a high level of accountability.

Moore categorizes distance education systems as "autonomous" (determined by the learner) or "non-autonomous" (determined by the teacher), and assesses the learner's autonomy by addressing the following three questions;

1. Is it the learner's or the teacher's duty to choose the program's learning targets (autonomy in setting goals)?
2. Is it up to the learner or the teacher to choose and use resource people (autonomy in research methods)?
3. Is the learner or the teacher in charge of deciding on the type of assessment and the parameters to be used (evaluation autonomy)?

The answers to these questions, according to Moore, decide the kind of distance learning program. This knowledge will be used to classify the software and also provide instructions about how to use it.

2.3.4. Theory of industrialization of teaching by Peters

Otto Peters (1988) of Germany established a vision of online learning as an industrialized method of teaching and learning in a major thesis on education. He looked at a knowledge base he had built up through his career, which included a thorough examination of 1960s distance learning organizations. Peters suggested the following new definitions (terminology) for the study of distance education based on economic and industrial theory:

- Rationalization is the application of methodical steps to reduce the amount of control, time, and money available.
- Division of labor is dividing a task into smaller pieces. Peters (1988) says that the division of labor is the most important requirement for the benefits of distance education to become effective.
- Mechanization is the use of technical equipment in the process of distance education. Peters states that conducting distance education without the help of machines would be impossible.
- Assembly line is a method of study in which students and teachers stay stationary while the subject they are working on move past them.
- Mass production is the creation of vast quantities of products. Since demand for college and university services outnumbers availability, there has been a movement toward large-scale operations.
- Preparatory work entails figuring out how staff, equipment, and materials will interact effectively at each stage of the production process. A preparatory process is essential to the effectiveness of distance education.
- Planning is a collection of decisions that decides the outcome of an action before it is carried out.
- Organization is the process of making general or lasting plans for a specific reason. Students may obtain predetermined instructional units at predetermined times thanks to organization.
- Scientific control methods are methods for systematically analyzing work processes, especially through time analyses, and in conjunction with measurements and analytical evidence.

- Formalization is the predetermination of the steps of the production process. Many of the points in the cycle must be precisely calculated in distance education.
- Standardization refers to the restriction of manufacturing to a small number of different variants of a single commodity in order to make it more suitable for its intended use, less expensive to produce, and simpler to substitute.
- Change of function refers to a shift in the worker's occupation or position in the manufacturing process. The original role of lecturer as an information supplier has been split into research unit author and marker roles.
- Objectification is the loss of the contextual aspect that had historically determined work to a large extent in the manufacturing process. The majority of teaching roles of distance education are objectified.
- Concentration and centralization are also important. As the vast volume of resources needed for mass manufacturing and the separation of labor, there has been a trend toward large industrial problems with concentrated capital, centralized administration, and monopolized markets.

The theory of division of labor, according to Peters, is a central component of successful distance teaching. The teaching method, according to his industrialization theory, is increasingly restructured by increased mechanization and automation. Peters made the following observations:

- The preparation work that takes place prior to the production process is just as critical as the implementation of distance study courses.
- Planning and organization are crucial to the success of the teaching process.
- Students' standards must be structured, and courses must be formalized.
- The method of teaching is essentially objectified.
- Distance learning can only be cost-effective if available services are pooled and management is centralized.

According to Peters, when making decisions about the teaching and learning process, the industrial systems unique to distance education should be considered.

2.3.5. Theory of interaction and communication

Holmberg's distance education theory, which he refers as "guided didactic conversation," falls under the umbrella of communication theory. Holmberg's hypothesis "seems to have explanatory significance in applying teaching efficacy to the effects of feelings of belonging and teamwork, as well as to the actual sharing of questions, responses, and arguments in indirect conversation," according to Holmberg. (1986) For his theory, Holmberg gives seven "background hypotheses";

- It is believed that virtual interaction by subject-matter presentation in pre-produced courses may take over part of the interaction by allowing students to explore various viewpoints, methods, and alternatives, as well as engage with a course in general.
- Learning pleasure is likely to be enhanced by emotional interest in the research and feelings of personal relationship between the teaching and learning groups.
- Student inspiration is aided by learning satisfaction.
- Participation in decision-making of the study is beneficial to student motivation.
- Strong student motivation facilitates learning.
- Learning satisfaction, student engagement, and therefore learning facilitation are all enhanced by a friendly, intimate tone and clear access to the subject matter.
- The ability of students to learn what has been taught is a measure of teaching effectiveness.

The "basic teaching concepts of distance education," according to Holmberg, are based on these assumptions. He developed his normative teaching concept based on these assumptions. According to his theory, distance teaching can help student engagement, encourage learning enjoyment, and make the study meaningful to the particular learner and his or her interests by fostering feelings of rapport between the learner and the distance-education institution, promoting access to course material, and involving the learner in tasks, conversations, and decisions.

2.3.6. A synthesis of existing theories by Perraton

Perraton's (2012) theory of distance education incorporates concepts from existing communication and diffusion theories, as well as educational philosophies. It's broken down into fourteen points, or theories. The first five of these points are about how distance education should be used to improve education.

- You can use any medium to teach anything.
- There are times where distance education can be less expensive than traditional education, whether in terms of the number of people served or the amount of knowledge gained.
- The economies that distance education can achieve are determined by the level of instruction, the size of the audience, the medium used, and the complexity of the output.
- Distance education may reach audiences that would otherwise be inaccessible.

The four statements that follow address the need for further dialogue;

- It is possible to arrange distance education in a manner that allows for dialogue.
- When a teacher meets face-to-face with distance students, the tutor's job shifts from data communicator to learning facilitator.
- Group discussion is an important way of bringing relevant knowledge to the community through distance learning.
- There are opportunities in most communities that can be used to promote distance learning for educational and economic purposes.

Perraton's final five statements about the method:

- An interactive software is more likely to be effective than the one that uses only one medium.
- When it comes to distance education, a systems approach is beneficial.
- A distance learning system cannot work without feedback.

- Distance teaching materials should ensure that students engage in frequent and consistent tasks in addition to reading, watching, or listening in order to be successful.
- When it comes to deciding between media, the most important choice on which the rest is based is whether or not to use face-to-face learning.

Perraton's theory, which is essentially a combination of knowledge taken from a variety of sources, is described by fourteen sentences (Schlosser et al., 1994; Shale, 1988; Simonson et al., 1999).

2.4. Distance Education in Turkey

The term distance education was first mentioned at a meeting in 1927 in order to educate illiterate part of the society. It was aimed to be done using correspondence method but this application could not be started (Alkan, 1987). The most important factor behind this failure was the highest rate of illiterate people in the society. At that time, illiteracy rate was almost 90%, and it was believed that it was impossible to teach reading and writing without the assistance of a teacher (Kaya & Odabaşı, 1996). The foundations for educational practices in distance education began to be laid in 1960, the Statistics and Publishing Directorate has established a board named "Correspondence Training Center" (Özarslan & Ozan, 2014). In 1962, children and adults, who could not endure their education for various reasons, are provided with correspondence education. With this service, people who wanted to improve themselves in any profession were provided with training opportunities.

With the development of technology educational programs started to be published by Turkish Radio and Television Institution (TRT) in 1968. In 1973, Education by Film, Radio and Television Center (FRTEM) started to broadcast educational programs for primary, secondary and high school students. Besides, Common Higher Education Institution (YAYKUR) planned to broadcast educational programs in any area that may be needed (İşman, 2008). In 1978, it was suggested by the Ministry of National Education (MoNE) to move distance education activities to the university level, but this proposal could only be implemented in 1981 and an open education faculty was established within

Anadolu University (Gelişli, 2015). After 1990, other universities started to adapt distance education to their curricula. In 1992, Ministry of National Education established open high schools and open secondary schools, which started to give education remotely (Demiray et al., 2010).

Nowadays, distance education applications are used by both governmental and private institutions. Approximately %80 of universities provide certificates, associate degree, under graduate and graduate education using distance education. They carry out their education using printed materials, radio-television programs, computer-aided and face to face trainings. Students have access to trial exams, registered lectures and digital copies of textbooks on the internet. Besides, within the scope of “Providing and Managing Educational E-Content Component” Distance Education Center (UZEM) has been established within the Education Information Network (EBA) by MoNE. In this direction, UZEM meets different expectations by the MoNE. It is designed to offer e-learning opportunities to all teachers throughout their lives (Özbay, 2015).

The importance of solid distance education infrastructure has emerged as a result of the emergence of COVID19, which is described as the epidemic that has affected the mass education the most in human history, and forced people to close home. Education weaknesses, which are felt strongly all over the world, have started to be seen in our country. Both MoNE and Higher Education Institution (YÖK) have taken various steps in the closure of schools on 11 March 2020 and the start of the distance education process, which was said to last three weeks. After a break of one week, MoNE, (2020) announced that broadcasts on TRT and EBA are going to be open to access for primary and secondary school students. As a matter of fact, TRT started its educational broadcasts on March 23 and made broadcasts in accordance with the curriculum. Students are also provided with the opportunity to take their lectures via EBA asynchronously. For students who do not have access to EBA and do not have computer/tablet or smart phone at home, the same courses are offered on TRT channels at certain days. In this way, students who do not have technical equipment but television at their home become able to follow their lessons. Besides, many informative programs such as "crisis management", "reducing fear", and “communicating with play “,” how to increase the immune system of children when you are at home have been broadcasted for parents (Özcan et al., 2020).

On the other side the universities, which have Distance Education Centers (UZEM), adapted to this process more easily. Universities without UZEM and required infrastructure, with the sharing of the existing distance education materials of Anadolu University, Istanbul University and Atatürk University, have had the opportunity to benefit from the system. In fact, these materials are open to access from all over Turkey. Academics and students are free to access course content. In universities, which do not possess UZEM, this process is probably a little more troublesome. However, alternative applications such as Skype, Zoom, and Google Classroom are also used in these universities. In addition, universities that could not have their midterm exams via UZEM decided to do the evaluation with methods such as homework and project. On May 7, 2020, with the slogan 'Small changes mean great', YÖK requested universities to make online courses ergonomic for disabled students. The contents of the lesson were provided as written text for hearing impaired students, and it was clearly emphasized that the instructor should be visible on the screen for the students who could read lips. In the same article, it was emphasized that the use of large font and contrast color in presentations for students with vision problems was emphasized (YÖK, 2020a). With the letter dated May 11, 2020, YÖK has decided to hold the end-of-year exams at all universities with project and homework methods (YÖK, 2020b).

2.5. Teachers' Self-Efficacy

Albert Bandura (1977), a Canadian-American psychologist and professor at Stanford University, was the first to create the term "self-efficacy." In his own words, he first introduced the concept as a personal assessment of "how well one can execute courses of action required to deal with potential crises" (1977). In general terms self-efficacy can be defined as people's confidence in their ability to exert control over their own behavior and events that affect their lives. The foundation for motivation, well-being, and personal accomplishment can be found in one's feeling of self-efficacy.

Although Bandura is credited with coining the term, self-efficacy has been examined by psychologists from a variety of perspectives. Kathy Kolbe, an educator and best-selling

author, believes that believing in one's own skills is critical in determining cognitive power (2009).

Students' self-efficacy beliefs have been found to play a crucial role in determining achievement and behavior in educational research. Teachers who believe they are competent in their fields may have strong self-efficacy beliefs, which may have a favorable impact on their job satisfaction (Kasalak & Dagyar, 2020). Furthermore, researchers have discovered that teachers' self-efficacy affects their teaching practices as well as the motivation and achievement of their pupils (Skaalvik, 2014; Tschannen-Moran & Woolfolk Hoy, 2001). Teachers with poor self-efficacy have more difficulty in teaching, feel more job-related stress (Betoret, 2006), and have reduced job satisfaction (Klassen et al., 2009).

Furthermore, rather than reflecting global functioning, self-efficacy measurements should represent a specific context or domain of functioning (Bandura, 1997). "Are you confident in your teaching?" a global measure of teacher self-efficacy would ask, whereas a domain-focused measure may enquire about instructors' confidence in completing specific tasks.

Many researchers have conducted different studies to measure the effect of teacher self-efficacy on student performance. Corry and Stella (2018) found that the stronger the teachers' perception of efficacy, the more their pupils advanced in reading achievement, when evaluating the effectiveness of the School Preferred Reading program in Los Angeles. In high school basic skills classes in mathematics and language, Ashton and Webb (1982) discovered a substantial link between teachers' sense of efficacy and student accomplishment on the Metropolitan Achievement Test (MAT). The two studies mentioned above are the result of a two Likert-scale study. In both cases, the following answer has frequently come across to researchers: (1) "When it comes down to it, a teacher can't do much because a student's motivation and performance are mostly determined by his or her family environment." (2) "I can get through to even the most tough or uninterested kids if I really try hard enough." (Liu et al., 2021). Furthermore, according to Brophy and Evertson et al. (1977), teachers who were effective in achieving student learning improvements in the Texas Teacher Effectiveness Study had higher

expectations and took personal responsibility for their students' learning. If these teachers ran into problems, they saw them as challenges to be conquered by finding acceptable teaching approaches not as a sign that the children were unable to learn.

Patricia Ashton and her colleagues at the University of Florida (Ashton & Webb, 1982; Ashton et al., 1983) and Sherri Gibson and Myron Dembo (1984) at the University of Southern California are recognized as researchers conducting important research in this field. They were all affected by the views of Albert Bandura (1977).

In 1984, Gibson and Dembo applied a teacher self-efficacy scale consisting of 30 items to 208 primary school teachers. As a result of this study, they concluded that environmental factors have a serious effect on teachers' self-efficacy perceptions. These external factors can be explained by concepts such as the influence of the student's family, family background, and home environment. The teacher can question his / her self-efficacy skills for a student whom he / she deems unsuccessful or inadequate by being with me seven hours a day, but with his family in the remaining period of the day. Besides, as another result of the study, the academic success and virtuous behavior of the student positively affect the self-efficacy perception of the teacher, the teacher is justifiably proud of the success of the student and it has come to the conclusion that he/she has a share of it. (Dembo & Gibson, 1985) In other words, it can be concluded that student achievement has a serious effect on the perception of teacher self-efficacy.

Ashton et al. (1983) concluded that student achievement greatly affects the teacher's perception of self-efficacy and that the more successful the student, the higher the teacher's motivation is. It would not be wrong to say that they put forward parallel ideas with Gibson and Dembo on this issue. The study conducted by Fackler et al. (2021) gave consistent results with the study of Gibson and Dembo.

Classroom management is another issue which is considered as one of the factors that affects teachers' self-efficacy perceptions. Self-efficacy and classroom management are two terms that claimed to have a strong relationship by many researchers (Sarkar & Kundu, 2021). According to Sharon (2003) teachers with high self-efficacy have better classroom management performance related to those whose self-efficacy level is low.

Pre-service teachers' perceptions regarding successful behavior management tactics and reported self-efficacy were investigated in a study by Main and Hammond (2008). They discovered that those who reported high levels of self - efficacy in conduct used effective classroom management tactics frequently. Gibson and Dembo's study (1985) reveals that when students struggle to answer questions quickly, teachers with low self- efficacy level are ready to give up and condemn pupils for their failure. Teachers with high self-efficacy, on the other hand, spent more time on academic activities and went on to guide and encourage failing students.

To summarize, teacher's self-efficacy largely depends on the success of the student. Since student success increases the motivation of the teacher increases positively as well, the teacher feels more enthusiastic and more competent about his/her job. However, if the student cannot perform the expected performance despite the efforts of the teacher, the depressed mood of the teacher may cause the teacher to question his / her self-efficacy and as a result, he / she can become insufficient in subjects such as managing the classroom, lecturing and counseling. In addition, classroom management is a concept that directly affects the teacher's self-efficacy perception. It is even possible to say that these two concepts affect each other. Managing the classroom well can affect the teacher's perception of self-efficacy positively, while having a positive perception of self-efficacy can also affect good classroom management performance.

2.6. Burnout Syndrome

Burnout is a severe psychological condition that can have a negative impact on not only an individual's well-being, but also the efficiency of whole organizations, such as schools. Emotional fatigue, depersonalization, and a lack of personal satisfaction are all symptoms. In the world of education, teacher burnout has a negative effect on student achievement (Bianchi et al., 2021).

Graham Greene coined the term in 1960 in his novel, "A Burnt-out Situation," in which he tells the story of an architect who has been "disappointed with his profession and suffered a growing lack of confidence and vocation." (Mousavy et al., 2012). In his work "Staff Burnout" Freudenberger (1974) mentioned about the term burnout. He found out

that social workers may feel overwhelmed after a few years of work. His research focused on assisting professionals who worked long hours and had a heavy workload. The tripartite model, which involves symptoms of mental distress, depersonalization, and a lack of personal achievements, is one of the most widely recognized definitions of burnout. It was created in response to chronic tension in occupations where people interact with others (Maslach, 1982). Three subcategories are included in the Maslach Burnout Inventory (MBI). Emotional exhaustion (EE) is a term used to describe the demands of personal communication with employers and consumers, which necessitates a broad variety of emotions. It causes feelings of being physically overextended and without emotional resources. Depersonalization (DP) is a disorder in which employees hate coming to work and become pessimistic about their coworkers, customers, and the business. Personal achievement (PA) is the term used to describe a person's self-evaluation of his or her work success (Schaufeli et al., 2017).

After the pioneering work of Maslach (1976) and Freudenberger (1974), the concept of burnout has been defined in different ways by different researchers. Kyriacou and Sutcliffe (1978) classified burnout causing factors under two sub-categories; physical stressors and psychological stressors. Physical stressors include anything related to the working place (technological devices, number of students etc.) while psychological stressors are about socialization (poor relationship with boss and coworkers). Stress or burnout happens when coping strategies are insufficient. Personal traits of an individual instructor are also factors that influence burnout. According to Schaufeli and Enzmann (1998) burnout is often known as a long-term, depressive mental condition marked by emotional fatigue as a result of distress. Burnout also causes a reduction in motivation and capacity, as well as dysfunctional behaviors at work.

It has been stated in many studies that people working in jobs that require much sociability and workload often experience burnout (Mashhady et al., 2012). Teachers tend to be at a higher risk of burnout than other professionals, such as mental and physical health professionals. The evidence for this hypothesis derives from scientific studies. According to a survey conducted in Europe, 60-70% of teachers are often stressed, and about 30% of teachers have burnout symptoms. Teacher burnout was determined by Schaufeli and Enzmann (1998) as well. They got a result of 27%.

2.6.1 Teachers' Burnout

Professional burnout has been characterized in a variety of ways by various people. Burnout is described as an enduring condition of mental, emotional, and physical fatigue caused by chronic stress that leads to negative feelings about one's professional self-efficacy (Jackson & Maslach, 1982; Herman et al., 2018).

Burnout syndrome has become more common in the twenty-first century as a result of sociological and environmental causes. Employment burnout has been identified as a significant organizational issue that reduces job satisfaction and efficiency (Gold & Roth, 2013; Skaalvik, 2014; Marek et al., 2017). Even though etiological studies performed in diverse occupational settings have found burnout symptoms and causes to be somewhat identical and uniform (Schaufeli et al., 2009; Marek et al., 2017), research data indicates burnout syndrome is more common in occupations involving public service such as teaching and healthcare services. (Maslach, 1982; Durr et al., 2014). Teacher burnout may lead to persistent anxiety, physical and behavioural afflictions, as well as work abandonment if it is not diagnosed and treated early (Marek et al., 2017).

Frequent changes in economy and education also lead to an increase in burnout in teachers (Mahmoodi-Shahrehabaki, 2019). Teachers are regularly subject to “emotional labor” throughout their careers, as they must modulate their social experiences with pupils, peers, administrators, and parents, which can contribute to an ever-increasing risk of teacher burnout. Teachers' teaching consciousness is sabotaged by emotional labor and burnout as a result of the reformed school system. That is, emerging programs allow educators and policymakers to be preoccupied with their own interests rather than the needs of their pupils (Dworkin & Tobe, 2014).

Teacher burnout has been researched and theorized at three different stages; organizational, individual and transactional. Bad classroom environment, role conflict, poor salaries, high class size, students' misbehavior, insufficient instructional assistance, task overload, job volatility, stressful paperwork, unnecessary testing, and role uncertainty are all organizational factors that affect teacher burnout (Gold & Roth, 2013;

Durr et al., 2014; Marek et al., 2017). Age, background, education level, language, ethnicity, and socioeconomic status are all factors that lead to teacher burnout, which are considered under individual factors (Chang, 2009; Gold & Roth, 2013). Finally, transactional causes, according to Chang (2009), contribute to burnout. Personal factors combine with systemic or social factors to shape transactional factors. Teachers' self-efficacy, temperament, and values are examples of transactional influences.

Various studies have been conducted and reported on teachers' burnout. During the years 2007-2009, Gavrilovici (2009) investigated the burnout levels of 178 teachers in Iasi County, Romania, who worked in primary, secondary, high, and special schools. The findings revealed that teachers with more than 17 years of experience were slightly more emotionally exhausted than teachers with less experience. In comparison, there were no important correlations between the teachers' job experience and their rate of depersonalization and personal achievement. Similarly, neither gender nor marital status had any bearing on any aspect of burnout. Lau et al. (2005) and Timms, Graham, and Caltabiano (2006) found that female teachers are more likely to experience burnout than male teachers, while Bauer et al. (2007) found the opposite.

According to Maslach et al. (1996), research that used MBI-ES to investigate the associations between demographic factors of teachers and their burnout rate found limited but substantial variation in the dimensions of burnout. Furthermore, age has been identified as a significant factor in emotional fatigue, especially among younger teachers when compared to older ones. Males have demonstrated more depersonalization than females when it comes to the variable of gender. When it comes to education, high school and junior high school teachers have lower feelings of professional achievement than primary school teachers, and high school teachers have higher feelings of depersonalization than elementary or high school teachers.

Duatepe and Akkus-Cikla (2004) found low levels of mental fatigue, depersonalization, and decreased personal achievement among 100 primary school teachers in one of Turkey's cities. Zhao and Bi (2003) found no major differences in the three dimensions of burnout in relation to gender in a survey of 190 secondary school teachers on the

Chinese mainland. In a similar vein, Holloman (1999) discovered no major differences between gender, age, or marital status in a survey of 383 first-year school teachers.

Luk et al. (2010) conducted a report on the relationship between demographic characteristics and burnout among 138 teachers from two primary and secondary schools in Macau. They used MBT's Chinese variant. Teachers in Macau had high levels of mental fatigue and low levels of depersonalization, according to the findings. They discovered that the burnout rate of teachers in their groups were greatly influenced by age, marital status, and teaching experience. Teachers who were younger and single experienced slightly more mental fatigue and depersonalization than those who were older and married. Teachers with less years of experience experienced slightly more physical fatigue than teachers with more than 20 years of experience.

Mukundan and Khanderoo (2009) conducted a study in Malaysia with 120 English language teachers. They found that emotional fatigue of female teachers and depersonalization of male teachers were both significantly high, although both had a significantly low level of personal self-efficacy. Mukundan and Ahour (2011) claim that secondary school female teachers, teachers with children, teachers with less job experience and single teachers have more tendency to experience professional burnout.

3. METHODOLOGY

In this chapter, the methodology of the study will be explained in detail by presenting the research design, participants, data collection tools, data collection and analysis processes.

3.1. Research Design

When the research topic necessitates the employment of quantitative and qualitative approaches simultaneously or sequentially, mixed method research is a viable option (Sahin & Öztürk, 2019). It is also a very useful method since it enables triangulation (Bergman, 2011). Denzin (1977) defined triangulation as a complicated process of pitting each method against each other to maximize the validity of the study. In the light of the explanations made by the researchers, the researcher preferred mixed method research in order to measure the general perceptions, burnout levels and professional self-efficacy perceptions of teachers working remotely during the COVID19 process. While being informed about the situation in general terms with the questionnaire, the individual differences and the different problems experienced by the teachers in the process were witnessed through the interviews.

3.2. Expert Consultation

It is very important to seek expert opinion when any data collection tool is developed or adapted. For this reason, before the study, the researcher sent the questionnaire to a different researcher who conducted various studies in the field and took his opinions. You can see the feedback provided by him in Figure 4 and Figure 5.

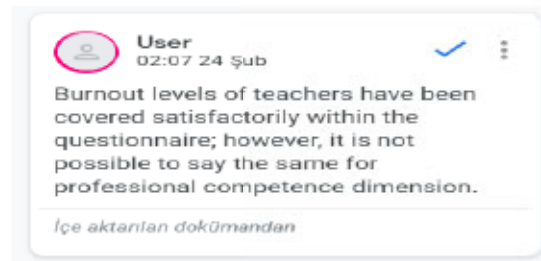


Figure 4. Expert consultation example 1

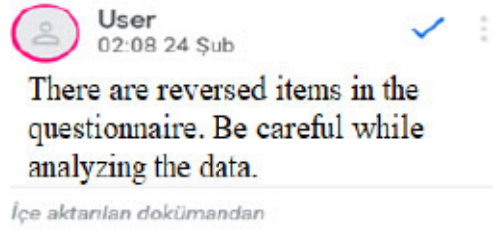


Figure 5. Expert consultation example 2

After receiving the expert's feedback related to the lack of items to evaluate self-efficacy scale and reversed items which need extra effort while analyzing the data, the researcher made the necessary arrangements at the points that needed to be arranged and implemented the pilot study.

3.3. Pilot Study

Prior to conducting the actual study, the researcher held a pilot study in order to examine whether the questionnaire and interview would make any interruption or not. The pilot study was carried out with eight English language teachers working in Hakkari, Şanlıurfa and Afyonkarahisar provinces. According to the feedback received from them, some changes were made in the questionnaire items. For example, an item related to assessment was initially found to be difficult to understand, so it was paraphrased and made more understandable. No changes were made to the interview questions. Brace (2004) strongly recommended conducting a pilot study before moving on to the actual study. According to him pilot study can provide many different information to the researcher and may give him/her time to change problematic parts related to the structure, length, format, practicality and language of the data collection tool.

3.4. Participants

The main study was conducted with the participation of 172 English language teachers working at different cities in Turkey. 16 of these teachers attended to the interview study as well. Since there was not missing data, no elimination was made in the questionnaires. For the same reason missing data assignment methods were not used. The distribution of participants into gender, educational level, professional experience and level of work is presented in the tables below.

Table 1. Distribution of participants' gender

	Number	Percentage
Male	41	23.8%
Female	131	76.2%

As can be seen in Table 1, 41 (23.8%) of the participants are male, and 131 (76.2%) of the participants are female.

Table 2. Distribution of participants' age

	Number	Percentage
23-28 years	85	49.4%
28-35 years	42	23.9%
35+ years	45	26.2%

It is observed in Table 2 that participants' ages differ between 23 and 35+. 85 (49.4%) of the participants are between 23-28 years old, 42 (23.9%) of the participants are between 28-35 years old and 45 (26.2%) of the participants are above 35 years old.

Table 3. Distribution of participants' educational level

	Number	Percentage
Bachelor Degree	153	89.0%
Post graduate	19	11.0%

Table 3 demonstrates the educational background of the participants. 153 (89.0%) of the participants have bachelor degree, 19 (11.0%) of the participants have master degree.

Table 4. Distribution of the participants by the date of starting the profession

	Number	Percentage
Before March 2020	135	78.5%
After March 2020	37	21.5%

Table 4 presents the starting date of teachers to their profession. This information is asked to the participants to see whether teachers started to work before the process of obligatory distance education or after the process of obligatory distance education. It can be seen in Table 4 that 135 (78.5%) of the teachers started to work before the process of obligatory distance education while 37 (21.5) of them started to work after the process of obligatory distance education.

Table 5. Distribution of the Educational Level in which Participants Work

	Number	Percentage
Primary School	36	20.9%
Secondary School	84	48.8%
High School	52	30.2%

Table 5 reveals the educational level in which participants work. 36 (20.9%) of them work at a primary school, 84 (48.8%) of them work at a secondary school and 52 (30.2%) of them work at an high school.

3.5. Data Collection Process

The data was collected in the spring term of 2021. This process is very important because it covers the first year of compulsory distance education due to COVID19. The questionnaire questions were arranged by the researcher using Google Forms and shared at different social networking sites which include English language teachers groups after obtaining permission from necessary authorities. Participation was entirely voluntary. The surveys were filled in by 172 participants in a period of 2 months' time and the researcher transferred the answers of the participants to spreadsheets via Google Forms. At the same time, an interview study was conducted over a 2-month period. Contact forms for the interview study were presented to the participants on the page containing the questionnaire. The teachers who wanted to participate reached the researcher by using the contact information found on the questionnaire and declared that they wanted to participate in the interview study. Thus, 16 volunteers participated in the interview study.

3.6. Data Collection Tools

In this study, a questionnaire developed by Maslach Burnout Inventory and Bandura's Self-Efficacy Scale was used to collect data. In addition, general evaluation questions were added to the questionnaire in order to see the general perceptions of the teachers about the process. Maslach Burnout Inventory (MBI), developed by Maslach in 1984, was used to see the effect on burnout. The necessary items were selected from this inventory and adapted to the compulsory distance education process.

For the perception of self-efficacy, the original self-efficacy scale published by Bandura in 1994 and the general qualifications of the teaching profession, which were updated and published by the Ministry of National Education in 2006 and 2017, were benefited from. From Bandura's Self-efficacy scale and the forms published by the Ministry of National Education, items that were in line with the research were selected and adapted to the study process.

In addition to the questionnaire, the researcher conducted interviews with volunteer participants via a web tool. The answers were received in written forms from the participants who did not want audio and video recordings but wanted to participate in the study.

3.6.1. Questionnaire

While creating the questionnaire, Maslach Burnout Inventory, Bandura's Self-Efficacy Scale and teacher self-efficacy lists published by the Ministry of National Education in 2006 and 2017 were used.

In the original of the MBI, a 7-point scoring scale (0: never, 6: everyday) was used for the items. In the original Bandura's self-efficacy scale, a 9-point scoring scale (1: Nothing, 9: A Great Deal) was used. In the questionnaire developed by the researcher for this study, 5-point Likert-scale scoring (1: Strongly Disagree, 5: Strongly Agree) was used. (See Appendix E and F)

3.6.2. Interview

The interview, which was carried out with 16 participants (13 females, 3 males) from different provinces of Turkey, was carried out over a web tool since it is practical and due to the social distance brought by the COVID19 process. According to Dörnyei (2007), random sampling is the most essential component of probability sampling, and the fact that the participants are chosen entirely on the basis of probabilities should reduce most external influences, making the sample more representative. For this reason, all of the participants were sought on a voluntary basis.

During the interviews, audio and video recordings were made depending on the consent of the participant. Some participants who did not consent to the video and audio recording but wanted to express their opinions sent their answers in written forms to the researcher. In order for the participants to feel more comfortable and express themselves better, the interviews were conducted in the native language of the participants. After the data were collected in the native language of the participants, each interview was translated into English by the researcher and help was received from two colleagues working in the field to determine the accuracy of translations.

3.7. Data Analysis

In the study, the data collected with the help of the questionnaire were analyzed using a software analysis program. In order to reach the answer to the first research question, charts were created using descriptive statistics. The percentages of the answers given to each item were taken and the data was interpreted based on this. To answer the second and third questions, Kolmogorov-Smirnov and Shapiro Wilk tests were applied after calculating the skewness and kurtosis coefficients. After checking the normality of the distribution, Levene test was applied for homogeneity. After deducing that the distribution was not normal, Mann Whitney U and ANOVA tests were applied to compare the variables according to categories. The Kruskal Wallis test, which is the non-parametric equivalent of ANOVA, was applied for the categories where the distribution was not normal, post hoc (LSD) test was applied for the category with difference. In order to find the answer to the fourth question, the frequencies of the categories were examined and inferences were made by looking at them.

The interview consisted of 25 questions in order to gain an in-depth idea about the general difficulties experienced by the teacher during the distance education brought by the COVID19 process, the perception of burnout and the perception of professional self-efficacy. The data were then transcribed and translated into English by the researcher. In order to check the accuracy of the translation the data was shared with two colleagues and asked for their opinions. After having their feedback, the researcher shared transcribed verbal data with four different colleagues. By doing this she aimed to provide inter rater reliability. She benefitted from her colleagues ideas to determine most problematic areas

and she picked the appropriate questions to report. In this main study content analysis was used to analyze the data provided by the interviews. Content analysis may be defined as the systematic classification of qualitative or quantitative data based on certain topics or categories (Dinçer, 2018).



4. FINDINGS

Qualitative and quantitative results of the study will be presented in this section. The results are presented in order according to the research questions.

4.1. Quantitative Results

Research Question 1: What are English language teachers' general perceptions about obligatory distance education implemented in the process of COVID19?

In order to reach the answer to this question and to have a detailed idea about this subject, the researcher examined the answers given to the items covering the general perceptions part of the questionnaire one by one. The results obtained are as follows;

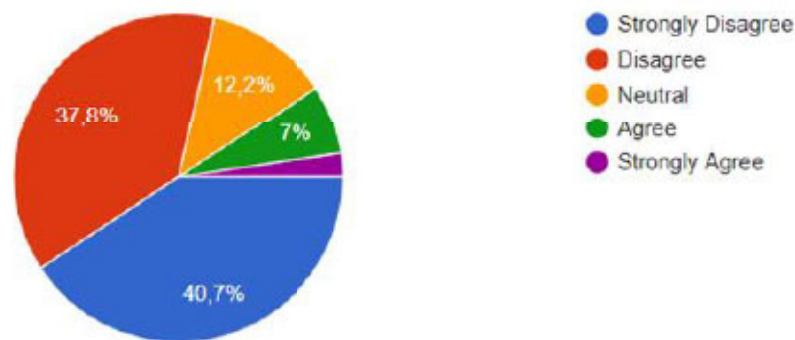


Figure 6. Percentages of answers given to Item 1

The percentages of the answers given to the item 1 are shown in Figure 6. The majority of the English language teachers gave the answer strongly disagree (40.7%) and disagree (37.8%) in response to this item. In other words, 78.5% of the participants stated that they found distance education inefficient. While 12.2% of the participants abstained, 7% chose the option I agree and 2.3% chose the option I strongly agree.

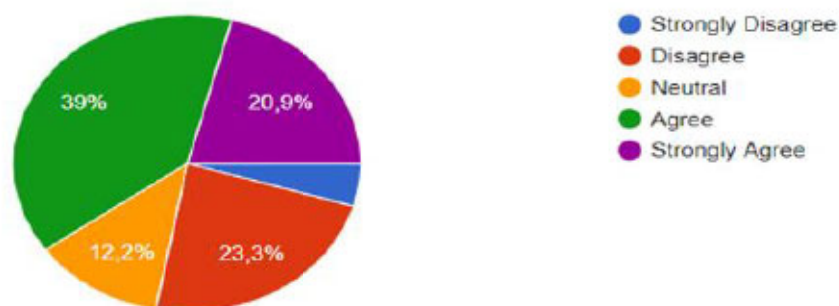


Figure 7. Percentages of answers given to Item 2

Figure 7 revealed that English language teachers had difficulty in terms of being acquainted with their students. 20.9% of the teachers marked strongly agree while 39% of them marked agree. 59.9% of the participants have a common idea that it is hard to get acquainted with the students via distance education. This situation is even more difficult for teachers who started their duty after the COVID19 pandemic and who do not have any idea about their students.

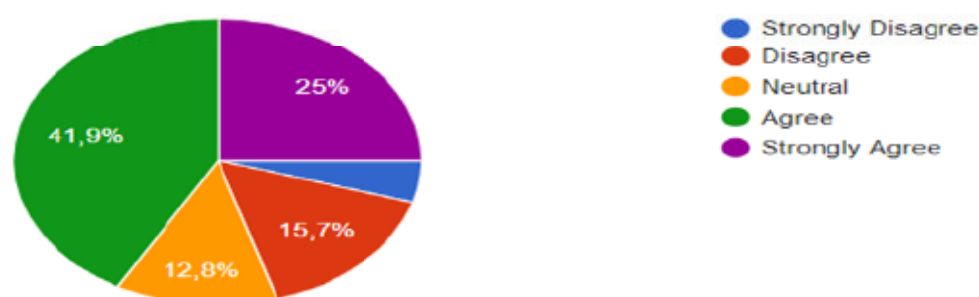


Figure 8. Percentages of answers given to Item 3

Unfortunately, we have passed through a period in which teachers were asked to give grades without any criteria, that is, without any examination or an accurate assessment. Figure 8 shows how difficult this is for English language teachers. 25% of the participants marked strongly agree while 41.9% of them marked agree. In total, 66.9% agreed that it is difficult to evaluate students in distance education.

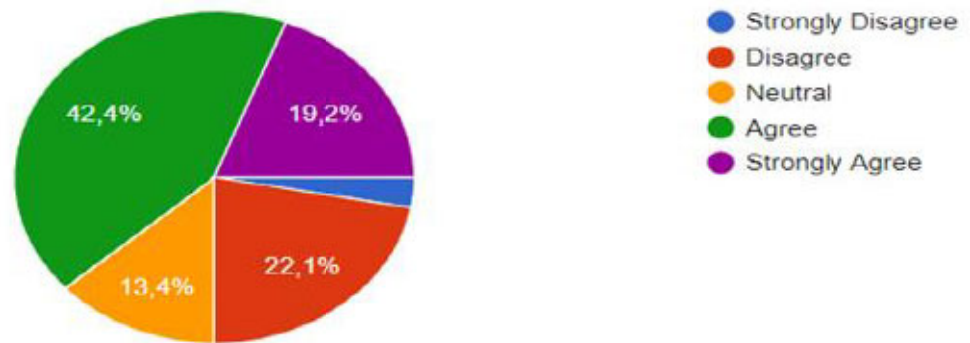


Figure 9. Percentages of answers given to Item 7

Figure 9 clearly reveals that English language teachers have a common issue about the fact that it is hard to manage the classroom and control students' disruptive behavior. 19.2% percent of the teachers marked strongly agree and 42.2% of the teachers marked agree. Not being able to control disruptive behavior of the student is a classroom management problem.

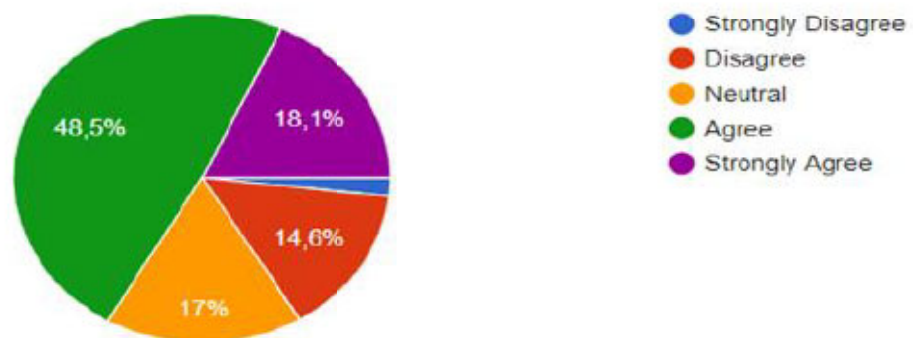


Figure 10. Percentages of answers given to Item 10

When Figure 10 is examined, it can be concluded that the participants agree that they do not receive support from students' families. 18.1% of them choose the option strongly agree and 48.5% of them choose the option agree. It is not right to expect full performance from the teacher by providing remote access to the student and without any support from the family.

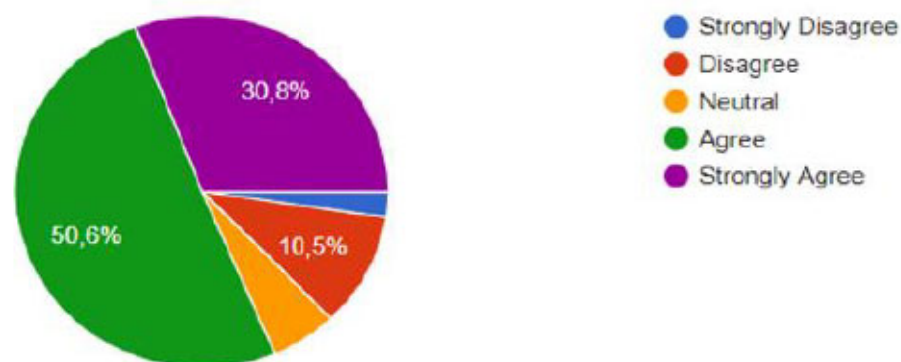


Figure 11. Percentages of answers given to Item 13

81.4 of the participants marked strongly agree and agree options. 8.6 of the participants marked neutral, disagree or strongly disagree.

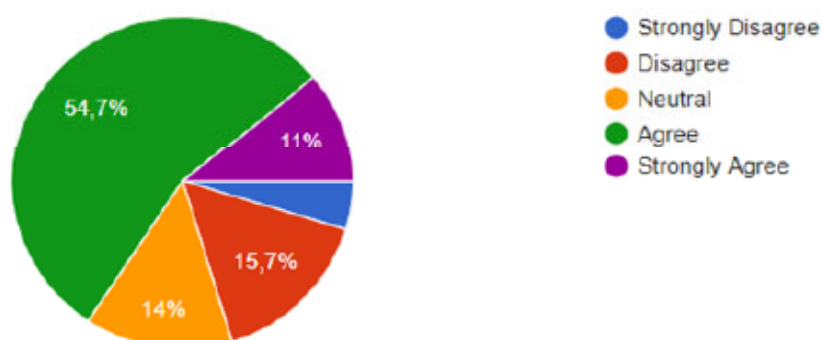


Figure 12. Percentages of answers given to Item 15

It is seen that 65.7% of the participants marked strongly agree and agree options. Participating English language teachers gave answers in this direction and stated that they were not sure whether their students could learn effectively in the phase of distance education.

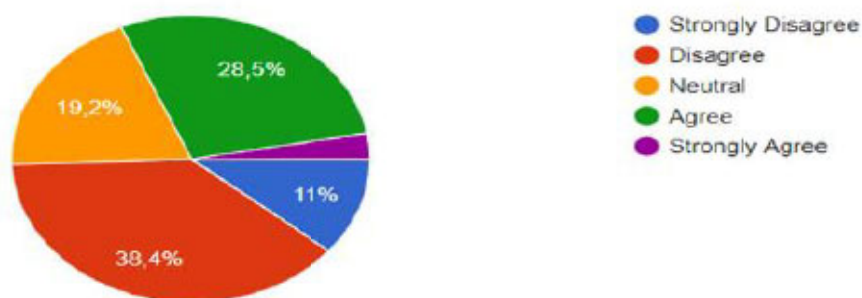


Figure 13. Percentage of answers given to Item 22

While 49.4% of the participants stated that the time given in distance education was insufficient to complete the curriculum, 31.4% of them defended the idea that the time was sufficient. By looking at Figure 13, it is possible to say that teachers differ on this issue.

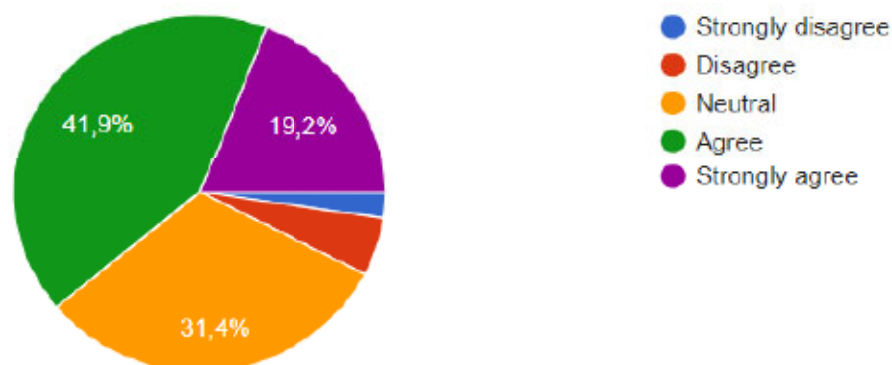


Figure 14. Percentage of answers given to Item 34

Although it is deduced that this process is difficult in the items mentioned above, the majority of teachers think that they have successfully overcome this process. 61.1% of the participants think that they manage the process well.

Research Question 2: Did this process affect the teachers who started working after March 2020 and the teachers who were working before March 2020 in the same way? Is there a significant difference between the two groups?

In order to find the answer to this question, the average scores of the answers given to the questionnaire by teachers who started working after March 2020 and those who were working before March 2020 were compared.

Table 6. Skewness and kurtosis values of date of starting profession category

Variable	Skewness	Kurtosis
Date of Starting Profession	1.399	-.044

The normality of the distribution should be checked to decide which application should be used in data analysis. Looking at Table 6, the skewness and kurtosis coefficients should vary between -1 and +1 for being able to say that the distribution is normal. However, the skewness and kurtosis coefficient alone are not enough to decide the normality of the distribution. For this, Kolmogorov-Smirnov and Shapiro-Wilk tests should also be examined as well.

Table 7. Kolmogorov-smirnov and shapiro-wilk tests results across date of starting profession

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	sd	P	Statistic	sd	P
Date of Starting Profession	.484	172	.000	.506	172	.000

The p value should be checked in the results obtained from the Kolmogorov-Smirnov and Shapiro Wilk tests. If the p value is greater than .05, the distribution can be considered normal. Looking at Table 7, the p value was calculated as .000. In this case, it is concluded that the distribution is not normal. While parametric tests are applied in cases where the distribution is normal, non-parametric tests should be applied in cases where the distribution does not show normality. Since there is no normal distribution here, it would be correct to apply the Mann Whitney U test, which is the non-parametric equivalent of the independent samples t-test.

Table 8. Mann whitney U test results for across educational level and self-efficacy

	Educational Level	N	Mean Rank	Z	U	P
Self-efficacy	I started to work before March 2020	135	87.53	-.519	2358.500	.604
	I started to work as a teacher after March 2020	37	82.74			

The p value is also checked in the results of the Mann Whitney U test. If the p value is found to be greater than .05, it is concluded that there is no significant difference between the two groups compared. As a result of the comparison of the categories of self-efficacy and date of starting the profession, the data are presented in Table 8. Looking at Table 8, it is seen that there is no significant difference between the two groups on the basis of self-efficacy. (p=.604)

Table 9. Mann whitney U test results across date of starting profession and general perceptions about distance education

	Date of Starting Profession	N	Mean Rank	Z	U	p
General Perceptions	Before March 2020	135	83.36	-1.583	11253.500	.114
	After March 2020	37	97.96			

As a result of the comparison of general perceptions about the process and the date of starting the profession, no significant difference was found between the two groups. In other words, the general perceptions of teachers who started the profession after March 2020 and those who worked before March 2020 are not much different from each other. (p=.114)

Table 10. Mann whitney U test results across date of starting profession and burnout

	Date of Starting Profession	N	Mean Rank	Z	U	p
Burnout	Before March 2020	135	83.36	-1.587	11253.500	.113
	After March 2020	37	97.96			

When the burnout and date of starting profession categories were compared, they gave similar results with the general perceptions and self-efficacy categories. There was no significant difference between the two groups in terms of burnout. ($p=.113$)

Research Question 3: Do gender, age and education level make a significant difference on English language teachers' level of burnout and self-efficacy perceptions in the process of obligatory distance education implemented in the process of COVID19 pandemic?

Table 11. Skewness and kurtosis values of gender category

Variable	Skewness	Kurtosis
Gender	1.239	-.471

Looking at Table 11, the skewness and kurtosis coefficients vary between -1 and +1. It would be better to conduct a Kolmogorov-Smirnov and a Shapiro Wilk test in order to be sure about the normality of distribution.

Table 12. Kolmogorov-smirnov and shapiro-wilk tests results across gender

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	sd	P	Statistic	sd	P
Gender	.472	172	.000	.528	172	.000

When the results of Table 12 are examined, it can be concluded that the distribution is not normal.

Table 13. Mann whitney U test results for across gender and self-efficacy

	Gender	N	Mean Rank	Z	U	P
Self-efficacy	Male	41	85.40	-.162	26.40	.871
	Female	131	86.84			

When the p value ($p=.871$) is examined, it is seen that the result is quite larger than .05. For this reason, it can be deduced that there is no significant difference between the genders of 172 participants in the study and their perceptions of professional competence. This result is directly compatible with the conclusion of Hartman and Barbar (2020) that there is no significant difference between men and women in terms of perception of professional self-efficacy.

Table 14. Mann whitney U test results across gender and general perceptions about distance education

	Gender	N	Mean Rank	Z	U	P
General Perceptions about Distance Education	Female	131	85.87	-.299	2602.500	.765
	Male	41	88.52			

Table 14 shows that gender does not have a significant effect on participants' general perceptions about distance education. ($p=.765$)

Table 15. Mann whitney U test results across gender and burnout

	Gender	N	Mean Rank	Z	U	P
Burnout	Female	131	90.27	-1.784	2191.000	.074
	Male	41	74.44			

Table 15 shows that gender does not have a significant effect on participants' burnout level in the process of distance education. ($p=.074$)

Table 16. Skewness and kurtosis values of educational level category

Variable	Skewness	Kurtosis
Education Level	2.507	4.337

The skewness and kurtosis coefficients are far outside the +1 and -1 values. Looking at this, it can be roughly inferred that the distribution is not normal. However, it would be better to conduct other normality tests.

Table 17. Kolmogorov-smirnov and shapiro-wilk tests results across educational level

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	sd	P	Statistic	sd	P
Education Level	.527	172	.000	.362	172	.000

P value is found out to be smaller than .05. For this reason it would be appropriate to conduct Mann-Whitney U test.

Table 18. Mann whitney U test results for across educational level and self-efficacy

	Education Level	N	Mean Rank	Z	U	P
Self-efficacy	Bachelor	153	85.48	-.761	1298.00	.447
	Postgraduate	19	94.68			

Considering the p value ($p=.447$), it can be concluded that the education levels of the participants do not have a significant effect on their professional self-efficacy levels.

Table 19. Mann whitney U test results across education level and burnout

	Education Level	N	Mean Rank	Z	U	P
Burnout	Bachelor	153	88.25	-1.739	1033.000	.082
	Postgraduate	18	66.89			

Regarding the results of Mann Whitney U test provided in Table 19, education level does not have a significant effect on the participants' burnout level. ($p=.082$)

Table 20. Mann whitney U test results across education level and general perceptions about distance education

	Education Level	N	Mean Rank	Z	U	p	R
General Perceptions	Bachelor	153	90.14	-3.186	743.000	.001	0.24
	Postgraduate	18	50.78				

Considering the p value, we can say that the level of education has an effect on general perceptions about distance education because the p value is less than .05. In such cases, it is necessary to calculate the effect size. When the effect size was calculated, it was found 0.24. This helps to conclude that bachelor graduates have more negative perceptions than teachers in the post graduate category about distance education.

Table 21. Kolmogorov-smirnov and shapiro wilk test results across burnout, self-efficacy and general perceptions categories

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	P	Statistic	Df	P
Burnout	0.074	172	0.023	0.979	172	0.011
Self-efficacy	0.049	172	.200*	0.993	172	0.524*
General Perceptions	0.112	172	0.000	0.976	172	0.005

If there are more than two variables in the comparisons, it is appropriate to apply the ANOVA test. The ANOVA test is a parametric test. For being able to conduct ANOVA, distribution must be normal and homogenous. When looked at the results provided by Kolmogorov-Smirnov and Shapiro-Wilk tests it is obviously seen that burnout ($p=0.023$) and general perceptions ($p=0.000$) categories do not distribute normally. Self-efficacy ($p=.200$) category is distributed normally.

Table 22. Levene test results for burnout, self-efficacy and general perceptions categories

		F	P
Mean of Burnout Category	Equal Variances	8	0.245
Mean of Self-Efficacy Category	Equal Variances	8	0.259
Mean of General Perceptions Category	Equal Variances	8	0.444

For being able to conduct an ANOVA test the distribution should be homogeneous as well, it is also necessary to apply the Levene test. When the p values provided by Levene's test are examined, it can be determined that all of them are greater than .05 and therefore the distributions are homogeneous.

Table 23. ANOVA test results across work stage and self-efficacy

		N	X	Sd	F	P	Difference (LSD)	Eta-square
Work Stage	Primary School	36	20.9					
	Secondary School	84	48.8	711	4.383	0.04	Primary school> secondary school> high school	0.049
	High School	52	30.2					

When the work stage and self-efficacy categories were compared with the help of ANOVA test, the p value was calculated as 0.04. Since the significance value is less than .05, it is necessary to perform a post-hoc test. For this reason, the LSD test was applied and it was observed that the self-efficacy perception of primary school teachers was higher than the other two groups. The effect size was calculated as .049.

Table 24. ANOVA test results across age and self-efficacy

		N	X	Sd	F	P
Age	25-28	85	49.4			
	28-35	41	23.8	2.382	.651	.583
	35+	48	26.8			

When age and self-efficacy categories were compared with ANOVA, the p value was calculated as .583. For this reason, it has been determined that age has no effect on the perception of professional self-efficacy.

Table 25. Kruskal wallis H test results across age and general perceptions

		N	Mean Rank	df	Kruskal Wallis H	P
Age	23-28	85	87.69	2	2.407	0.5
	28-35	41	92.63			
	35+	46	76.77			

In cases where the distribution is not normal, the Kruskal Wallis H test is used instead of ANOVA. According to the Kruskal Wallis H test, the p value showed no significant difference between age and general perceptions about distance education. (p=0.5)

Table 26. Kruskal wallis H test results across work stage and general perceptions

		N	Mean Rank	df	Kruskal Wallis H	P
Work Stage	Primary School	36	78.99	2	1.405	0.495
	Secondary School	84	90.52			
	High School	52	85.21			

When looked at the results of Kruskal Wallis H test across work stage and general perceptions no significant difference was found. (p=0.495)

Table 27. Kruskal wallis H test results across work stage and burnout

		N	Mean Rank	Df	Kruskal Wallis H	P
Work Stage	Primary School	36	87.11	2	0.158	0.924
	Secondary School	84	85.04			
	High School	52	88.04			

When looked at the results of Kruskal Wallis H test across work stage and burnout no significant difference was found. (p=0.924)

Table 28. Kruskal wallis H test results across age and burnout

		N	Mean Rank	df	Kruskal Wallis H	P
Age	23-28	85	92.76	2	4.002	0.135
	28-35	41	84.38			
	35+	46	74.71			

When looked at the results of Kruskal Wallis H test across age and burnout no significant difference was found. (p=0.135)

Research Question 4: How are the standard deviations and means of the burnout self efficacy and general perceptions categories distributed? What are the inferences that can be made based on the mean of the three groups?

Table 29. Frequency of categories

	N	Sd	X
General Perceptions	172	.431	3.34
Burnout Level	172	.569	3.52
Self-efficacy	172	.523	3.42

After the reverse items in the general perceptions category were arranged on the software analysis program, the standard deviation and mean of each category were calculated. Looking at the Table 29, we can roughly conclude that the answers given are close to each other on average. However, the point to be considered is that while self-efficacy items were generally positive, burnout items were generally negative on the questionnaire. For this reason, it would not be correct to say that both give positive results even though they both give statistically close scores. In this process, teachers found themselves sufficient in the field of professional self-efficacy in general. In addition, when the average of the answers given to the burnout items is examined, it is obvious that the burnout level of the teachers is high. Interpretation of the frequencies of the items was made according to Figure 15.

<i>Weighted Mean</i>	<i>Level of agreement</i>
More than 4.2-5	Very high
More than 3.4 - 4.2	High
More than 2.6 – 3.4	Average
More than 1.8 – 2.6	Low
1.8 and less	Very weak

Figure 15. Interpretation of 5 point likert scale

4.2. Qualitative Results

In this section, the results of the answers given by the English teachers to the interview questions will be presented. Participants are numbered P1, P2, P3 up to P16. Following descriptions cover the responses of the teachers to the interview questions that were asked in order to contribute to the quantitative findings of the study.

When the answers given to the interviews by sixteen teachers who participated in the interview study were examined, a total of fourteen subtitles were determined with the contribution of the researcher and four colleagues. These titles indicate the areas that the participants see as problematic or have difficulties. The fifteen sub-categories identified are as follows:

- Problems related to classroom management
- Problems related to measurement and evaluation
- Inequality between eastern and western provinces
- Disappointment that teachers felt in the process of obligatory distance education
- Infrastructure problems
- Communication problems
- Inequality of opportunity
- Lack of pre-training for teachers
- Loss of professional motivation
- Incompatibility with distance education
- Failure of students and parents to comply with communication rules (Calling too early or too late)
- Students' irresponsibility
- Large families and environmental factors
- Decision makers' insufficient observation to the rights of the teachers

Since five of the fourteen categories mentioned above were stated by each participant, it would be more accurate to examine those seven items separately and to support them with quotations from the participants.

4.2.1. Problems related to classroom management

Classroom management is indispensable in both face-to-face and online education. Providing classroom management is a factor that facilitates the transfer of knowledge and provides a more comfortable environment for the teacher to work. The problems related to the lack of this factor was expressed by the teachers who participated in the interview study.

“You do not have a classroom in distance education. You have students you can reach or you can not reach. The student who is interested does his best to contribute to the lesson. Others participate only in name. You call out but he doesn't hear you or pretends his microphone isn't working. It didn't happen, but if it causes trouble, you may use technical ways to mute him, and the matter ends. In other classes, there are students who write bad things on the board, but there is a technical way to prevent it.” (P1)

P1 mentioned that teachers do not have a real classroom on distance education. She complained that willing students do their best to attend the lesson but students, who participate to the lesson just because it is compulsory, were in the lesson just by their name. So it was not effective and it was hard to get feedback.

“I had problems with students having to speak in turn. At the beginning of the process, the students did not know what to do and how to do it because they did not have enough knowledge of the application we were using, and therefore it was a bit difficult and tiring to manage the course process as everyone started talking at the same time.” (P12)

The fact that the students were talking at the same time during the lesson also caused the teachers to have problems in classroom management.

“It is more difficult to provide classroom management in distance education because, after all, you are teaching in front of the screen. Children's participation is already very low. I had a lot of trouble understanding whether the children understood or not and getting feedback on this issue. The fact that the child can turn off his voice and camera whenever he wants, the fact that his family is watching the lesson in the background, the sounds coming from the house, and environmental factors have affected a lot.” (P14)

P14 also mentioned that environmental factors that develop beyond her control make classroom management difficult. Sounds coming from outside, family attending the lesson at the same time as the child, etc.

“Classroom management was perhaps the most challenging thing for us in this process. We couldn't make students open their camera. There was someone in front of us but we couldn't see them, no eye contact! Eye contact is a must for me in a classroom. We even had to show a lot of effort for being able to make students turn on the microphone.” (P8)

Not knowing whether the student was in front of the screen during the lesson was wearing out in terms of classroom management. According to P8, it was quite difficult to make students turn on their microphones and cameras.

“Since there was not a live classroom environment, I encountered negative behaviors such as trying to mislead the teacher in the first stages of the secondary school classes or claiming that the student attended the lesson even though he did not attend it. On the other hand, since it became very difficult for the teacher to determine where the student's attention was, the number of repetitions and reminders increased and the deadlines we created were insufficient for us.” (P2)

“One of the biggest negatives of distance education is classroom management. It is really a big problem to check if the student's attention is on the lesson. Unfortunately, not being able to decide what the student is doing puts the teacher in a dilemma about how to proceed.” (P10)

P2 and P10 say that it creates a suitable environment for adolescent students to make fun of their teachers. He also complained that the student repeated the same things over and over because he did not know whether he understood it completely or not.

Looking at the answers given, classroom management was also seen as another problem posing situation and it appeared as an area where teachers had difficulties. Teachers who work with large student groups, which are even difficult to control in face-to-face education, have more difficulty.

4.2.2. Problems related to measurement and evaluation

Measurement and evaluation have a very important place in education. It is the most practical and effective way to see whether the target group has learned effectively at the desired level, to identify the deficiencies and to shape the education given according to the deficiencies. With this question, it is aimed to draw attention to the problems experienced on the basis of measurement and evaluation.

“The most difficult part of the last semester was the evaluation part. We didn't teach, I don't know the students, there is no exam I can base on and they said give students a point. So I set 40 as the lowest score and gave a plus each time the student attends a class or submits an assignment. I rated each plus as 10 points. I made a score in this way, but I don't think it reflects the truth in any way and shows the knowledge level of the student. Just because they said give a point, I gave such grades to pass it on. I gave 40 to students who did not participate from the beginning of the semester to the end.” (P3)

“Perhaps the biggest problem was the assessment and evaluation phase. We did not have a chance to test it with the methods we got used to and methods that were approved by everyone. For this reason, I tried to make the evaluation by asking one-to-one questions during the lesson, asking for projects and assigning homework during the lesson.” (P8)

“It was the hardest evaluation of my teaching life. When you asked what should be done to be fair, every answer was wrong and every answer was also right. If I gave the student the low score he deserved, I would have acted unfairly in the fair country within myself. Because while high scores are given in all schools, it is another injustice that you give low grades to be fair. In addition, it must be admitted that they were psychologically affected by this process. Some things were just too much for them. Finally, I prepared two separate scales for those who attended the live classes and those who could not. I evaluated them among themselves, trying not to give too low grades.” (P1)

CLASS 8/B					Those who did not participated in online lessons		
Those who participated in online lessons							
Participating in online lessons (20 points)	Being active during the lesson (30 points)	Being prepared to the lesson (10 points)	Being able to answer questions during the lesson (20 points)	Doing homeworks (20 points)	Taking notes by following TRT EBA Middle School TV (50 points)	Writing down the notes to the notebook shared on WhatsApp group (30 points)	Solving questions (20 points)
TOTAL: 100 POINTS					TOTAL: 100 POINTS		

Figure 16. Assessment rubric prepared by P1 and used throughout the semester

As you can appreciate, trying to score a student without any data to base it on is very difficult. In this process, teachers were also exposed to this situation. They could not find the opportunity to use accepted measurement and evaluation methods. This situation became even more difficult for teachers who started their teaching life in front of the

screen and knew their students only from the screen. All the participants who answered the question mentioned that they had great difficulty in measuring and evaluation. Each teacher used criteria they developed themselves. Some teachers made their evaluations by making a joint decision with their groups. However, looking at the answers given, the teachers stated that this was not a valid and fair assessment.

4.2.3. Loss of professional motivation

The main purpose of the study was to see the burnout levels and professional self-efficacy skills of English language teachers who worked in the process of obligatory distance education implemented during COVID19 pandemic phase. As was clear in the findings section, the burnout levels of the teachers were found to be quite high. The results obtained from the interviews also confirm these findings.

“If I find another job I can do, I will resign. Hours of work for nothing... This is the summary of what I have done.” (P1)

“The fact that the distance education process was not subject to a transitional phase had a negative impact on my teaching feelings. On the other hand, the uncertainties experienced in this process caused me to lose some professional rights. I thought about resigning many times.” (P2)

“I am reluctant to do online lessons. I conduct them just because I have to. I wake up very reluctantly in the mornings of online lessons. I will probably feel a little bit better if I know that it contributes to the student. That is why my motivation is low. Unfortunately, I also thought about resigning.” (P3)

Unfortunately, it is regretful to share that teachers from all walks of life experience a loss of motivation in this process. Being caught unprepared for the compulsory distance education process and various problems experienced caused teachers to lose motivation and even to think about the idea of resignation at least once. The psychological background of this process must be examined and precautions must be taken. If necessary improvements are not made, it will be inevitable to encounter bigger problems.

4.2.4. Inequality between eastern and western provinces

It can be deduced that the western provinces in Turkey have more opportunities and access to more educational opportunities than the eastern provinces. The answers given by the participant English teachers are also in this direction.

“I would have had better conditions on technical infrastructures but this is not the only problem. Students’ sense of responsibility, parents’ and students’ perspectives on school should change. This is a big problem across the country as far as I understand.” (P1)

“If I had worked in a school with better opportunities and a better parent profile, it would have been easier to manage the process. The problem is not only with the city but also with the school.” (P16)

“I never know if the situation would have been better if I had been working in another city instead of the city where I am currently working. What makes a city a city is related to the mentality of people living in it, rather than its location or opportunities. Even in very large cities with large opportunities, teachers have problems. For example, my friend works in a village in Niğde, I work in Malatya. Our problems and feelings are exactly the same. Our solutions also take the same path.” (P4)

Although most of the teachers stated that working in the East was more difficult than working in the West, P4 stated that the problems experienced were similar.

“I think that I am currently working in one of the best cities in Turkey. However, I know that teachers who work in Anatolia and especially in rural areas have much bigger problems.” (P2)

When looked at the answers given by the participating teachers, it is seen that the teachers working in the Eastern provinces experienced problems due to the inadequacies of the electricity and internet infrastructure and the inability of the students to attend the classes. It has been observed that teachers working in Western provinces have problems in terms of classroom management and curricula due to excessive participation in general. In

addition, it is mentioned that parents are more concerned with their children's lessons in Western provinces.

4.2.5. Disappointment that teachers felt in the process of obligatory distance education

Looking at the quotations under this title, it can be seen once again how high the level of burnout experienced by English teachers is.

"In this process, the lack of communication is one of the most challenging issues for me. Not being able to communicate with the children, whom we can describe as successful students, due to the lack of opportunities, was one of the most wearisome things." (P6)

One of the most frustrating things for teachers is the lack of communication, not getting any feedback from the students and not being able to reach the student inevitably gave the impression that the education was incomplete.

"Incorrect reduction of the distance between the student and the teacher in distance education. We no longer have a private life. Student texts you at even 2 a.m and he does not care about your warnings. The student doesn't listen to you in the lesson, he says, "I'll ask to the teacher later." This means responding to endless messages." (P1)

The fact that there is no continuity on the basis of the participating students, that different students come to each lesson and that it is very easy for them to reach the teacher when they do not understand are also factors that wear out the teachers. It has led to excessive violations of the teacher's private life.

"Which one should I say? I guess the difference between what I hoped for and what I found was the most frustrating thing for me. Not being able to see progress in my students despite the effort I put in was another issue that made me upset." (P3)

"The fact that the teacher is kept in the background and the process becomes a policy and some situations are dictated directly to the teacher will be the clearest answer I can give to this question." (P2)

Working harder than usual and not meeting their expectations was also stated as one of the most wearing factors. Newly appointed teachers mentioned that they did not find what they expected.

In the next three titles, three questions that will help us have an idea about the general perceptions of participating English teachers about compulsory distance education and the answers to these questions will be shared.

4.2.6. Do you think English teachers are more tired than the other teachers in the process of obligatory distance education?

This question was asked to see the level of difficulty of English teachers in this process and how they evaluate themselves compared to other branch teachers.

“As English language teachers, I always think that we are more tired because there is a large section of prejudiced students who ignore our lesson, do not show interest, and even think that it is unnecessary. I would like to add that there are students who attend classes by choosing a courses in this process.” (P13)

“In general, we can say that English as a branch course is not liked or given importance. If I consider it from my point of view, there are times when the participation rate of online lessons in classroom teachers is higher than in English lessons. Considering that the motivation for the lesson increases as the number of participants increases, I can say that as an English teacher, I try harder and get tired both to increase motivation and to make up for the deficiencies.” (P6)

While it is already difficult enough to teach a lesson that students are already having difficulty with and approaching with prejudice, trying to achieve this from a distant place was considered a difficult task for teachers and caused them to think that they were more tired than other teachers.

“It certainly is. While we were teaching in the classroom, you know that we had the most difficulty, we were the most tired ones of distance education.” (P8)

"I can say that we are more tired than the branch teachers who teach mostly verbally because we cannot explain our lessons just by speaking. We have to use visual and auditory materials more especially for the primary school level. It was quite tiring to be able to prepare them and convey them to the student in a way that they can understand from the screen." (P16)

"Each branch has its own difficulties, but there is an undeniable difference when you try to explain in English to a group that a Turkish teacher has difficulty in explaining in the language they speak every day. There are so many skills that you need to make students gain in one class hour. Increase the child's vocabulary, correct his pronunciation, make him gain listening skills, enable him read, understand, write.... An English teacher should give them all together." (P1)

"Of course, English language teachers were much more tired. Because we are not a group that can stand still and lecture and provide education in this way. Lessons in our field have to be interactive, facial expressions and body language has to be used effectively. We cannot teach English simply by dictating things or saying this is this, that is that. I tried to provide this environment in live lessons, but it was not very effective. For this reason, we think that we are much more tired than other teachers." (P3)

They also stated that since they do not teach in the native language of the student, they have to be active in order to keep the student's attention in the lesson all the time, which is more difficult than it is normally in distance education.

"It is absolutely true. The English course is a course that is based on authentic materials, visual and auditory elements in the classroom environment, and is fully supported by the constructivist education model. Managing this process online has been a great loss in terms of English. This is especially true for Primary School English Teachers." (P9)

"Since English language teachers address an abstract cognitive field that needs to be kept alive, I think that English language teachers are more tired of producing solutions to the problems and keeping students active." (P2)

As they teach a different language and argue that they should always be active, English language teachers agreed that they were more tired in this process than other branch teachers.

4.2.7. What were your ideas about distance education before moving on to distance education?

With this question, it was aimed to obtain information about the teachers' ideas about distance education before the process of obligatory distance education. By this way, it will be easier to see if their ideas have changed after the process.

“I definitely envied distance education a lot and I thought it was very logical. I thought it would create a great opportunity to reach the student. I saw it as an opportunity to increase the class hours as much as you wanted and to do the activities that you couldn't do in the classroom.” (P1)

It is possible to see that P1 had serious expectations and a positive perspective on distance education before starting the compulsory distance education process. She saw distance education as an opportunity to increase class hours and to reach students who do not have the as much opportunity as his/her peers.

“The idea of distance education was very distant to me. I did not foresee that it could be a necessity and an indispensable method.” (P8)

Looking at the answer given by P8 , it can be concluded that she did not evaluate the idea of distance education before and did not foresee that distance education could be the only alternative.

“Before moving on to distance education, I questioned how efficient distance education would be for students. I was worried that students without internet access would fall behind in education and how this academic gap would be compensated. I wondered how the equal opportunities provided by the real classroom environment, equal access to information and a decent discipline

environment would be created in online environments. In my opinion, the fact that the student profile changes gradually would increase the risks and that not every type of school (vocational high school, sports high school, etc.) would be able to adapt to this education in the long run.” (P4)

It is possible to see that P4 had serious concerns even before the process.

“I didn't think it would be very helpful. I believe that practical training should be at the forefront.” (P9)

P9 was of the opinion that it would be insufficient to practice in distance education.

“Since I was working with primary school students, I thought the process would be quite difficult. I had a lot of concerns about how and in what way they would use the technology.” (P12)

By looking at the answer of the P12, it is possible to see that there may be changes in the ideas of teachers about distance education according to the level they work. She had concerns about distance education because she is working with young learners in primary school.

“Our children here experience language confusion. I have to explain them English using Turkish. I speak Turkish and they translate it into Kurdish. As such, it was already very difficult. Their English levels were very low when I started teaching them. Their English level was zero because they had constant teacher changes before and they took English lessons from non-English teachers. I had the idea that they would not participate in distance education too much since I had a hard time even in face-to-face education here. Which is already true. Participation to distance education never exceeded 3-4 people.” (P14)

P14 is an English language teacher currently working in the East of Turkey. It is obvious that teachers working in the Eastern parts of Turkey think that distance education will have more difficulties due to the problems they experience with language confusion.

Looking at the answers given to the first question, we see that the teachers were curious about distance education before moving on to distance education, they saw it as a different education opportunity, but they had concerns about its application in our context. In addition, it is seen that teachers working in regions with limited opportunities have more concerns about this issue.

4.2.8. Has there been a change in your ideas about distance education after switching to distance education?

The purpose of asking this question was to compare the ideas of teachers before compulsory distance education with their ideas after the transition to compulsory distance education. This way, it will be easier to get an idea of how this process affected them.

“Of course. Unfortunately, the internet infrastructure of our country was not ready for this. At the same time, unfortunately, there were millions of students who could not attend their regular classes in this process because all segments of the society could not access the internet, computers and other electronic goods. The constant opening and closing of schools, disconnections on the internet, etc. not only distracted the students, but also reduced their interest and efficiency in the lessons”. (P11)

“After I started distance education, my ideas did not change. My anxiety increased even more. The reason is that until now I have had students who could not access computers, telephones, television and the internet both in the west and east. As a result, attendance has decreased. Schools with practice courses had difficulty adapting to distance education. The truth is, I didn't think teachers would have such a hard time. We, young teachers, especially my group (English teachers) adapted easily to this situation, but our middle-aged teachers were despised by technology.” (P4)

P11 mentioned the inadequacy of the internet infrastructure. She complained about the inequality of opportunity this created. P4, on the other hand, stated that technology literacy, which suddenly became the center of the lives of working teachers, creates difficulties for middle-aged and elderly teachers.

“After the process has started, I think that much more new methods should be studied on the functioning of the educational process, the transmission of information to the learner

or the ways of transmission. In particular, I think that the corrections, preventions and directions that the teacher can make in face to face classroom environment regarding his observations are not at the same level and sufficient level in distance education.” (P2)

P2 did not see distance education as effective as face-to-face education, and besides, he underlined that teachers should be trained before transitioning to distance education.

“I don't think distance education is efficient. The emotional link between teacher and student is always missing a bit. I used to have completely negative ideas. However, I saw a benefit of distance education. It does offer the opportunity to differentiate courses for students who are currently able to participate in technology-deprived regions. I can say that this is the only benefit of distance education.” (P3)

While P3 stated that the teacher can establish more emotional bonds with the students in face-to-face education, she also accepted that distance education is an effective way for children who have difficult access to school.

After the start of distance education, teachers' ideas have evolved in a negative direction. The inadequacy of the internet infrastructure, the fact that every student does not have equal conditions, and the fact that distance education has not yet been as efficient as face-to-face education has caused it to be perceived as a wearing and tiring factor on the basis of teachers.

5. DISCUSSION

In this study, there are four questions asked to investigate English language teachers burnout level and perceptions of self-efficacy in the period of COVID19. In the study, data were collected from 172 English teachers and the research questions were discussed in the following headings according to the data obtained.

5.1. Discussion of Research Question 1

In the light of questionnaire and interview analysis it can be concluded that the general perceptions of the participants about distance education were shaped negatively. The answers given clearly demonstrate this. All of them are presented in detail in the findings section. The results obtained show similarities with Hismanoğlu's (2012) study. Participants in Hismanolu's study's participants deemed the nature, level, and delivery of the training to be insufficient, and as a result, they stated that they do not feel adequately qualified to use online education in their future subject teaching without sufficient prior knowledge of it. The study's findings suggest that teacher training to help them become proficient in and receptive to online learning is crucial.

According to the results obtained from the charts it can be concluded that it is easier to interact in person than it is on a computer. There will always be distractions at a student's fingertips, no matter how hard they try. People unwind and get indolent at home when they are not in a school atmosphere because they have the comfort of their own property. To keep on track while learning online, you'll need a lot more self-discipline and motivation (Bataineh et al., 2021). Unfortunately, teachers have faced this situation bitterly due to the rapid spread of the corona virus. As Niemi and Kousa (2020) revealed in their study over half of the teachers claimed that they struggled to form genuine engaging relationships with all kids. They were concerned because not all students used a camera, they would not always be able to tell if they were truly engaging. Not being able to see the student, never having seen them before, and being able to access them only through a screen was one of the most challenging things for teachers in this process

In this process, assessment emerged as a serious problem. Both the answers given to the interview and the answers to the questionnaire revealed that teachers had difficulties in

evaluation. According to Khalif et al. (2020) revealed in their research that how the student will be evaluated is an uncertain subject and it causes confusion for teachers. It can be concluded that the teacher should make frequent checks both in order to decide how to teach the lesson and to shape the student in the right direction. It is easier to achieve this in the classroom than in distance education. Because there is eye contact and it is easier for the teacher to draw an inference about the student (Hedstrom, 2017).

Classroom management is another problematic issue. The ways of obtaining information of digital native students are virtual experiences rather than real ones. This situation causes the teacher to have difficulties in method and technique. The teacher's ability to maintain classroom discipline becomes to a low state as the interests of the students are easily distracted (Arabacı & Polat, 2013). Practitioners were unprepared for changes in teaching approaches due to instant COVID19 outbreak. According to Wut and Yu's research (2021), instructors are more concerned with the obstacles that come with their relationships with students, but students are more concerned with their contacts with their peers. Instructors struggle not only to maintain and improve students' interest and participation, but students also have difficulty asking questions and receiving efficient feedback. As it is difficult to teach with few participants, overcrowding makes it difficult for classes to be effective (Aslanargun, 2007).

It is known that there are internal and external factors that affect motivation and success in education. Family can be accepted as the biggest external factor affecting student success and motivation. With the quality of the communication they will establish with their children, as well as the level of cooperation they will realize with the school, families can contribute significantly to academic success. Besides having a beneficial contribution to students' motivation and academic success, it also reduces the burden of the teacher (Aslanargun, 2007). In this process, teachers needed school and family cooperation more than ever before. The teacher needed the help of a different authority because the student was in a different environment away from him and could not control his behavior as much as he wanted. Of course, the most solid source that can provide this is the student's family.

It is understood from the answers given to the questionnaire items that the teachers do not consider distance education sufficient alone. This result gave similar results with the

study of Hannay and Newvine (2006). Researchers have argued that it is not possible to completely shelve traditional education, no matter what, and that it would be more beneficial to adopt a hybrid education style.

In each of these studies, distance education was seen as a resource and appeared in supportive education. Distance education during the COVID19 pandemic was unusual and was the only alternative system we encountered. For this reason, the targeted gains could not be fully achieved. The answers of the teachers also confirm this inference.

5.2. Discussion of Research Question 2

The second research question was did this process affect the teachers who started working after March 2020 and the teachers who were working before March 2020 in the same way? Is there a significant difference between the two groups? Looking at the results of the survey, no difference was observed between the burnout levels and professional competence perceptions of teachers who started working before and after the pandemic. The burnout level of both groups was high. Perceptions of professional competence are also high at the same rate. Although the two gave proportional results, one reports a negative and the other one reports a positive result.

The research conducted by Kini and Podolski (2016) concluded that experienced teachers are more successful in overcoming such processes. According to Lapada et al. (2020) experienced teachers are less experienced than younger teachers in terms of technology use.

In a study conducted by Carr (2010), researchers divided a class of students into two groups. While one group was allowed to use the internet during the lesson, the other group was asked to have their laptops turned off during the lesson. Afterwards, the records about the internet history of the students in the group using the internet were examined. It was observed that the students in the group using the Internet visited unrelated websites along with the courses related to the course, and checked e-mail and various video sites. Afterwards, two groups were subjected to a test designed to determine what they learned from the lesson, and the researchers found that those who used the Internet were very

weak in memorizing what needed to be learned. According to the results of the research, one of the things that teachers complain about the most is that the interest in the lesson is lost due to environmental factors and misuse of the internet.

The ambiguity of the instruction to transform to online learning, how to teach, how to evaluate students, disagreement on what to teach, the workload of teachers and students, implementation of equity and access to the lessons in an online environment, and the teaching environment were all mentioned by participants in this study. The participants also mentioned a number of issues that arose as a result of the shift to online learning, including the online teaching infrastructure, a lack of technical support, teacher inexperience (including unequal learning outcomes due to teachers' differing levels of experience), a lack of instructional skills in distance education, the information gap, and the social complexity. The results obtained in this section are identical to those of Abou-Khalil et al. (2021).

According to Gavish and Friedman (2010) teachers with less experience have a higher level of burnout in the first year of their teaching. In the present study it is found that the burnout level of both groups is high. It differs in this aspect. The reason for this is that the study is carried out during the compulsory distance education process. It has been observed that many factors increase the burnout level of teachers. Factors such as being caught unprepared for the distance education process, constant power cuts in the east, being in communication with the family about distance education, and teaching the given curriculum in a limited time are just some of them.

As Klassen and Chiu (2010) teachers' years of experience had a nonlinear connection with all self-efficacy measures, increasing from early to mid-career and then decreasing. Female instructors reported higher workload stress, more classroom stress from student conduct, and weaker self-efficacy in classroom management. Teachers with more workload stress have higher self-efficacy in classroom management. In the results of the present study, it was observed that the perception of professional competence was high in both groups. In this respect, it has revealed parallel results with the results of Klassen and Chiu's study.

5.3. Discussion of Research Question 3

Third research question was about the effect of gender, age and education level on English language teachers' burnout levels and professional self-efficacy perceptions. According to the results of the study, no significant difference was observed in any of these categories. It was concluded that the teachers who teach in primary school level consider themselves more competent than the teachers who teach at other levels. Their self-efficacy perceptions are higher than teachers who work in other levels. The reason why teachers working at primary school level are more motivated about professional competence is that it is easier to attract the attention of the young learners group compared to other groups. In addition, there is no adolescence process that primary school teachers have to deal with (Dedamirzayeva & Kuziyev, 2020).

Bayani et al. (2013) reported that male teachers have a higher level of burnout in Iranian context, while Klassen and Chiu (2010) reported the opposite. Timms et al. (2006) found out that female primary school teachers have a higher level of burnout compared to male primary school teachers. The results from the present study are not similar to these studies as they do not differ in any way.

Zabel and Zabel (2001) came up with the result that although older, more experienced teachers appear to perceive more personal accomplishment in their work, age, experience, certification status, and preparedness are no longer as strongly linked to professional burnout as they once were. Age and work experience did not make any difference in the level of burnout according to the present study, so it gave similar results with the study of Zabel and Zabel.

Maolosi and Forchheh (2015) revealed that teachers' age does not have a significant effect on their professional self-efficacy while gender has an impact on it. According to their study female teachers outperformed male teachers in terms of professional self-efficacy.

5.4. Discussion of Research Question 4

The fourth question was created to see more clearly the effect of the compulsory distance education of English teachers during the COVID19 process on the general perceptions, burnout levels and professional self-efficacy of English teachers about this process. By looking at the standard deviations and averages of the general perceptions, burnout and professional self-efficacy categories, it was deduced that the general perceptions of English teachers about the compulsory distance education process are negative, their burnout levels are quite high and their professional self-efficacy perceptions are high. Although English teachers felt exhausted during the compulsory distance education process, they attributed the problems and failures brought by the process of obligatory distance education to the process itself. From this perspective, the main study shows consistency with the study of Sokal et al. (2020). Teachers participated in their study responded to their questionnaire between the April 2020 and June 2020. Participating teachers showed increased fatigue and cynicism while they showed increased self-efficacy.

Ma et al. (2020), on the other hand, obtained different results. According to their study participating teachers had a low level of self-efficacy at the beginning of the process. This is a regular occurrence among practitioners, in which a lack of prior experience has a negative impact on overall performance. This is consistent with a recent study, which found that due to a lack of relevant expertise, teachers are less/not self-efficacious when it comes to online teaching (Devica 2015).

On a burnout basis, the study is consistent with Pellerone's study (2021). In her study with a group of teachers in Italy, she revealed that the level of burnout that participant teachers felt in distance education applied during the COVID19 process was quite high. However, in her study, teachers' professional self-efficacy skills were negatively affected by this process.

6. CONCLUSION

Looking at the current study, the opinions of English teachers about the effectiveness of the compulsory distance education process are generally negative. Most of the teachers complained that they had difficulties in communicating with the students in this process and that they had serious problems in terms of assessment and classroom management. In addition, the support that did not come from the family made the teacher's job difficult. It can be deduced that teachers working in eastern provinces face more technical problems than other teachers. The high number of children in these regions and the limited economic opportunities are also listed among the factors that reduce participation in distance education. It was concluded that the teachers working in the western provinces had difficulty in providing classroom management due to the high participation rate and they found the time given to be limited to train the curriculum.

Teachers have observed that distance education can be very useful as a supportive education type, but it is insufficient when used alone. In the context of Turkey, face-to-face education is indispensable. In addition, it was concluded that both students, teachers and families should be trained before going through such a process.

According to the results the burnout levels of teachers were quite high. Both the survey results and the interview results clearly demonstrated this. Most of the teachers stated that they thought about resignation at least once. Serious loss of motivation is the main factor observed as the cause of severe burnout on English language teachers.

In the study, in which professional self-efficacy skills were measured as well as the level of burnout, teachers' professional self-efficacy levels were found to be quite high. Teachers attributed the inability to manage the process to the process itself, not to themselves. According to the results obtained from the questionnaire, the professional self-efficacy level of the teachers working in primary school was found to be higher than the teachers working at other levels. The reason for this can be interpreted as providing young learners' motivation easily and not having a puberty problem to deal with.

It is also among the results obtained that professional experience does not have any effect on the level of burnout and professional self-efficacy. In addition, gender, category of work and education level do not have a significant effect on the level of burnout and professional self-efficacy.

The reason why English language teachers have so many problems related to distance education is that they lack theoretical and practical knowledge on distance education. They do not know exactly how to manage students via a distance while teaching them at the same time. Overcoming the high rate of burnout due to the poor management of obligatory distance education process can be possible by training teachers for distance education from theoretical and practical aspects. Adding distance education courses to teacher training programs of education faculties can be a big step towards solving this problem.

One of the most problematic areas has been measurement and evaluation in distance education. In order to solve this problem, besides the measurement and evaluation course given in education faculties, a course covering measurement and evaluation in distance education should also be given.

7. SUGGESTIONS FOR FURTHER STUDIES

A total of 172 English teachers working in Turkey participated in the survey. The dependability rate and the study's validity can both be improved by increasing the number of participants. Furthermore, a comparison with English teachers working in various nations throughout the world can be made. It is also possible to increase the number of professors who participate in the interview.

As the study excludes the opinions of teachers from various disciplines, the same study may be conducted with teachers from different disciplines. The teacher's perspective on the process can be viewed in general.



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APPENDICES



6. I can establish a classroom management system with each group of students on distance education.					
7. I think it is hard to control disruptive behavior in distance education.					
8. I think distance education is more fruitful than face to face education.					
9. I feel emotionally drained from my work in this process.					
10. I do not know how to compensate my lessons in the process of distance education when there is a lack of support from parents.					
11. I am worried that this job is hardening me emotionally in this period.					
12. I believe that English language teachers have more difficulty than other teachers in the distance education process.	1				
13. It is impossible to take care of all students individually in distance education.					
14. I am reluctant to give online lessons.					
15. I can not understand in a certain way whether my students learn effectively in distance education.					
16. Education should have been suspended instead of passing to distance education completely.					
17. I believe everything will be better for foreign language teaching after COVID19 process.					
18. I can identify the factors affecting learning in distance education and make arrangements related to the needs of my students.					
19. I can use a variety of assessment strategies in distance education.					
20. I can easily deal with difficult students in distance education.					
21. I think it is difficult to teach a foreign language only by distance education.					
22. The time period determined for distance education is sufficient for the subjects to catch up.					
23. I can evaluate my students' comprehension of what I have taught in distance education.					
24. I am able to prepare suitable materials to the learning outcomes in the process of distance education.					
25. I have been fair about assessment and evaluation in distance education process.					
26. I can give constructive feedback to my students according to assessment and evaluation results.					
27. I conduct the distance education process in cooperation with family.					
28. I can create an environment where I can communicate effectively with my students in distance education.					
29. I have difficulty in feeling like a teacher in this period.					
30. I do researches to be more effective to my students in the distance education process.					
31. I take into account the individual differences of my students while planning the distance education lessons.					

32.	I had no difficulty in adapting to this high-tech process.					
33.	I do my job with love in the process of distance education as well.					
34.	I think I have managed well the distance education in Covid19 process.					



Appendix D. Interview Questions and Participants' Information

1. Can you tell us a little about yourself? (Name-Surname / Professional Experience etc.)
2. In which city do you work?
3. When did you start working?
4. Have you taught in a live classroom before? (For those appointed after March 2020)
5. What were your ideas about distance education before moving on to distance education?
6. Have you had a change in your ideas after the distance education process started?
7. Do students have enough opportunities to attend live classes in the city where you work? What problems did you experience in this context? Can you explain by giving an example?
8. What kind of problems did you experience in classroom management during this process?
9. Did you know your students well enough? (For those appointed after March 2020)
10. What kind of problems did you experience on the basis of assessing students? How did you do the evaluation?
11. How did you evaluate a student who could not attend classes from the beginning of the semester to the end?
12. How did you decide whether students understood the subject or not?
13. Did you receive any support from your students' family?
14. Would it be better if you were working in another city instead of the city you are currently working in?
15. How did the distance education process affect your professional motivation?
16. Have you ever found yourself considering the idea of quitting the profession?
17. Are you willing to do live lessons?
18. Do you believe that you manage this process well and that you can quickly adapt to distance education?
19. What was the most frustrating thing for you in this process?
20. Did you have any problems related to technology?
21. In your opinion, what kind of conditions should come together in order to get efficiency from distance education?
22. Is distance education sufficient on its own?
23. What are the benefits of distance education for educators and students?
24. Do you think that English language teachers get more tired than other branch teachers in this process?

Participants Information

- P1 is currently working at Yüksekova/Hakkari. This is her eighth year in her professional life.
- P2 is working at İstanbul. This is his sixth year in teaching profession.
- P3 is working at Mardin and this is her first year as a teacher.
- P4 is working at Malatya. This is her first year in her professional life.
- P5 is working at Bursa. This is her fourth year in teaching profession.
- P6 is working at Ağrı and this is her first year as a teacher.
- P7 is working at Balıkesir. This is her third year as a teacher.
- P8 is working at Isparta. She completed her nineteenth year in teaching profession.
- P9 is working at Sakarya. This is his seventh year in teaching profession.
- P10 is a newly appointed teacher working at Bitlis.
- P11 is working at Kocaeli and this is her first year as a teacher.
- P12 is working at Hakkari. This is the first year of her professional life.
- P13 is working at Bingöl and this is her second year as a teacher.
- P14 is working at Şırnak. This is her second year in her professional life.
- P15 is working at Ağrı and this is her first year as a teacher.
- P16 is working at Muş. This is her third year as a teacher.

Appendix E. Maslach's Burnout Inventory

- I. Emotional Exhaustion
I feel emotionally drained from my work
I feel used up at the end of the workday
I feel fatigued when I get up in the morning
and have to face another day on the job
Working with people all day is really a strain
for me
I feel burned out from my work
I feel frustrated by my job
I feel I'm working too hard on my job
Working with people directly puts too much
stress on me
I feel like I'm at the end of my rope

- II. Personal Accomplishment
I can easily understand how my recipients
feel about things
I deal very effectively with the problems of
my recipients
I feel I'm positively influencing other
people's lives through my work
I feel very energetic

I can easily create a relaxed atmosphere
with my recipients
I feel exhilarated after working closely
with my recipients
I have accomplished many worthwhile things
in this job
In my work, I deal with emotional problems
very calmly

- III. Depersonalization
I feel I treat some recipients as if they were
impersonal 'objects'
I've become more callous toward people
since I took this job
I worry that this job is hardening me
emotionally
I don't really care what happens to some
recipients
I feel recipients blame me for some of their
problems

Optional items (fourth factor)

- IV. Involvement
I feel similar to my recipients in many ways
I feel personally involved with my recipients'
problems
I feel uncomfortable about the way I have
treated some recipients
-

Appendix F. Bandura's Self-Efficacy Scale

BANDURA'S INSTRUMENT TEACHER SELF-EFFICACY SCALE

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

Efficacy to Influence Decision making

How much can you influence the decisions that are made in the school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you express your views freely on important school matters?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Efficacy to Influence School Resources

How much can you do to get the instructional materials and equipment you need?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Instructional Self-Efficacy

How much can you do to influence the class sizes in your school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get through to the most difficult students?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to promote learning when there is lack of support from the home?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to keep students on task on difficult assignments?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to increase students' memory of what they have been taught in previous lessons?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to motivate students who show low interest in schoolwork?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get students to work together?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to overcome the influence of adverse community conditions on students' learning?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get children to do their homework?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Disciplinary Self-Efficacy

How much can you do to get children to follow classroom rules?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to control disruptive behavior in the classroom?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to prevent problem behavior on the school grounds?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Efficacy to Enlist Parental Involvement

How much can you do to get parents to become involved in school activities?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you assist parents in helping their children do well in school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to make parents feel comfortable coming to school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Efficacy to Enlist Community Involvement

How much can you do to get community groups involved in working with the schools?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get churches involved in working with the school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get businesses involved in working with the school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get local colleges and universities involved in working with the school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Efficacy to Create a Positive School Climate

How much can you do to make the school a safe place?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to make students enjoy coming to school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get students to trust teachers?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you help other teachers with their teaching skills?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to enhance collaboration between teachers and the administration to make the school run effectively?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to reduce school dropout?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to reduce school absenteeism?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get students to believe they can do well in schoolwork?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

