

**REPUBLIC OF TURKEY  
ÇUKUROVA UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES  
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**AN EVALUATION OF EFL TEACHERS' BURNOUT EXPERIENCES IN  
EDUCATIONAL INFORMATICS NETWORK LIVE CLASSES DURING THE  
COVID-19 PANDEMIC**

**Mustafa BAYAR**

**MASTER OF ARTS**

**ADANA / 2021**

**REPUBLIC OF TURKEY  
ÇUKUROVA UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES  
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**AN EVALUATION OF EFL TEACHERS' BURNOUT EXPERIENCES IN  
EDUCATIONAL INFORMATICS NETWORK LIVE CLASSES DURING THE  
COVID-19 PANDEMIC**

**Mustafa BAYAR**

**Supervisor : Prof. Dr. Yasemin KIRKGÖZ**

**Member of Examining Committee: Assoc. Prof. Dr. Abdurrahman KİLİMCİ**

**Member of Examining Committee: Assoc. Prof. Dr. Yusuf DEMİR**

**MASTER OF ARTS**

**ADANA / 2021**

**To ukurova University Institute of Social Sciences;**

We certify that this thesis is satisfactory for the award of the degree of MASTER OF ARTS in the Department of English Language Teaching.

**Chair:** Prof. Dr. Yasemin KIRKGÖZ

(Supervisor)

**Member of Examining Committee:** Assoc. Prof. Dr. Abdurrahman KİLİMCİ

**Member of Examining Committee:** Assoc. Prof. Dr. Yusuf DEMİR

**APPROVAL**

I certify that this thesis conforms to the formal standards of the Institute of Social Sciences. .../.../20...

Prof. Dr. Serap ABUK

Director of Institute

**NOTE:** The uncited usage of reports, charts, figures and photographs in this thesis, whether or originally quoted from other sources, is subject to the Laws of Works of Art and Thought NO: 5846

**NOT:** Bu tezde kullanılan ve başka kaynaktan yapılan bildirişlerin, çizelge, şekil ve fotoğrafların kaynak gösterilmeden kullanımı, 5846 sayılı Fikir ve Sanat Eserleri Kanunu'ndaki hükümlere tabidir.

## ETİK BEYANI

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Tez Yazım Kurallarına uygun olarak hazırladığım bu tez çalışmada;

- Tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi,
- Tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu,
- Tez çalışmada yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi,
- Kullanılan verilerde ve ortaya çıkan sonuçlarda herhangi bir değişiklik yapmadığımı,
- Bu tezde sunduğum çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. .... / .... / 2021

Mustafa BAYAR

## ÖZET

# İNGİLİZCE ÖĞRETMENLERİNİN COVID-19 SALGINI SÜRESİNCE EĞİTİM BİLİŞİM AĞI'NDA YAPTIKLARI CANLI DERSLERDEKİ MESLEKİ TÜKENMİŞLİK DENEYİMLERİNİN İNCELENMESİ

**Mustafa BAYAR**

**Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı**

**Danışman: Prof. Dr. Yasemin KIRKGÖZ**

**Haziran 2021, 81 sayfa**

COVID-19, 2019'un Aralık ayında Çin'de ortaya çıkmış ve çok kısa sürede tüm dünyaya yayılarak pandemiye dönüşmüştür. Bu pandemi, global anlamda insan hayatının her alanını etkileyen köklü değişikliklere yol açmıştır. Birçok ülkede bu köklü değişiklikler eğitimde de etkisini göstermiş ve yüz yüze eğitim faaliyetleri acilen durdurularak, tüm eğitim kademelerinde uzaktan eğitime geçilmiştir. Türkiye'de pandemi önlemleri çerçevesinde uzaktan eğitim süreci, FATİH Projesi'nin unsurlarından biri olan Eğitim Bilişim Ağı (EBA) aracılığıyla Milli Eğitim Bakanlığı bünyesindeki devlet okullarının tümünde canlı derslerle başlamıştır.

Bu araştırma, COVID-19 salgını süresince EBA üzerinden canlı ders veren İngilizce öğretmenlerinin, canlı derslerden kaynaklanan mesleki tükenmişlik deneyimlerine ve fikirlerine ulaşabilmeyi ve bu öğretmenlerin cinsiyet, yaş, eğitim durumu, öğretim tecrübesi ve okul türü değişkenleriyle uzaktan eğitim sürecindeki tükenmişlik seviyeleri arasındaki ilişkiyi ortaya çıkarmayı amaçlamaktadır. Bu çalışmanın araştırma tasarımı için karma araştırma yöntemlerinden biri olan açıklayıcı sıralı araştırma deseni kullanılmıştır. Araştırmanın amaçları doğrultusunda nicel veri toplama aracı olarak uygulanan ankete, 2020-2021 eğitim-öğretim yılında Türkiye'nin farklı şehirlerinde görev yapan ve kolayda örnekleme yöntemi ile seçilen 413 İngilizce öğretmeni katılmıştır. Ankete ek olarak, gönüllü örnekleme yöntemiyle seçilen 21 İngilizce öğretmeni, araştırmanın nitel veri toplama aşaması için yapılandırılmış görüşme sorularına yanıt vermiştir.

Araştırmanın bulgularına göre, EBA canlı derslerinde İngilizce öğretmenlerinin duygusal tükenmişlik boyutunda önemli ölçüde tükenmişlik tecrübe ettikleri sonucuna

ulařılmıştır. Ayrıca cinsiyet deęişkeninin İngilizce öğretmenlerinin tükenmişlik deneyimleri üzerinde anlamlı bir etkiye sahip olduęu ve bu deęişkene baęlı olarak, EBA canlı derslerinde kadın İngilizce öğretmenlerinin, erkek İngilizce öğretmenlerine kıyasla daha fazla tükenmişlik yaşadıkları tespit edilmiştir.

**Anahtar kelimeler:** COVID-19, FATİH Projesi, EBA, Canlı Ders, Tükenmişlik, İngilizce Öğretmenleri

**ABSTRACT****AN EVALUATION OF EFL TEACHERS' PROFESSIONAL BURNOUT  
EXPERIENCES IN EDUCATIONAL INFORMATICS NETWORK LIVE  
CLASSES DURING THE COVID-19 PANDEMIC****Mustafa BAYAR****Master Thesis, Department of English Language Teaching****Supervisor: Prof. Dr. Yasemin KIRKGÖZ****June 2021, 81 pages**

COVID-19 was initially reported in China in December 2019 and quickly spread all over the world and turned into a pandemic. This pandemic has led to radical changes that affect every field of social life globally. In many countries, these radical changes also indicated their effects in education and face-to-face education activities were stopped immediately. Subsequently, distance education was started at all education levels. Within the framework of pandemic measures in Turkey, the distance education process started with live lessons in all schools affiliated to the Ministry of National Education through the Education Informatics Network (EIN), one of the elements of the FATİH Project.

This research aims to investigate the professional burnout experiences and opinions of EFL teachers who teach English via live lessons on EIN in the above-mentioned process and to reveal the relationship between these teachers' gender, age, education level, teaching experience and type of school variables and their burnout experiences in distance education process.

The explanatory sequential research design, one of the mixed-method research designs, was used for the research design of this study. For the objectives of the study, 413 EFL teachers, who work in different cities of Turkey within the 2020-2021 academic year and selected by the convenience sampling, participated in the questionnaire which was implemented as the quantitative data collection tool. In addition to the questionnaire, 21 EFL teachers who were selected by voluntary sampling method responded to structured interview questions for the qualitative data collection phase of the study.

According to the findings of the research, it was found out that EFL teachers significantly suffered from burnout in terms of Emotional Exhaustion dimension in EIN live lessons. It was also found out that the gender variable had a significant effect on the burnout experiences of EFL teachers. In accordance with this significant effect, female EFL teachers experienced more burnout than male EFL teachers in EIN live classes.

**Keywords:** COVID-19, FATIH project, EIN, Live Classes, Burnout, EFL Teachers.

## ACKNOWLEDGMENTS

After completing one of his masterpieces, 'Pietà', when he was 87 years old, Michelangelo said: "Ancora imparo." which is translated into English as "I am still learning." This influential quotation has inspired me so much that I devote my thesis to the ones who are in pursuit of knowledge no matter how old they are and to the students of life who never stop learning.

Firstly, I would like to kindly thank my supervisor, Prof. Dr. Yasemin KIRKGÖZ, without whom this thesis would not have achieved its aim, for her precious guidance, unconditional support and effort. She inspired me during my Bachelor's Degree and she was even more inspirational to me in my studies and thesis during my Master's Degree. Being her student and witnessing her wisdom are feelings that cannot be described but can be experienced.

I also share my gratitude with Assoc. Prof. Dr. Abdurrahman KİLİMCİ and Assoc. Prof. Dr. Yusuf DEMİR, who provided insightful feedback on my study with their professional comments.

I would also like to thank Emrah ŞAVRAN very much for his valuable contributions to this thesis.

I sincerely express my appreciation and gratefulness to my friend Remzi BALCI who started the journey of Master's Degree with me and did not even hesitate for one second to support and help me both in the Bachelor's and Master's studies with his invaluable existence and contribution. I also share my love and thanks with my fellow Yiğit YAVUZ who has believed in me and has supported me regardless of whatever I am doing, wherever I am and whenever I need him since we were born in the same neighborhood where we grew up together and learned the life.

Finally, I would love to express my sincerest and eternal love for my family, who brought me to this day and without whom I would not have found the meaning of life and my motivation to carry on against all difficulties. My mother, Fatma BAYAR, my father, Mehmet BAYAR and my sister, Meryemnur BAYAR have never let me down in the presence of challenges within life and always assured me that I will never walk alone.

Mustafa BAYAR

Adana / 2021

## TABLE OF CONTENTS

	<b>Page</b>
<b>ÖZET</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>ACKNOWLEDGMENTS</b> .....	<b>viii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>xii</b>
<b>LIST OF TABLES</b> .....	<b>xiii</b>
<b>LIST OF FIGURES</b> .....	<b>xiv</b>
<b>LIST OF APPENDICES</b> .....	<b>xv</b>

### CHAPTER I INTRODUCTION

1.1. Background of the Study .....	1
1.2. Statement of the Problem.....	2
1.3. Purpose of the Study .....	3
1.4. Significance of the Study .....	5
1.5. Assumptions.....	5
1.6. Limitations .....	5
1.7. Definitions .....	6

### CHAPTER II REVIEW OF LITERATURE

2.1. Introduction.....	8
2.2. Burnout .....	8
2.2.1. Emotional Exhaustion.....	10
2.2.2. Depersonalization .....	11
2.2.3. Personal Accomplishment .....	11
2.3. Signs of Burnout .....	11
2.4. Factors That Affect Burnout .....	12
2.4.1. Personal Factors.....	13

2.4.2. Occupational Factors .....	14
2.5. Burnout in Teachers.....	15
2.6. Educational Informatics Network (EIN).....	17
2.7. Live Classes on EIN .....	19
2.8. Related Research in Global Literature .....	21
2.9. Related Research in Turkish Context .....	25

### **CHAPTER III**

### **METHODOLOGY**

3.1. Introduction.....	27
3.2. Research Design .....	27
3.2. The Context and the Participants of the Study .....	28
3.3. Data Collection Tools .....	29
3.3.1. Questionnaire.....	29
3.3.2. Structured Interview .....	30
3.4. Data Collection Procedures .....	31
3.4. Data Analysis.....	32
3.4.1. Analysis of the Quantitative Data.....	32
3.4.2. Analysis of the Qualitative Data.....	33

### **CHAPTER IV**

### **FINDINGS**

4.1. Introduction.....	35
4.2. Findings Within the Context of Research Question 1: What are the EFL teachers' perceptions of live classes during the COVID-19 pandemic in terms of burnout levels? .....	35
4.3. Findings Within the Context of Research Question 2: What are the EFL teachers' experiences in terms of three dimensions of burnout? Which dimension of burnout is experienced more by teachers? .....	40
4.3.1. Teachers' Perspectives In Terms of Emotional Exhaustion .....	40
4.3.2. Teachers' Perspectives In Terms of Personal Accomplishment.....	45
4.3.3. Teachers' Perspectives In Terms of Depersonalization Dimension .....	47

4.3.4. Teachers' Perceptions of Burnout In Terms of Three Dimensions .....	51
4.4. Findings Within the Context of Research Question 3: Do gender, age, educational status, teaching experience and type of school have a significant effect on teachers' burnout experiences in live classes during the COVID-19 pandemic? If yes, how are they correlated with EFL teachers' burnout experiences in live classes? .....	51

## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

5.1. Introduction.....	55
5.2. Summary of the Study .....	55
5.3. Discussion of the Findings with Reference to Research Questions.....	56
5.3. Implications .....	63
5.4. Suggestions for Further Research .....	64
<b>REFERENCES.....</b>	<b>65</b>
<b>APPENDICES .....</b>	<b>72</b>
<b>CURRICULUM VITAE.....</b>	<b>81</b>

**LIST OF ABBREVIATIONS**

**COVID-19:** Coronavirus Disease 2019

**DP:** Depersonalization

**EBA:** Eğitim Bilişim Ağı

**EE:** Emotional Exhaustion

**EFL:** English as a Foreign Language

**EIN:** Educational Informatics Network

**FATİH Project:** Movement of Enhancing Opportunities and Improving Technology Project

**MBI:** Maslach Burnout Inventory

**MoNE:** Ministry of National Education

**PA:** Personal Accomplishment

**SPSS:** Statistical Package for Social Science

**WHO:** World Health Organization



## LIST OF TABLES

	<b>Page</b>
<b>Table 1.</b> Demographic Information About Teachers .....	28
<b>Table 2.</b> General Perspectives Of Teachers Regarding EIN Live Classes In Terms Of Burnout.....	35
<b>Table 3.</b> Teachers’ Perspectives Of Emotional Exhaustion .....	40
<b>Table 4.</b> Teachers’ Perspectives Of Personal Accomplishment.....	45
<b>Table 5.</b> Teachers’ Perspectives Of Depersonalization.....	48
<b>Table 6.</b> Descriptive Statistics Of Total Mean Scores Of Dimensions In Teachers’ Perceptions .....	51
<b>Table 7.</b> Differences Among The Teachers’ Perceptions Over Burnout Experiences In EIN Live Classes Based On Gender.....	52
<b>Table 8.</b> Differences Among The Teachers’ Perceptions Over Burnout Experiences In EIN Live Classes Based On Educational Status .....	52
<b>Table 9.</b> The Kruskal Wallis H Test Results For The Teachers’ Perceptions Over Burnout Experiences In EIN Live Classes According To The Age Groups ....	52
<b>Table 10.</b> The Kruskal Wallis H Test Results For The Teachers’ Perceptions Over Burnout Experiences In EIN Live Classes According To Teaching Experience.....	53
<b>Table 11.</b> The Kruskal Wallis H Test Results For The Teachers’ Perceptions Over Burnout Experiences In EIN Live Classes According To School Type.....	53

**LIST OF FIGURES**

	<b>Page</b>
<b>Figure 1.</b> EIN Homepage .....	18
<b>Figure 2.</b> EIN Profile Page .....	19
<b>Figure 3.</b> Live Classes Menu of EIN. ....	20
<b>Figure 4.</b> Live Class Allocation on EIN.....	20

## LIST OF APPENDICES

	<b>Page</b>
<b>Appendix 1.</b> An Evaluation of EFL Teachers' Burnout Experiences in Educational Informatics Network Live Classes During the COVID-19 Pandemic Questionnaire.....	72
<b>Appendix 2.</b> İngilizce Öğretmenlerinin COVID-19 Salgını Süresince Eğitim Bilişim Ağı Canlı Derslerindeki Tükenmişlik Deneyimleri Üzerine Bir İnceleme Anketi .....	75
<b>Appendix 3.</b> Interview Form of the Evaluation of EFL Teachers' Burnout Experiences in Educational Informatics Network Live Classes During the COVID-19 Pandemic .....	78
<b>Appendix 4.</b> Permission from the Directorate of National Education.....	80

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Education has an important role in the cultural transition between the generations of a society or some values that the individuals perceive as universal. Various factors are included in this process of transition such as teacher, student, family, environment, educational materials, technological equipment and physical conditions. In particular, the teacher emerges as an important factor that should be considered since the teacher is a gateway for attributing meaning to the other factors and enabling these factors to be used. For this reason, teachers are required to be approached apart from other factors (Öztürk, 2019).

Teaching is a profession that needs to be placed in occupations that require plenty of responsibilities. However, stakeholders' expectations in an educational environment from teachers and responsibilities of many things from the environment to educational materials and activities contribute to this profession becoming more stressful and the burnout level of teachers considerably increases (Mahmood & Sak, 2019). It has been seen that stress-related burnout has a negative impact on teachers. This negative impact decreases the success of teachers and the education process is affected negatively by this decrease. (Akman, 2019).

Technology is a notion that contains skills, techniques, methods and processes used in the process of production and accomplishment of educational objectives. It has been used by humankind for centuries. Since the day it started to develop, we have been able to change, transform and use our environment in order to contribute to the process of creation of machines, products and services that play a role in our needs and interests. Recent technological developments have led to a shift in the fields that technology needs can be used within a broader sense. The field of educational technologies has emerged as a result of this shift. Educational technology is a concept that can facilitate learning with the help of important factors such as hardware, software, educational theory and applications. In the developing and globalizing world, this concept has gained an important place in the educational policies and systems of the countries. Turkey required innovative technological investment with the effect of the rapid growth of its youth population. As a result of that, Educational Informatics Network (EIN),

which is a web-based digital educational platform administered by the General Directorate of Innovation and Educational Technologies that is a subsidiary organization of the Turkish Ministry of National Education, started to be broadcasted. This digital platform aims to support teachers who are affiliated with the Ministry of National Education by providing them effective materials to be used at schools, at home, in brief, wherever required and to integrate technology into education.

Subsequent to the first case report of Coronavirus Disease 2019 (COVID-19) by China, countries urgently started a race of putting wide ranges of precautions into practice. Since COVID-19 is an air-borne disease, closed places were evaluated as including high risk and extra measurements were taken in these places by the governments globally. As a result of those urgent actions, two words, which are working from home and flexible working, began to be used in a more common sense. EİN was affected by the disease and one of these two words. After the closure of the schools in Turkey following the COVID-19, EİN was updated in a way that makes remote working possible for teachers. Teachers and students were introduced to the live classes feature of EİN, which was initially applied to the specific grades and extended to all grades of schools. Teachers of all branches were requested to implement their regular weekly lesson schedules on EİN live classes.

As mentioned above, this study emphasizes the EFL teachers' experiences of burnout in live classes during the COVID-19 pandemic. The study grounds its fundamentals in regards to the information presented in the background to the study.

## **1.2. Statement of the Problem**

Some negative situations in the environment of the workplace have a direct effect on the burnout levels of professionals based on the field. Burnout, which is a consequence of occupational conditions or state of being worn out by means of professional factors, affects individuals in a direct way. Besides, the social environment including individual communication and interaction, is affected, too. In some interpersonally busy professions, the fact of occupational burnout shows itself as an inevitable problem and teaching is accepted as one of these professions (Akman, 2019). The environmental conditions of the workplace in which teachers work, teachers' interaction with the people in the working environment as well as their family and friends in their close surroundings play an important role for the evaluation of the

burnout levels of teachers. The conditions of the workplace and the work itself may be affected by unpredictable occasions sometimes.

The world faced a tyrannizing situation through the end of 2019. An unknown disease was discovered in the city of Wuhan, China. Subsequently, the disease was named COVID-19. World Health Organization (WHO) declared the disease a Public Health Emergency of International Concern in January 2020 and a pandemic in March 2020. The virus spread worldwide in a short while and caused fundamental changes in different fields of people's daily life. Education was one of these fields that were affected negatively by the virus. Face-to-face classes at educational institutions were suspended in the majority of the countries and teaching was decided to be continued with distance education through live classes. Turkey, as a country suspended face-to-face within two days of the first case report, decided to conduct live classes on Educational Informatics Network (EIN) platform. The platform was updated with the aim of providing sufficient capacity to be used by all enrolled students and teachers. Teachers were given the duty to allocate their classes by themselves and follow their regular schedule at the same pace as before. However, the transition to distance education that is applied entirely online has been a debatable topic both among the community of Turkey and other countries in terms of teachers' burnout, stress, workload, mental and physical well-being.

On the basis of the above-stated situation, the study is centered around the burnout experiences of EFL teachers in EIN live classes as well as the factors that are effective in their experiences. Burnout experiences of teachers in live classes are considered regarding different aspects such as difficulties, opportunities, advantages, disadvantages, etc. Furthermore, the role and impact of independent variables, which are gender, age, educational status, teaching experience and type of school, are investigated thoroughly in this research.

### **1.3. Purpose of the Study**

The place of education in the development of countries is an undeniable fact. The efficacy of the education systems depends on many factors. One of the most substantial of these factors is teachers. Since the teaching profession is a profession that provides multi-directional communication which is integrated with students, parents, school, environment, family, management and many other variables, it can be said that

teachers are likely to experience more burnout than many other professions. The reasons for the burnout experienced by teachers can be explained as problems between students and teachers or family, students' undisciplined behavior, the inadequacy of physical conditions, bureaucracy, income inequality, pressure from society and politicians. When these specified occupational variables come together with other similar factors, they increase the workload already exists in the teaching profession. This workload on teachers can sometimes lead to a feeling of stress and burnout in teachers. The feeling of burnout that teachers may experience can lead to negative consequences such as decreased performance at work, negative attitudes towards their jobs, increase in absenteeism, possibility to quit their jobs and even deteriorate their health. In this regard, it can be stated that the burnout that teachers experience will not only affect teachers but also have an impact on education and teaching environments, students, families and consequently the whole society.

In this study, the aim is to investigate the EFL teachers' burnout experiences regarding the English language live classes during the COVID-19 pandemic. Also, it is aimed to find out how the burnout level of these teachers is affected and how their opinions towards this process have varied after face-to-face teaching was suspended due to the measures taken by the government to protect public health. The research population is the EFL teachers working at the primary, secondary and high schools in different cities of Turkey.

With the purpose of conducting a comprehensive research, there are three main research questions in this research:

- 1) What are the EFL teachers' perceptions of live classes during the COVID-19 pandemic in terms of burnout levels?
- 2) What are the EFL teachers' experiences in terms of three dimensions of burnout? Which dimension of burnout is experienced more by teachers?
- 3) Do gender, age, educational status, teaching experience and type of school have a significant effect on teachers' burnout experiences in live classes during the COVID-19 pandemic? If yes, how are they correlated with EFL teachers' burnout experiences in live classes?

#### **1.4. Significance of the Study**

The education which is provided at the primary, secondary and high school levels creates the foundation of the students' academic development and it also has an important place in the post-academic life of the students. Not only academic success but also their social, cultural and academic accomplishments are concluded within the framework of this development. Due to the fact that these developmental aspects require a high sense of responsibility and overload of work for teachers, who are one of the most important components of education, the state of burnout may be observed in teachers. Accordingly, it is important to investigate the causes and sources of burnout experiences of EFL teachers who are the Ministry of National Education (MoNE) staff responsible for teaching English skills.

This study has been conducted on EFL teachers who play the main role of education and it is significant since it reveals the views, opinions and experiences of these teachers on live classes applied within the distance education process, which is a consequence of the COVID-19 pandemic. The responses given by the teachers participating in the study show the relationship between the burnout levels and the different variables such as gender, age, educational status, teaching experience and type of school. The relation between various data and the differences among the participants contributes to the significance of the study as they indicate different opinions on different aspects. Also, distance education during the pandemic has drawn attention and gained importance. Therefore, this research reflects on the experiences of EFL teachers in the Turkish context of live classes.

#### **1.5. Assumptions**

In the present research, it is assumed that responses of the participant group to the personal demographic form and Maslach Burnout Inventory (MBI) are impartial and frank. Besides, the responses of the sample group are assumed to be sufficient in quality and quantity with the aim of giving answers to the research questions of the study.

#### **1.6. Limitations**

When the number of teachers who participated in this study is considered, more participants could have been included in the study. Thus, the researcher could have a broader approach to the burnout levels and experiences of EFL teachers in live lessons.

Also, the experiences of EFL teachers' burnout during live lessons could have been observed at the scene to provide more comprehensive data in action and investigate by experiencing.

This research can be considered as a study that stands out and is original due to various reasons while accepting these limitations stated above. The initial reason is that the burnout perceptions and experiences of EFL teachers on EFL live classes during the COVID-19 were revealed. Therefore, this study investigating the Turkish EFL teachers' opinions about the live classes in terms of burnout can be evaluated as a new perspective into the literature in the country and around the world because it has only been a little over a year since the first case was reported in Turkey and concept of distance education has taken an important place in people's daily lives. Furthermore, the data of the study did not only demonstrate quantity but also the findings of the quantitative data were associated with the qualitative data. Accordingly, the findings of the present study can provide a close insight into the experiences and opinions of EFL teachers in terms of burnout during the pandemic and, beyond that, a new approach to distance education within the scope of an outbreak in Turkey.

### 1.7. Definitions

**Burnout:** Burnout was first defined by Freudenberger (1974, p. 159) as "to fail, wear out or become exhausted by making excessive demands on energy, strength or resources.". The concept is described as "the state of losing power, not making an effort" by the Turkish Language Society (2019). Also, Golembiewski, Munzenrider and Carter (1983) explained burnout as a feeling of chronic, physical, emotional and mental wear that emerges as a result of constant stress or pressure in the place of work.

**Emotional Exhaustion:** Wright and Cropanzano (1998, p. 486) define Emotional Exhaustion as "Emotional exhaustion is a chronic state of physical and emotional depletion that results from excessive job, personal demands and/or continuous stress.". Also, the concept was defined as: "It defines working individuals' feeling emotionally worn out, in other words, feelings of being overloaded in work life." (Akçamete, Kaner & Sucuoğlu, 2001, p. 2). As the last definition, Wickham (2020, para. 4) described it as "When stress begins to accumulate from negative or challenging events in life that just keep coming, you can find yourself in a state of feeling emotionally worn out and drained. This is called Emotional Exhaustion.".

**Depersonalization:** From the point of Maslach and Jackson (1981), Depersonalization is defined as the outcome of self-protection of individuals who experience Emotional Exhaustion due to the loss of both mental and physical power. The concept is described as "showing a negative attitude towards people who are served in a strict, cold, indifferent and even inhumane manner" (Sürgevil Dalkılıç, 2014, p.66). According to another source, the concept is defined as "Depersonalization, in psychology, a state in which an individual feels that either he himself or the outside world is unreal." (The Editors of Encyclopaedia Britannica, 2019, para. 1)

**Personal Accomplishment:** "It is a tendency to evaluate oneself negatively" (Işıkhan, 2017, p. 213). Personal accomplishment refers to the individuals' inability to have the feeling of self-sufficiency and negative self-evaluation, especially towards their job (Yungul, 2006). Kaya Göktepe (2016) defines Personal Accomplishment as the situation in which the individuals may feel inadequate, unsuccessful, useless, considering that situations such as carelessness and failure that occur in work-related situations stem from themselves (Kaya Göktepe, 2016).

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1. Introduction

This chapter reflects on the literature review regarding the burnout experiences of the EFL teachers who teach English via EIN live classes. Also, it introduces the fundamental concepts and a review of the literature with a top-down approach. On the other hand, studies are reviewed chronologically in the related literature part.

#### 2.2. Burnout

The concept of burnout was first defined by Freudenberger (1974) as “to fail, wear out or become exhausted by making excessive demands on energy, strength or resources” (p. 159). Freudenberger (1974) used this concept to describe the concepts of absenteeism, Depersonalization, low accomplishment, physical, emotional and mental fatigue among employees. On the other hand, Golembiewski, Munzenrider and Carter (1983) define burnout as a feeling of chronic, physical, emotional and mental wear that emerges as a result of constant stress or pressure in the place of work. Subsequently, the individual who is at the level of burnout senses life and work negatively, cannot ignore the occupational pressure and ends up with a breaking point (Gold & Bachelor, 2001). The aspect that distinguishes burnout from other organizational stress sources is that it occurs due to the frequent and intense interactions between employees and people they encounter for work. (Gold & Bachelor, 2001).

Stress has become an unwanted part of modern life. It has been seen that the stress and burnout of employees are increasing gradually and their negative effects on the working environment and feeling of accomplishment have been highlighted in the literature in recent years. Stress-filled occupations attract attention in burnout research. One of the responses employees give to the difficulties they face or experience is the concept called “burnout” (Harden, 1999). Burnout is seen as a common condition, especially among working people and 80% of working people may face burnout syndrome in working life (Işıkhan, 2017). In this respect, if burnout syndrome is encountered mainly in working life, it is necessary to evaluate burnout syndrome in terms of working conditions (Kaya Göktepe, 2016). When evaluated in this respect,

burnout can also be defined as the individual's lack of desire and energy to work due to various reasons such as stress, dissatisfaction, excessive workload experienced in the work environment, alienation to people in the workplace, inability to communicate effectively in the work environment and the feeling of giving something constantly. Research has shown that people who devote most of their lives to their work but have not achieved the expected result experience more professional burnout than other people and think that life is unbearable (Naktiyok & Karabey, 2005). In this respect, burnout is the individual's self-determination of goals and effort to achieve these goals, losing energy due to being disappointed by the inability to reach these goals and becoming unable to do the job both physically and emotionally. Maslach and Jackson (1981) described burnout as “A syndrome of Emotional Exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind. A key aspect of the burnout syndrome is increased feelings of Emotional Exhaustion. As their emotional resources are depleted, workers feel they are no longer able to give of themselves at a psychological level.” (p. 99). Maslach conducted studies with people working in various professions in her studies on burnout and as a result of her studies, she classified burnout into three dimensions as Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment (PA).

EE, the first of the three aspects of burnout syndrome, was described as an obvious state of feeling stressed in a job that requires too much effort (Maslach et al., 1996). It was also stated that it is the beginning and central dimension of burnout syndrome (Işıkhan, 2017). This aspect of burnout is frequently experienced in occupational groups where one-to-one relationships with people are intense. It can be defined as the response of an individual who follows a busy work schedule to pushing the limits and feeling under pressure of constant demands of other people with whom they are in a relationship. Individuals who experience EE may think that their work energy decreases, that they can no longer provide the service they previously offered and behave responsibly. This situation causes the anxiety level of the person to increase over time. Besides, it may begin to destroy the desire to go to work or the individual may not find the strength to go to work (Izgar, 2001).

The individuals who experience EE start to protect themselves due to the loss of both mental and physical power and thus the dimension of DP emerges (Maslach & Jackson, 1981). On the other side, DP was explained as an inhuman approach to the clients in the research context of Jackson, Turner and Brief (1987) and it was stated that

workers in the services began perceiving clients as objects. In this DP phase, the individuals may underestimate colleagues and clients and even be more rude and insolent or behave differently such as slowing down the work, taking long breaks and having long conversations with colleagues (Cordes & Dougherty, 1993). In addition to all these, individuals may ignore the increase in the workload of others, not fulfill their responsibilities and not be willing to cooperate while working (Kaya Göktepe, 2016).

The third and last dimension of burnout syndrome is PA, which refers to the individuals' inability to have the feeling of self-sufficiency and negative self-evaluation, especially towards their job (Yungul, 2006). In this dimension, which represents the level of personal development of burnout, the negative thoughts of the individuals about other people may lead them to think negatively about themselves over time. These negative opinions they have adopted may cause a sense of guilt in them and they may believe that no one loves them. As a consequence of negative perspectives on themselves, individuals may feel inadequate, unsuccessful, useless, considering that situations such as insensitivity and failure that occur in work-related cases are caused by themselves (Kaya Göktepe, 2016).

The three dimensions mentioned above are crucial for an inner perspective into the burnout concept and they can be detailed in separate titles to have a more elaborative comprehension.

### **2.2.1. Emotional Exhaustion**

Emotional exhaustion is the situation of having emotional fatigue due to the depletion of individuals' emotional resources. They think that their behaviors are not as giving and responsible as in the past to the people that they work with. It is very difficult to go to work the next day for individuals who cannot overcome the feeling of tension and anxiety. EE is primarily observed in working fields where face-to-face relationships with people are constant such as human resources, education, communications, etc. (Örmen, 1993).

### **2.2.2. Depersonalization**

DP is a condition in which people detach themselves from forming meaningful relationships at the workplace. According to Izgar (2001), the individuals who are affected by this condition create a wall between themselves and other people at the workplace, but because of the obligation to work closely, it is not easy to be distanced from the environment. DP can also be depicted as looking at other people through steamy glasses. The individuals create fallacies about people; they think that only offense will come from them and even hate them. For this reason, they behave the people they encounter as objects (Izgar, 2001).

### **2.2.3. Personal Accomplishment**

Örmen (1993) explains that the dimension of PA is based on a shift to the negative perception of oneself as insufficient in various work-related occasions and on the feeling of failure in relationships with people who constitute the workplace environment. Hence, the waste of effort and the sense of guilt restrain the employees from performing the necessary attempts for success with the help of reduction of the occupational motivation. They stop struggling when they have faith in the fact that their activities will not make any difference (Örmen, 1993).

## **2.3. Signs of Burnout**

The state of burnout, which has a negative impact on the individual's health and causes a decrease in the quality of the work performance, occurs with different signs. Burnout begins slowly and mischievously. Although it occurs abruptly, burnout is a persistently evolving situation. Individuals push themselves to reach the ideal they have set for weeks, months or even years. A sudden and unexpected symptom without any previous warning indicates that they are burned out. Shortly before reaching burnout, some environmental conditions are often encountered such as pressure, illness of a family member or consecutive exams. Since people who have been affected by burnout are resourceful and skillful individuals who can hide their weaknesses well, they are often unaware of what is happening in them in the early stages of this situation (Tümekaya, 1996).

Symptoms related to behaviors and emotions in burnout are observed earlier and are easier to recognize. Sudden bursts of rage, constant anger, helplessness, feelings of

loneliness and hopelessness, desperation, being hindered are the most frequently described symptoms. The sign of burnout is usually seen in people who work with an intensive and challenging program to be "very successful" and who do more than their part in each work (Baltaş and Baltaş, 1990).

#### **2.4. Factors That Affect Burnout**

The concept of the occupational environment plays an essential role for burnout to be evaluated. If the individuals are exposed to stressful factors more than necessary, burnout can be observed (Maslach & Goldberg, 1998). Previously, burnout was thought to be a dangerous situation for personnel at workplaces who had almost no experience and pursued optimum goals. Although people may have false beliefs about professional life, they tend to experience burnout (Cho, Spence Laschinger, & Wong, 2006). Moreover, even the people who have been working for more than 30 years have this tendency. Individuals who work in an occupational environment that requires interpersonal skills are more susceptible to have the state of burnout. Professionals working in health services, workers in social fields, judges, etc., can be given as examples. Despite the susceptibility of some occupations mentioned, it was stated that the circumstances of being under the effect of burnout danger have expanded to the point of other professional fields including teachers in the studies administered by Maslach & Jackson (1982; 1998), Huberman and Vandenberghe (1999) and Çapri (2006).

Numerous studies have been conducted on burnout and considering the results of these studies, several factors affecting burnout can be stated. Some of these factors stem from the individual; some of them are caused by the environment in which the individual lives and a number of them are organizational factors (Işıksan, 2017). While demographic features, being internal or external oriented, empathy skills, workaholism, individuals' needs and expectations are personal factors that have an impact on burnout; workload, nature of the job, working hours, sense of belonging, relations with the administration, etc. can be classified as organizational factors (Sürgevil Dalkılıç, 2014). Accordingly, the factors that constitute the source of burnout syndrome will be investigated under two separate topics, which are personal and occupational factors.

### **2.4.1. Personal Factors**

Burnout has a complex structure. For this reason, the source of burnout may be occupational and it is also affected by the person's environment and personality. While one person suffers from burnout, another person can be successful in a job. The personal structure of the individual is substantial due to the fact that the individuals working in a system that requires constant interaction with people are more likely to experience burnout.

First of all, age is one of the personal factors within the context of burnout. There is a clear relationship between age and burnout. Burnout is highly experienced among young professionals and rarely experienced among older professionals (Maslach, 1981). The effect of age doesn't only originate from years of work experience. In later years, people become more mature, balanced and resistant to burnout.

The research of Cherniss (1995) on the long-term consequences of burnout lasted for 12 years. According to the results of this study, burnout seen at early ages at the beginning of the professional career does not cause significant negative consequences within the long term process. It is one of the findings of the research that these people are less likely to change their jobs and their approach to work is more flexible. On the other side, there are no such optimistic results. It has been determined that burnout seen at later ages can have severe adverse effects. Professionals who start to build their careers when they are at a young age can easily quit their jobs if they are ineffective with the challenge against burnout. Additionally, older workers, who have gained success and resistance in the process of dealing with burnout in their past lives, are less susceptible to experience burnout. Accordingly, it is not surprising that older ones have experienced less burnout compared to their younger colleagues.

As mentioned above, age was shown to play an important role among the personal factors. Subsequently, gender was believed to be an essential part of those factors. While it was reported by some researchers that burnout is observed more common among males, some researchers clarified that they found higher rates of burnout in females. There were also other researchers who suggested that there is no difference between the burnout levels of males and females (Thompson & Alamos, 1982).

Recent research has demonstrated that the emotional repertoire that consists of masculine and feminine characters rather than biological differences plays a role in

burnout. It is a commonly accepted fact that people with a dominant masculine side are less likely to suffer from burnout than people who have a dominant feminine side or a balanced side with both emotional aspects (Byrne, 1993). Another situation in which the gender factor has importance is the one between male and female managers. In cases where there is excessive competition between males and females within the organization, it was seen that females are more likely to suffer from burnout (Mearns & Cain, 2003).

The assumption that as the level of education improves, it raises the success in the challenge with burnout is an invalid prejudice. Maslach and Jackson (1981) stated that the relationship between education and burnout has a sophisticated structure. In their study, it has been discovered that employees who have not brought their university education to completion or have not fulfilled the requirements of their higher education notify less burnout and university graduates have been stated to experience more DP, less PA and more EE issues in comparison with graduates of postgraduate programs. A possible reason for these results can be grounded in employees with different educational backgrounds applying and being hired for different jobs. The differences are closely concerned not only with educational past but also with emotional strain in the jobs that people work. Higher education graduates experience emotional burnout more, but they are more successful in dealing with the other dimensions of burnout (Maslach & Jackson, 1981).

Personality is of great importance as the last aspect. Maslach (1981) reached the results on the impact of personality in terms of burnout. Results have indicated that individuals with weak personalities are under the threat of more burnout. Such people can be described as passive, nervous, afraid of affiliation and have difficulty setting certain limits in relationships regarding business. They are not able to control things and they drift in the presence of events correspondingly. Emotional burnout risks are high for those people as they resign themselves to the demands of the environment surrounding them.

#### **2.4.2. Occupational Factors**

Several occupational factors are correlated with burnout in addition to personal factors. Brummelhuis (2009) stated that requests which stem from occupational and family members are among the effective determinants leading an increase within the

context of burnout: “Previous studies have confirmed that job demands such as physical workload and time pressure, as well as family demands (e.g., mental home demands and household tasks), enhance burnout.” (p. 65).

In the last decade of the twentieth century, organizations that serve the public often had goals that force employees to work more than their maximum (Potter, Gebbie & Tilson, 2007). This extreme occupational pressure caused a negative impact on employees’ balance levels in terms of well-being. It led to the feeling of extreme tiredness and reduction in their work performance (Schaufeli, 2006). Janssen, Schaufeli and Houkes (1999) explain that burnout is related to excessive workload and the absence of collaboration with colleagues. Leiter (1991) stated that various dimensions are affected by a number of factors related to occupational stress elements since burnout is a concept based on three dimensions.

Contributing causes of burnout can be classified in various ways such as the features of personality and the working conditions in the working place ( Kottler, Zehm, & Kottler, 2005). The elements such as habits in life, characteristics of the personality can have an impact on burnout. It is possible for people to overcome the difficulties of jobs that are highly stressful when they are recognized and dignified (Paine, 1982).

The symptoms of burnout are experienced as a state of being exceedingly stressful. The ones who carry out their occupation in a work environment which requires a significant amount of social interaction such as teaching and the sectors of service suffer from burnout more often (Leithwood & Beatty, 2008). Major risks such as increased anxiety, feeling depressed and reduced self-esteem constitute various mental health problems and these risks are related to burnout.

## **2.5. Burnout in Teachers**

According to the findings of the research conducted by the American Institute of Stress, police and teacher professions have been included in the group of high-risk professions that make it difficult to deal effectively with daily life problems that threaten health (Baltaş & Baltaş, 1990).

Stress in education is defined as the difference between the individual's self and the ideal self. The ideal teacher model that is wanted to be is formed in the human mind. This ideal model motivates the teacher to be a successful and ideal person. Problems faced around the school are tried to be solved depending on the ideal self. While self-

confidence increases when coped with problems, the inability to act in accordance with the ideal self in opposite situations leads to teacher stress (Dolunay, 2001).

Stress plays an essential role in the work-related aspects of burnout. In the last few years, the work-related burnout of teachers has been studied and explained as a negative experience within the context of the work-related stress field of psychology (Ratliff, 1988). As a consequence of the difficulties in the job, burnout might lead to misleading coping feedback and low work performances, increased absenteeism, lack of attachment, excessive requests for day-offs, low occupational satisfaction, self-respect and failure to take the job seriously (Farber, 2000).

The results of burnout may be threatening both for the teachers and students who constitute the nature of the learning environment (Cephe, 2010). A number of questionnaires have revealed that more than 25% of the teachers perceive teaching as a quite stressful job (Borg & Falzon, 1989).

With the purpose of organizing some plans regarding the administration of burnout, it is substantial to presume the origins of stress and burnout (Abel & Sewell, 1999). Teachers are defined as under the effect of burnout as employees who are paid and functionally passive professionals (Haberman, 1995). They stop considering or relying on the fact that the lives of the students can be changed by making sufficient effort as individuals who are distinguished from emotional commitment to the duty and have no feeling of effectiveness.

The occupational circumstances such as discipline issues in classrooms, overpopulated teaching environments, excrescent paperwork, working for long hours, a deficiency of job privacy, the constant dissatisfaction of low salary can be shown among the common reasons for burnout among teachers (Kyriacou, 2001).

The impact of psychological exhaustion within the context of teacher burnout has been studied by a number of researchers. For instance, Farber (1984), Maslach & Pines (1977) put forward various issues about teacher burnout. Goddard and O'Brien (2004) also indicate that teachers who are graduates of a second university are more susceptible to have a state of burnout due to dissatisfaction depending on the occupational conditions.

Skaalvik and Skaalvik (2009) investigated the connection between contextual situations of schools, teacher burnout, teachers' work-related satisfaction and organizational support and independence of the teacher within the frame of three dimensions of burnout (EE, DP and PA). They revealed that the work-related

satisfactory level of teachers is related to EE, which is generally associated with time pressure, although DP and PA correlate with parental relationships mostly.

## **2.6. Educational Informatics Network (EIN)**

Turkey grounded educational technologies in Turkish educational system (Akıncı, Kurtoğlu & Seferoğlu, 2012). Subsequently, Turkey initiated the FATİH project, which aims to integrate technology with education at a macro level (Kızılet & Özmen, 2017). The project is presently carried out by the Ministry of National Education (MoNE) with the cooperation of the Ministry of Transport, Maritime Affairs and Communications. As a requirement of the FATİH Project, the schools have been planned to be provided with interactive whiteboards, fiber wired internet infrastructure for a high-speed network connection and technological devices and tools including e-mail addresses, printers, tablets, etc. These innovations have been expected to contribute to the integration of technology into education. In addition, to ensure that students and teachers adapt more easily to this integration and easily access educational materials online regardless of place and time, Educational Informatics Network (EIN) was introduced by the General Directorate of Innovation and Educational Technologies.

Teachers' and students' access to EIN is possible with their identity numbers and passwords given by the school administration. Over time, EIN was updated and it was enabled to be accessed to a significant number of digital books, material, informative topic-based videos, practice exams, etc. Teachers and students can benefit from EIN as a digital environment where educational topics can be shared, received and interpreted. Although concepts of school and education build an indivisible unity, the learning and teaching environments are not limited to school facilities. Students are able to continue their learning process regardless of time and location. Based on that fact, EIN targets to meet the needs of students, teachers and parents through its various and educational contents and enables its intended population to exchange ideas and opinions socially with the help of its social network structure.

The screenshot shows the EBA homepage with the following elements:

- Header:** EBA logo, search bar (Ne aramıştınız?), and Hızlı Erişim menu.
- Left Column:**
  - TRT EBA TV Ders Yayını (How?)
  - Navigation tabs: TRT EBA (İLKOKUL), TRT EBA (ORTAOKUL), TRT EBA (LİSE), Erişilebilir İçerikler
  - Calendar for May 19-21, 2023.
  - Classroom selection: Okul Öncesi, 1. Sınıf, 2. Sınıf, 3. Sınıf, 4. Sınıf, Özel Eğitim, TBA.
  - Program Schedule Table:
- Right Column:**
  - EBA'dan Canlı Sınıf (How?)
  - Okul yöneticiniz tarafından size açılan canlı ders olup olmadığını aşağıdaki butona basarak kontrol edebilirsiniz.
  - CANLI DERSİM VAR MI? button
  - Eğitim Bilişim Ağı (Sıkça Sorulan Sorular)
  - EBA logo and promotional text: Türkiye'nin dijital eğitim platformu EBA, tüm özellikleri ve binlerce içeriğiyle uzaktan eğitim sürecinde yanınızda.

Figure 1. EIN Homepage

Accessibility of EIN for the viewers is continuously enhanced. Alongside the fact that it is available for operating systems functioning within the computers, it is also open to access from mobile devices. EIN supports the two most common mobile operating systems, which are iOS and Android. Students and teachers have the possibility of downloading the application regardless of the place and time. Each teacher has an EIN account and password. After logging in to their account, they can display the profile page and choose between the menu components on the left of the page.

Figure 2. EİN Profile Page

## 2.7. Live Classes on EİN

On the 12th March 2020, the closure of the schools affiliated with the MoNE beginning from 16th March 2020 due to the COVID-19 pandemic was announced. It was stated that the schools would remain closed for three weeks, but subsequently, this time period was extended since the spread of the virus increased significantly. Soon afterward, the MoNE declared that the application of live classes for 8th and 12th grades would start on 12th April 2020 by informing that students of those grades were in preparation for their exams. After this declaration, it was decided to start the live classes for all grades on 31st August 2020 to compensate for the missing topics in the curriculum because of the closure of school facilities in March. As the ultimate application, the 2020-2021 academic year started on 21st September 2020 and since then, the live class feature of EİN has been used actively by all teachers. At the beginning of the year, lessons were allocated by the school administration to the teachers, but after a short while, teachers were given the opportunity to create external live classes by themselves.

Figure 3. Live Classes Menu of EİN.

Subsequent to their logging in to the platform, teachers can reach several educational sections by using the menu bar on the left. When clicked on the “Live Classes” button, the system directs teachers to the page where all procedures regarding live classes are done. Video tutorials on the live classes can be watched, live classes can be allocated and information regarding the current and past live classes can be displayed on this page, as shown in Figure 3 above.

Figure 4. Live Class Allocation on EİN

The allocation procedure can be seen in Figure 4 above. There are sections, which require to be filled in such as the title, grade, date, time period, description of the live class, optional application on which the live class to be launched, link to the live class, the password for being able to enter the class, course, unit and the branch of the grades. When these sections are filled in as required, the button to list students is clicked. The standard number of participants is shown in red letters, a list regarding students from the chosen grade and branch appears and the teacher is authorized to include and exclude students one by one from this list. The lesson is allocated when the button of allocation is clicked and thereafter, the following lessons are listed with their date and time information. It is also possible to reach the information of the live classes which were done in the past.

## **2.8. Related Research in Global Literature**

There are several studies that were conducted to investigate the burnout experiences of teachers around the world. Researchers have studied the aspects of teacher burnout thoroughly and published their articles on the topic to enlighten the unknown sides. However, the studies that were carried out until the beginning of the COVID-19 pandemic frequently focused on the views of teachers regarding burnout in terms of face-to-face education. That's why this study strives to put an emphasis on the burnout experiences of EFL teachers in live classes during the COVID-19 pandemic. Consequently, various relevant research conducted in the world and Turkey is presented.

In the study of Hogan and McKnight (2007), it was aimed to present a detailed perspective of the burnout levels among the online instructors working at the higher education institutions. 76 instructors from the institutions participated in the study. Two data collection tools, a demographic survey and the MBI were implemented with the purpose of reaching the required details from the participants. It was stated that since online education in distant environments was gradually becoming more common, burnout levels of online educators needed to be investigated. This statement is of great importance as the study was directly related to distant education and it was conducted 13 years ago before the COVID-19 pandemic. The findings of the study showed that the dimension of EE was evaluated at an average level, PA at a low level, whereas it was followed by a high level of DP. Budinick (2005) explains that the higher rates of EE and

DP mean that the burnout levels are high as well. On the other hand, the situation is the exact opposite when PA is mentioned. If the rates of PA indicate low values, it shows that burnout increases. By means of gender, the research put forward that the female participants prevailed over the male participants when all of the three dimensions are considered.

In the cross-sectional study conducted in Cyprus by Kokkinos (2007), the relation between burnout, personality and occupational stress factors were aimed to be found and 447 teachers who work in primary schools were the participants. EE, DP and PA, which are the three dimensions of burnout, were investigated and also compared to the factors stated above. Demographic features such as gender, age, teaching experience and marital status were included in the analysis of the study. A survey, which has 63 determinant items of stress, was distributed to the participants via e-mail and implemented. The burnout of the participants was evaluated through the MBI of 22 items. The study found out that the teachers' burnout was correlated with the job stressors and the teachers were affected by the problems in the work environment where they are exposed to feelings of anxiety, stress and burnout, respectively. The classroom management and disciplinary orders in classes were indicated to be the sources of stress increase. Besides, when these two factors are combined with insufficiency of time, they were shown to play an essential role for EE and DP. Finally, the research stated that increasing the awareness of teachers for the burnout process may help burnout to be reduced.

Skaalvik and Skaalvik (2009) conducted research with 563 teachers from Norway working at the Norwegian elementary and secondary schools. It was aimed in this study to evaluate the perceptions of teachers in terms of four school contexts that are supervisory support, time pressure, relations to parents and autonomy and the three dimensions of teacher burnout which are EE, DP and PA. A structural equation model was used for the analysis of the data by using the AMOS 5 program. According to the findings, a relation was found between job satisfaction and two dimensions: EE and PA. However, it was also found that job satisfaction was related to all of the school aspects through these two dimensions. Additionally, EE was firmly connected to time pressure, while DP and PA more often linked with teachers' relation with parents.

As a consequence of Zhouchun's (2011) research which includes English language teachers working at secondary schools in China as the participants, it is concluded that English teachers did not indicate a severe state of burnout, the gender

variable did not lead to a difference, participants with more years of teaching experience predominantly had a high rate of PA and teachers in schools located at the important places of the center were more successful. Teachers reported that participation and attention of students during classes is an important factor for their burnout experiences. Research stated that PA levels of participants increased as their teaching experience increased. They reported that they showed the signs of the EE dimension to a lesser extent compared to the other dimensions. However, they were prone to be affected by burnout by means of DP.

Further research was conducted by Mukundan, Zare, Zarifi, Manaf and Sahamid (2015) in the state of Melaka, Malaysia, within the research universe composed of primary school teachers working in the country. The purpose of the study was to reveal the impact of school types on teachers' levels of burnout. For this purpose, the researchers of the study included 714 primary school teachers who were teaching at schools of which the instruction languages were Malay, Tamil and Chinese, respectively. MBI was utilized as a data collection tool. Three dimensions of burnout syndrome were investigated via the instrument of data collection. The data collected from the participants was analyzed with the help of the Statistical Package for Social Science (SPSS). From the point of view of the study findings, burnout levels of teachers varied from moderate to low. The teachers had the state of burnout at a moderate level within the scope of EE and PA in all school types. It can also be concluded from the findings that there was not an important difference between EE and DP. Nevertheless, school types made a significant difference within them. It was emphasized that the cultural backgrounds were effective for the consequences since the dependence emerging between teacher and learner varied from one culture to another.

In the research that was conducted by Jamaludin and You (2019), the educators' burnout levels were studied within the scope of gender, teaching experience and educational status. The number of participants involved in the study was 31. As an instrument of collecting data, a questionnaire was adopted in the context of survey design. The EE, DP and PA were investigated with the help of the questionnaire. The results of the study demonstrated that the educators suffered from EE on a serious basis. Also, they were affected with the dimension of PA and high levels of DP were recorded. It was stated that almost all of the male and female participants with any academic degree experienced high EE, although the holders of Master's Degree were marginally affected by the state of burnout. The educators who were graduated from Bachelor's

Degree programs and did not have working experience of more than five years constituted the majority of the research population severely affected by DP. From the viewpoint of this statement, these educators have a pessimistic and positive approach towards the people in the occupational environment such as colleagues and students. The researchers suggested that this approach may be associated with insufficient experience in the job. However, the PA levels had an exceeding impact on female participants who are Master's Degree holders and have working experience between six to ten years. It was concluded based on the findings of the study that as these educators cannot fulfill accomplishments, their performance in classes may be weakened.

Amri, Abidli, Elhamzaoui, Bouzaboul, Rabea and Ahami (2020) carried out research in the Kenitra city of Morocco. The research was a cross-sectional study and aimed to evaluate the burnout levels of Kenitra primary school teachers who teach in the distant education process that started to be applied fully due to the COVID-19 pandemic. The number of participants was 125 and the data were collected in the months of April and May 2020. Before these two months, the country had already suspended the school since the first cases of COVID-19 were reported on 2nd March 2020. Not only specific ones but also all of the educational institutions in the country were closed and the live classes started. The researchers benefited from the MBI that was specialized for Moroccan teachers working at the primary schools. For the assessment of stress factors, a questionnaire created by the researchers of the study was applied. However, MBI was the primary data collection tool for determining burnout levels. Three dimensions of this inventory which are EE, DP and PA were evaluated. When the findings of the study were reviewed, it was reported by the researchers that 54.4% of the teachers who had participated in the study showed signs of burnout. The teachers were affected negatively by the workload that came with the transition to online teaching in pandemic and caused by time pressure arising from the heavy load of tasks to be administered and completed in live classes. According to the findings indicated by participants, the researchers reached the final consequence stating that there was a burnout in the resources of teachers, which led to a significant reduction in their performance. Also, the variables were evaluated and gender was stated not to be correlated with the effect of burnout on teachers. Furthermore, it was concluded that the online teaching process did not only reduce the teachers' performance but also led to a significant increase in the factors affecting burnout. Since the burnout rate of teachers was considerably high, researchers suggested that the health of teachers, both mentally

and physically, was threatened by the COVID-19 pandemic and urgent action must be taken in order to protect teachers' well-being in terms of burnout.

In a longitudinal research conducted at the beginning of the COVID-19 outbreak, a national survey was applied in Canada when the schools were closed in April (Sokal, Trudel, & Babb, 2020). The number of the teachers participating in the research was 1626 from all grades within the scope of distance education and they were given a survey composed of 92 questions firstly. In the second phase, 12 participants were interviewed. The research demonstrated that the technological approaches followed by the teachers and burnout levels significantly correlated and the first three months of the pandemic resulted in the exhaustion of teachers even though this time period affected the ability of teachers to have control of the classroom in a positive way. This positive impact also emerged as an enhanced feeling of success. On the contrary, teachers' emotional and psychological reactions to an extensive transformation to online teaching were negatively indicated. Researchers stated that the consumption of teachers' sources that are correlated with demands led to an increase in the levels of stress and state of burnout in the period of time mentioned above.

## **2.9. Related Research in Turkish Context**

In her study, Baysal (1995) implemented the MBI to the participant group of 551 teachers working in the context of high schools which are located outside the central district of İzmir and investigated the occupational burnout levels of participants. In this study, it was seen that the rate of EE was higher in female teachers in comparison to male teachers. It was also found that teachers within the age group of 20-30 are more vulnerable to the state of burnout and teachers who love their profession less experience more burnout in the sense of PA and DP than teachers who love their profession.

Within the framework of the descriptive research by Cemaloğlu and Şahin (2007), 515 primary and secondary teachers working in different districts of Ankara participated in the study. The occupational burnout levels of these teachers were investigated considering the variables of the study. The findings of the study suggested that the EE and DP dimensions were affected by the age groups of the students. On the other hand, EE and DP levels increased as the educational level decreased and the

teachers with more experience of teaching had a higher rate of DP and EE. The level of DP was indicated to be higher in primary school teachers.

Tunaboğlu (2015) conducted a study with 593 participants who were teachers working at primary and secondary schools affiliated with MoNE in Torbalı District of İzmir Province. The researcher collected data with the help of a personal form and MBI. It was indicated by the study that teachers' burnout levels were not significant in the PA dimension in terms of age variable. However, there was a significant difference in the dimensions, which are EE and DP and an increase was observed in the levels of burnout as the age of teachers increased. Moreover, the researcher stated that the difference in burnout levels was important in all three sub-dimensions when the marital status of the teachers, the willingness to practice the job, being appreciated by the superiors, moral saturation, size of the class and status of graduation are taken into consideration. Within the context of variables, no significant difference was shown in compliance with the gender and teaching experience of teachers.

The study which was conducted by (Şanlı & Tan, 2017) in the Malatya province of Turkey, aimed to investigate the levels of burnout of the classroom and branch teachers. A number of variables were considered for the evaluation of teachers' burnout levels. 920 teachers were included in the participant group of the study through convenience sampling. The researchers used the MBI, which is a questionnaire developed by Maslach & Jackson (1981) and adapted to Turkish by Ergin (1992), as the data collection instrument. In consequence of the study, the mean value of EE and DP dimensions was infrequent. In other respects, the mean of the participants' perceptions of PA was shown to be evaluated as frequent. However, a significant relationship was found between the variables of gender, marital status, teaching experience and the dimension of DP. In conclusion, researchers indicated that the DP scores also varied significantly in terms of gender.

Consequently, findings of studies from the world and Turkey have been indicated. In general terms, findings related to the burnout experiences of teachers have been demonstrated. These findings are significant since the findings of the present study are supported by the findings stated above.

## CHAPTER III

### METHODOLOGY

#### 3.1. Introduction

This chapter includes the methodology of the present study. Firstly, the research design and the context and the participants are included. Next, data collection tools and data collection procedures are presented.

#### 3.2. Research Design

This study intends to evaluate the burnout experiences of EFL teachers in EIN live classes during the COVID-19 pandemic. The independent variables are analyzed in the study such as gender, age, educational status, teaching experience and type of school. The study is based on the explanatory sequential design, which is a subcategory of mixed-method research design strategies. The primary aim of explanatory research design comprises the gathering of qualitative data with the intent of investigating a case in depth. According to Creswell and Plano Clark (2011), the researcher initially collects quantitative data in an explanatory sequential design. Subsequently, qualitative data is gathered in this sort of research design. The quantitative data findings are evaluated and interpreted in line with the findings of the qualitative data. In this regard, a questionnaire is used as a quantitative data collection tool in this research (see Appendix 1), whereas a structured interview is applied as a qualitative data collection tool (see Appendix 3). Questionnaire items are evaluated within the frames of EE, DP and PA, which are the three dimensions of burnout. These items aimed to find answers to the research questions of this study and to indicate different perspectives of participant teachers. Following the indication of those perspectives, the interview is structured according to the findings of the questionnaire and applied to the participants. With the help of the applied interview, more detailed statements regarding the burnout experiences of teachers in EIN live classes are obtained. Depending on the findings of the research data gathered via two different instruments, inferences and consequences are discussed.

### 3.2. The Context and the Participants of the Study

The participants of the study are 413 EFL teachers who work in primary, secondary and high schools within the scope of the Turkish Ministry of National Education in different cities of Turkey within the 2020 - 2021 academic year. In Turkey, different employment procedures are implemented for the appointment of teachers at state schools. Correspondingly, permanent, contract and paid teachers are involved in the study. For the quantitative data collection part of the study, a convenience sampling method is applied because the number of participants is large, there is a certain amount of time and its implementation is practical and effective. No printed data collection material was distributed to the participants due to hygiene and safety concerns, as the COVID-19 outbreak was still ongoing. After obtaining the necessary official permission from the provincial directorate of national education, questionnaires were formed on a digital platform -Google Forms- and distributed to the participants through social networks. Participants were reached through online communication channels when necessary. All of the questionnaires were received as fully filled and the filled questionnaires were made available online for displaying the results.

Table 1.

#### *Demographic Information About Teachers*

		<b>f</b>	<b>%</b>
Gender	Female	289	70.0
	Male	119	28.8
	Not specified	5	1.20
Age	21-25	60	14.5
	26-30	109	26.4
	31-35	104	25.2
	36-40	66	16.0
	41 and more	74	17.9
	Teaching Experience	1-5 year(s)	157
Experience	6-10 years	91	22.0
	11-15 years	68	16.5
	16-20 years	55	13.3
	21 years and more	42	10.2
Educational Status	Bachelor's Degree	338	81.8

Type of School	Post Graduate	75	18.2
	Primary School	46	11.1
	Secondary School	190	46.0
	High School	177	42.9

Table 1 demonstrates the demographic information about the participants. According to Table 1, the female participants (f: 289; 70.0%) outnumber the male participants (f: 119; 28.8 %). The majority of the participants had a Bachelor's degree (f: 338; 81.8%), while the rest had a postgraduate degree (f: 75; 18.2%). With regard to years of teaching experience, most participants had between 1-5 years of teaching experience at the time the present study was conducted. Accordingly, 38.0 % of the participants (f: 157) had been working between 1-5 years and 22.0% (f: 91) displayed 6-10 years of experience in teaching English, while 13.5 % of the participants (f: 55) had been working 16-20 years and 10.2% (f: 42) displayed 21 years and more in teaching English. As for the age distribution of the participants, the range is from 21-25 to 41 and more. Accordingly, 26.4 % of the participants (f: 109) is at the age of 26-30; 25.2 % of the participants (f: 104) is at the age of 31-35 and 16.0 % of the participants (f: 66) is at the age of 36-40 while the rest is grouped at the age of 21-25 and 41 and more. In addition, the majority of the teacher participants seem to be working in secondary schools (f: 190; 46.0) and high schools (f: 177. 42.9%), while 11.1 % of the participants (f: 46) are working in primary schools.

### 3.3 Data Collection Tools

A questionnaire and a structured interview were used as the two data collection instruments of this research. The purpose of these two instruments is to respond to the research questions of the study. In this regard, the research questions and data collection tools are aimed to be coherent.

#### 3.3.1. Questionnaire

In this study, Personal Information Form was used to collect demographic information regarding the personal information of participant EFL teachers and the Maslach Burnout Inventory (MBI) was used to determine the burnout levels of teachers (see Appendix 1 and Appendix 2). The Personal Information Form was prepared by the researcher, which consists of five items to provide the researcher with information about

the participant teachers' gender, age, educational status, teaching experience and school type.

The 18 item-questionnaire, which is an adaptation of the MBI (1986) by İnce and Şahin (2015) in the Turkish language, was used as the questionnaire to collect the quantitative data of this study (see Appendix 2). The MBI comprises three sections. Eight items (2, 4, 5, 8, 9, 10, 12, 13) were used within the scope of EE dimension, which is the first dimension of burnout and it was aimed to understand to what extent people's energy and emotional resources are exhausted. Three items related to the DP dimension (15, 16, 17) serve as the second dimension of burnout with the purpose of measuring the negative opinions and feelings of the individuals about the people they serve. As the third dimension of burnout, seven items (1, 3, 6, 7, 11, 14, 18) are intended to find out the individuals' tendency to find themselves insufficient in relation to burnout (Işıkhan, 2017).

Mackey and Gass (2005) note that the Likert-type scale is a commonly-used type of questionnaire. The participants were asked to indicate their degree of agreement to each of the given statements via the Five-point Likert scale. Accordingly, the questionnaire asked the participants to indicate their degree of agreement to each of the given statements using the Five-point Likert scale in which '1' corresponded to 'Strongly Disagree' and '5' referred to 'Strongly Agree'. This correspondence was reverse-scored for the Personal Accomplishment items.

### **3.3.2. Structured Interview**

Interview is among the frequently used data collection instruments (Yıldırım & Şimşek, 2016). The various types of interviews are structured interview, unstructured interview, semi-structured interview, ethnographic interview and focus group interview considering the source availability and data characteristics of the data which is aimed to be collected in the research (Büyüköztürk et al., 2014).

The structured interview in this study (see Appendix 3) was used to elicit more elaborative responses of 21 EFL teachers who participated in the questionnaire and stated to be volunteers for responding to the interview. Voluntary sampling was applied for the selection of the participants to fill in the interview form. In the first part of the interview, there are five questions to obtain participants' demographic characteristics. In the following part, the participants are asked ten open-ended questions which were

prepared by the researcher with the help of the analysis of the questionnaire. The questionnaire items with high, average and low mean scores were used in the interview. Accordingly, four high, four low and two average mean rate items from the questionnaire findings were included in the interview questions. Thus, each interview question is planned to refer to one item in the questionnaire. Also, in the process of preparation of the interview questions, expert opinion was consulted.

### **3.4. Data Collection Procedures**

Official permission was obtained from the directorate of National Education and District Governorship in Reyhanlı county of Hatay province (see Appendix 4) in order to be able to apply the questionnaire forms in different cities of Turkey. The questionnaire was applied to teachers working at the different grades of state schools affiliated with MoNE. The questionnaire forms were prepared via Google Forms and shared with teachers online because the COVID-19 was still a global pandemic. Participants were explained with an informative paragraph before the questionnaire form stating that the study was conducted to determine the burnout experiences of EFL teachers while teaching English in EFL live classes. Their names and surnames were not requested in line with the ethics. Forms were responded by 413 EFL teachers in total and they were asked to fill in the questionnaires whenever suitable. As a consequence, the data of 413 EFL teachers were used in the study.

In the following phase of the data collection process, structured interviews were administered with the purpose of having a more elaborative perspective of the participants related to burnout. Teachers were requested to state their email addresses if they are voluntary for responding to the interview questions. Those who have stated their email addresses were contacted and 21 of these participants, who stated to be voluntary at the end of the questionnaire form, are included in the stage of collecting data for structured interview. 21 EFL teachers were included in this phase with the help of the voluntary sampling of non-probability (Murairwa, 2015). In relation to this view, the opinions and comments of EFL teachers who teach English as a foreign language in EFL live classes in terms of burnout were aimed to be gathered. When the planned data collection number for the participants to the interview was over, the procedure of conducting the interview was stopped to proceed with the data analysis phase of the study.

### **3.4. Data Analysis**

Two stages were applied for the analysis of the data. First, teachers' responses to the questionnaire were analyzed. Furthermore, the data collected from the structured interviews were analyzed with the help of the content analysis method. Detailed information regarding the data analysis is presented in the following section.

#### **3.4.1. Analysis of the Quantitative Data**

The data obtained from the questionnaire was processed into the computer with the help of a Statistical Package for Social Sciences (SPSS) 21.0 version. Frequencies in relation to teachers' gender, age, teaching experience, educational status and type of school were calculated to describe demographic information of participants. It was checked whether the data showed a normal distribution. With the purpose of finding an answer to the first research question of this study, descriptive statistics were employed to reveal mean and standard deviation scores of the 18 Likert scale items and to describe the perspectives of learners on burnout experiences while teaching English on EIN live classes. It was also aimed to see if the demographic variables have a significant effect on burnout of teachers. The test of normality was run for the teacher scale and it revealed that the data had a nonparametric distribution. Therefore, MannWhitney U tests and Kruskal Wallis tests were conducted since the data have non-parametric distribution.

Reverse coding is a common validation technique for survey items and it is used to check whether participants are giving consistent answers. It is usually a good idea to reverse negatively worded code items so that a high value indicates the same type of response in each item. That is, sometimes 5 indicates high approval of a particular attitude, while 5 in other items indicates low approval of that attitude (Frey, 2018). All items must be in the same direction so that the answers can be combined into a single meaningful total score. When the items within the context of dimensions of Emotional Exhaustion and Depersonalization are examined, it could be seen that they are negatively worded. However, when the items in the Personal Accomplishment dimension are examined, they are not negatively worded. In this respect, in order to create a parallel direction with the other items in the scale, items in the Personal Accomplishment dimension were reverse scored. To sum up, the items of the dimension

of Personal Accomplishment (Item1, Item 3, Item 6, Item 7, Item 11, Item 14 and Item 18) have been reverse coded in the present study.

### **3.4.2. Analysis of the Qualitative Data**

The content analysis technique was implemented for the analysis of the interview data. Babbie (2001, p.330) defines it as “is the study of recorded human communications” with a “systematic, objective, quantitative analysis of message characteristics” (Neuendorf, 2002, p.1). The analysis of the presence, content, the connection between concept and words and implications regarding the text information are done within the scope of this technique. Because this qualitative part of the study aims at having a better comprehension of EFL teachers’ experiences in terms of burnout in live classes, the content analysis method plays an important role in enlightening the experiences and suggestions of EFL teachers from an inner perspective.

First, the participants’ response to each interview question was read repeatedly several times by the researcher to identify codes corresponding to each question (Sandelowski, 2000). After three weeks had passed from the initial analysis, the researcher checked the interview analysis for the trustworthiness of the qualitative data. The coding was checked again and finalized. After completing the analysis of the qualitative data obtained from the interviews, they were interpreted and the results are reported in Chapter 3. The interview data offered a complementary data source to the survey data (Marshall, & Rossman, 2011). With the aim of providing confidentiality, the real names of the participants are kept anonymous. To ensure the anonymity of the participants, each participant was given a different code such as “Participant1”, “Participant 2” and so on. Several excerpts which represent the teachers’ literal opinions are shown in Chapter 4 of the thesis to depict the participants’ experience of EFL live classes from different perspectives.

As for the number of participants, 12 females and 9 males participated in the interview. For the age variable, participants are divided into five different age groups, which are 21-25, 26-30, 31-35, 36-40 and 41 and more. The 26-30 age group has the highest number of participants, which is 11. Also, the age groups of 21-25 and 31-35 are equal in terms of the number of participants and each of these two groups has three participants. Similarly, the participant numbers of 36-40 and 41 and more age groups are the same with two participants in each group.

With regards to the educational status, 14 participants who have a Bachelor's Degree and seven participants who have a Postgraduate Degree responded to interview questions. The holders of Bachelor's Degree prevail over Postgraduate Degree holders in terms of the total number of participants. The majority of participants had 1-5 year(s) of teaching experience when the study was conducted. Almost half of the total participants were in this group with ten participants. This age group is followed by 6-10 years with four participants and 11-15 years with three participants. The lowest numbers of participants are in the 16-20 years and 21 years and more groups with two participants in each of them. The highest number of participants (f: 11) work in secondary schools, followed by nine participants from high schools and there is only one participant who works in a primary school. Therefore, the number of participants from primary school is the lowest.

It can be concluded from the general information regarding the demographic features of interviewees that the majority of participants are female who are in the 26-30 age group, whereas age groups of male participants vary significantly. Four male participants and three female participants have a Postgraduate Degree which means that there is no significant difference between the male and female participants in terms of Postgraduate Degree. However, female participants have a lower rate of postgraduate when compared to the total number of female participants since 50% of the total male participants are shown to be holders of Postgraduate Degree while this rate decreases to 25% for the total female participants. More than half of the male participants have a teaching experience of 1-5 years, whereas less than half of the female participants are in this group of teaching experience. It is also demonstrated that more than half of the male participants work in high schools and more than half of the female participants work in secondary schools.

To sum up, this chapter has provided information related to the methodology of the present study. The research design, participants and context of the study, data collection tools and data analysis methods have been illustrated. Findings that were collected from the questionnaires and interviews will be investigated in the next chapter.

## CHAPTER IV

### FINDINGS

#### 4.1. Introduction

This chapter presents the main findings of the questionnaire and written structured interviews. First, findings from the questionnaire are presented. Next, findings from the interviews held with the .EFL teachers are given. In order to address the research questions a mixed-method research design is adopted which requires a quantitative approach and qualitative data from the interview is used to support and complement the survey findings. The interview questions were prepared in accordance with the findings from the survey items which had the highest, average and the lowest values. In this section, the findings obtained for each of the three research questions are presented respectively.

#### 4.2. Findings Within the Context of Research Question 1: What are the EFL teachers' perceptions of live classes during the COVID-19 pandemic in terms of burnout levels?

To answer the first research question of the present study, descriptive statistics were conducted to depict teachers' perceptions of EIN live classes in terms of burnout levels, which is supported with the findings and illustrated with interview excerpts.

Table 2.

*General Perspectives Of Teachers Regarding EIN Live Classes In Terms Of Burnout*

	N	Min	Max	$\bar{x}$	SD
2. I feel used up at the end of the workday.	413	1.0	5.0	4.169	1.1040
10. I feel I'm working too hard on my job.	413	1.0	5.0	3.763	1.1770
7. I feel very energetic.	413	1.0	5.0	3.484	1.1333
8. Working with people all day is really a strain for me.	413	1.0	5.0	3.361	1.1979
4. I feel emotionally drained from my work.	413	1.0	5.0	3.322	1.3884
5. I feel burned out from my work.	413	1.0	5.0	3.240	1.4290
11. I can easily create a relaxed atmosphere with my recipients.	413	1.0	5.0	3.065	1.1269
9. I feel frustrated by my job.	413	1.0	5.0	2.995	1.4262

<b>1.</b> I can easily understand how my recipients feel about things.	413	1.0	5.0	2.622	1.2337
<b>3.</b> I deal very effectively with the problems of my recipients.	413	1.0	5.0	2.605	1.1220
<b>18.</b> In my work. I deal with emotional problems very calmly.	413	1.0	5.0	2.453	1.0547
<b>13.</b> I feel like I'm at the end of my rope.	413	1.0	5.0	2.431	1.2991
<b>12.</b> Working with people directly puts too much stress on me.	413	1.0	5.0	2.358	1.1395
<b>6.</b> I feel I'm positively influencing other people's lives through my work.	413	1.0	5.0	2.283	1.1037
<b>15.</b> I feel I treat some recipients as if they were impersonal 'objects'.	413	1.0	5.0	2.177	1.2406
<b>16.</b> I don't really care what happens to some recipients.	413	1.0	5.0	1.988	1.1710
<b>17.</b> I feel recipients blame me for some of their problems.	413	1.0	5.0	1.976	1.1253
<b>14.</b> I feel exhilarated after working closely with my recipients.	413	1.0	5.0	1.811	.9795

Table 2 displays the descriptive statistics of *General Perspectives Of Teachers Regarding EIN Live Classes In Terms Of Burnout* in descending order. The teachers' reports showed that Item 2 (I feel used up at the end of the workday.) takes place at the top with a mean value of ( $\bar{x}$ =4.169), Item 10 (I feel I'm working too hard on my job.) with a mean value of ( $\bar{x}$ =3.763) and Item 7 (I feel very energetic.) follow with a mean value of ( $\bar{x}$ =3.484). On the other hand, Item 16 (I don't really care what happens to some recipients.) takes its place at the bottom with a mean value of ( $\bar{x}$ = 1.988) along with Item 17 (I feel recipients blame me for some of their problems.) with a mean value of ( $\bar{x}$ =1.976) and with Item 14 (I feel exhilarated after working closely with my recipients.) with a mean value of ( $\bar{x}$ = 1.811).

As seen in Table 2, item 2 (I feel used up at the end of the workday.) and item 10 (I feel I'm working too hard on my job.) are recorded as having the highest mean values in the questionnaire. In the interview, the participants were asked if their workload changed compared to face-to-face education and what changes they experienced regarding workload in the process of EBA live classes. Many participants (f:17) stated teaching online has led to an increase in workload in terms of lesson planning, keeping up with daily lessons and scheduling them and communicating with parents and students.

The participants mentioned that they were negatively affected by the online education and their workload became heavier compared to face to face education. They

complained that working hours are not certain and it may change from one day to another, making them feel exhausted. The following excerpts illustrate the participants' views related to lesson preparation and keeping up with the daily schedule:

*"I have to prepare materials and worksheets constantly day and night, without realizing it. I have to deal not only with lectures but also with a lot of documentation. Because the course hours are irregular, my daily life is also disrupted. From this point of view, I feel less tired as everything is more organized during the face-to-face education period."* **(Participant 1)**

*"My workload has changed. Now, I have to work more. Because I have to remember the time of the lesson every day for each class and I have to schedule my lessons every day. Also, I have to check students' homework on WhatsApp."* **(Participant 18)**

Communicating with the parents and contacting the students after live classes seemed to put a pressure on the teachers. In addition, communicating through WhatsApp messages with these stakeholders made the teachers feel exhausted. Some excerpts illustrate this:

*The workload increased because in this process students' parents always ask questions, calling us without paying attention to our private life and suitable hours.* **(Participant 5)**

*Absolutely yes. I have to keep in touch with students' parents. "Why didn't the student join the classes? Is there any problem? If yes, what can we do?" Also, they send me the pictures of their assignments every week. So, my phone memory is getting full.* **(Participant 15)**

Only three participants expressed a positive change in their workload. This change resulted from not having to travel to school and not being responsible for children at school during break time and for one participant having less teaching load. One participant noted that: *"I have to constantly prepare materials and worksheets day and night, without realizing it. I have to deal not only with lectures but also with a lot of*

documentation. Because the course hours are irregular, my daily life is also disrupted. From this point of view, I feel less tired as everything is more organized during the face-to-face education period." **(Participant 9)**. Another participant stated: "Of course, we have much more workload now compared to face to face education. First of all, not many students have a chance to access EIN or WhatsApp, so some days during this period I had to visit their homes and give them worksheets or study programs. When this closing was over, we had to study all the units all over again; so much waste of time." **(Participant 17)**

The questionnaire items with the lowest mean values, item 16 (I don't really care what happens to some recipients.) and item 17 (I feel recipients blame me for some of their problems.) aimed to find if the participants felt depersonalized. The majority of the participants strongly disagreed with these items. In line with their disagreements, participants were asked if they ignore their students, if they care about them and if they feel that they are blamed by their students for any reasons. Several answers by interviewees supported their disagreement such as "*I cannot deal with students psychologically during the pandemic but I do not ignore them. On the contrary, I try to communicate with them individually and let them handle their needs.*" **(Participant 21)**, "*Their numbers are very few and, in this case, I have more opportunity to deal with all of them individually.*" **(Participant 16)** and "*I believe all of them are precious and they have really promising careers.*" **(Participant 12)**. The same participant stated: "*If they face a problem, they immediately inform me about it. No, they do not blame me but the poor internet connection. My students generally complain about power cuts and poor internet connection during live classes.*". Two participants supported this statement with their answers "*No, they don't blame me and also, I don't blame them. We are all going through a difficult process and there are many problems in all fields. We should mutually support and motivate each other. If we cooperate, we can overcome this process.*" **(Participant 16)** and "*When students have a problem, we talk about it and try to solve it. I don't think they blame me or anyone but the pandemic and the system in which they practice. Sometimes they tell me English is very difficult and they don't understand it but it is not like blaming me.*" **(Participant 16)**

As the lowest mean value of the questionnaire findings, item 14 (I feel exhilarated after working closely with my recipients.) takes place at the bottom of Table 2. However, since it is one of the reverse-scored Personal Accomplishment items, it

could be understood that the majority of the participants strongly agreed with this item. The participants were asked about their happiness after successfully completing activities in collaboration with their students in EIN live classes and what factors cause this happiness. Generally the participants were divided into two groups; some felt happy (f: 11) and others felt unhappy (f: 10). Those who stated they felt happy attributed this feeling to a number of reasons including students' active participation (f: 4), student enthusiasm, enjoyment during lesson (f: 3), communicating with students (f: 1) and student attendance (f: 4). A participant supported the agreement on this questionnaire item as follows:

*"Yes, I feel really happy after I complete activities with my students in live classes. If the activity appeals to my students, they become more eager to participate in the class and this motivates me accordingly. Also, when I feel that my students have fun while learning in live classes, I realize that I have chosen the right occupation." (Participant 12).*

*"Yes! If I know that my students enjoy and learn something, I feel really happy after class. The most important factors causing this happiness are preparation for the lesson, using auditory and visual materials, etc." (Participant 5)*

Those participants who stated "no" attributed the reasons to not completing the course content, inadequate student attendance (f: 2) and a student to not being able to access to the internet properly due to economic problems (f: 1). The participants' beliefs about this point are illustrated below:

*"I don't feel happy because I couldn't complete all my classes successfully. I have some problems during classes because my student couldn't attend my class regularly. Making an explanation, controlling the class and activity and giving instant feedback is really difficult in live classes. I am not sure if students really comprehend the activity or not, when we finish it." (Participant 7)*

*"Actually, I am not happy with the live class experiences. The reason for this is the inadequate number of participants during classes. When five or six students join the class, I feel disappointed." (Participant 19)*

### 4.3. Findings Within the Context of Research Question 2: What are the EFL teachers' experiences in terms of three dimensions of burnout? Which dimension of burnout is experienced more by teachers?

To answer the second research question of the present study, the burnout levels of EFL teachers in live classes were analyzed in terms of three dimensions of burnout.

There are three dimensions of burnout in the questionnaire as Emotional Exhaustion (EE) dimension (2, 4, 5, 8, 9, 10, 12, 13), Personal Accomplishment (PA) dimension (1, 3, 6, 7, 11, 14, 18) and Depersonalization (DP) dimension (15, 16, 17). In the tables below, the descriptive statistics in terms of each dimension is presented in detail.

#### 4.3.1. Teachers' Perspectives In Terms of Emotional Exhaustion

Table 3.

*Teachers' Perspectives Of Emotional Exhaustion*

	N	Min	Max	$\bar{x}$	SD
2. I feel used up at the end of the workday.	413	1.0	5.0	4.169	1.1040
10. I feel I'm working too hard on my job.	413	1.0	5.0	3.763	1.1770
8. Working with people all day is really a strain for me.	413	1.0	5.0	3.361	1.1979
4. I feel emotionally drained from my work.	413	1.0	5.0	3.322	1.3884
5. I feel burned out from my work.	413	1.0	5.0	3.240	1.4290
9. I feel frustrated by my job.	413	1.0	5.0	2.995	1.4262
13. I feel like I'm at the end of my rope.	413	1.0	5.0	2.431	1.2991
12. Working with people directly puts too much stress on me.	413	1.0	5.0	2.358	1.1395

Table 3 displays *Teachers' Perspectives of Emotional Exhaustion*. The teachers' reports showed that item 2 (I feel used up at the end of the workday.) takes place at the top with a mean value of ( $\bar{x}$ =4.169), item 10 (I feel I'm working too hard on my job.) with a mean value of ( $\bar{x}$ =3.763) and Item 8 (Working with people all day is really a strain for me.) with a mean value of ( $\bar{x}$ =3.361). On the other hand, item 13 (I feel like I'm at the end of my rope.) takes its place at the bottom with a mean value of

( $\bar{x}$ = 2.431) along with item 12 (Working with people directly puts too much stress on me.) with a mean value of ( $\bar{x}$ =2.358).

The interview findings in relation to how many classes the participants teach in a week, if they feel exhausted after finishing EIN live classes and the reasons for feeling exhausted supported the questionnaire findings. Majority of the participant teachers (f: 18) agreed that they feel exhausted as a result of teaching through EIN live classes. Sitting in front of the screen, teaching repeatedly the same lesson many times, students' lack of willingness to participate in the lesson and lesson preparation time were explained as possible reasons for feeling of exhaustion:

*"I have 21 classes. Online education is harder than face to face education. I have to spend much time on finding interactive activities which have to be suitable for all my students' devices. During the lesson, some of the biggest problems of students are the loss of attention and not having a suitable environment to listen to the class carefully. When they are talking, I can hear the parents gossiping or the sound of TV in the same room with the student. It is hard to make them focus on the class." (Participant 4)*

*"I have six classes and I have 30 hours of lessons in a week. I feel exhausted when I finish my lesson because it is really hard for me to spend 8 hours a day sitting at the computer and having lessons. I am worried about my health because of the situation. Students do not attend lessons constantly so I make the same lesson too many times to teach them equally." (Participant 21)*

*"I have 3 classes. I feel tired sometimes if I talk about a new subject that students have no idea about. It also tires me to have to talk about the same subject all the time when a small number of students attend each lesson and different students participate each time." (Participant 3)*

Another interview question asked the participants if their workload changed compared to face-to-face education and what changes they experienced regarding workload in the process of EIN live classes. Many participants (f: 17) stated teaching online has led to an increase in workload in terms of lesson planning, keeping up with daily lessons and scheduling them and communicating with parents and students. The

participants mentioned that they were negatively affected by the online education and their workload became heavier compared to face to face education. They complained that working hours are not certain and it may change from one day to another, making them feel exhausted. The following excerpts illustrate the participants' views related to lesson preparation and keeping up with the daily schedule:

*"I have to constantly prepare materials and worksheets day and night, without realizing it. I have to deal not only with lectures but also with a lot of documentation. Because the course hours are irregular, my daily life is also disrupted. From this point of view, I feel less tired as everything is more organized during the face-to-face education period."* **(Participant 1)**

*"My workload has changed. Now, I have to work more. Because I have to remember the time of the lesson every day for each class and I have to schedule my lessons every day. Also, I have to check students' homework on WhatsApp."* **(Participant 18)**

Communicating with the parents and contacting the students after live classes seemed to put a pressure on the teachers. In addition, communicating through WhatsApp messages with these stakeholders made the teachers feel exhausted. Some participants reported that the *"workload increased because in this process students' parents always ask questions, calling us without paying attention to our private life and suitable hours."* **(Participant 5)**. Another participant agreed by stating that *"I have to keep in touch with students' parents: "Why didn't the student join the classes? Is there any problem? If yes, what can we do?"*. Also, they send me the pictures of their assignments every week. So, my phone memory is getting full." **(Participant 15)**. Only three participants expressed a positive change in their workload. This change resulted from not having to travel to school and not being responsible for children at school during break time and for one participant having less teaching load. To illustrate, one participant reported that *"if I compare my current workload to face-to-face education period, I am pretty sure that teaching through live classes is a relief because I live really far from my school and travel at least 2 hours a day to go to and get back from school and this is also tiring. I mean, this process has even decreased my life-load."* **(Participant 12)**. Finally, for few participants (f: 2) the workload was reported to be

low in terms of physical aspects but high in terms of mental aspects. It was stated: "*Physically my workload is lower but, mentally it is harder.*" (**Participant 8**). Also, another excerpt stated: "*Maybe not physically but psychologically there is a huge workload compared to face to face education.*" (**Participant 13**).

In response to the interview question asking participants whether they would choose another job if there was no pandemic, if they have any symptoms of worn out due to teaching English within the COVID-19 outbreak, most participants (f: 17) agreed that they love their job and that they would remain in the teaching profession despite the pandemic and feeling worn out and they are really exhausted from time to time. They thought that pandemic would be over and they would teach their lessons again in the same way, as illustrated in the excerpts below:

*"No, I wouldn't. Sometimes I feel that I'm worn out because I work at a village and my students have lower academic success and lower interest in continuing higher education. Most of the time we are trying to convince them and parents about the importance of academic life. Besides, students' participation in the classes are very low because of limited facilities. I feel depressed, bored and unhappy about where I am. Because as a teacher I feel like I have to make my students better in different ways but instead I make no progress."*  
(**Participant 4**)

One participant stated that she was pleased about her job no matter what the odds are. She remarked that she learned many things during the pandemic. Another participant stated that since the pandemic, there has been pressure on everyone, which makes us feel less enthusiastic. She added that she loves being a teacher but these situations make her think that she should have chosen a more respectable job. Maybe this is a symptom of being worn out.

The interview questions intended to elicit teachers' views about if teaching would be more motivating if there was no pandemic and whether they have any feeling that this process alienates them from teaching English in live classes. Majority of the participants believed that (f: 19) teaching is more entertaining, easier and collaborating face to face. They added that online education offered them the advantage of the use of technology although it has many disadvantages such as no eye contact, gestures and class management, which they considered to be really important. As one participant

mentioned: *"Live class is the best solution when we couldn't get together with the students for any reason but it is electronic and feels very cold. I want to see my students physically and look at their eyes. I want to feel what they feel but it is impossible. I can't touch them in any way."* **(Participant 3)**. Another participant indicated: *"when I try to teach in English online this makes me feel worse. Because the students do not want to answer questions, they feel that they don't need to learn because they know that somehow, they will pass the exam."* **(Participant 5)**. For some participants, there would be no difference in their motivation and willingness to teach online or face to face. Most stated that there has never been a situation that alienated them from teaching English in live classes, but the fact that students do not attend live classes, willingly or unwillingly, prevents them from teaching English, as illustrated in the following interview excerpts:

*"Of course, yes. Most of the students are uninterested and unwilling anyway at my school. They don't want to learn English even in face to face courses. They have an opportunity not to attend the classes and they do not to attend. This situation makes me a little less motivated."* **(Participant 16)**

*"I definitely would be more motivated, because I was like that before. Eye contact with students, smiling, touching, or any kind of small body language matters a lot. Also, in class, you can get feedback as soon as possible, but now, it's almost impossible. There is no getting back when I give them homework or worksheets."* **(Participant 17)**

The participants' opinion regarding the average number of students participating in EIN live classes and how students' participation affects them in terms of stress was also sought. It was found that the number of students attending classes was between 5 to 20, whereas the expected number of student attendees was 40 and above in many cases. The participants agreed that the biggest problem is silent students with no microphone or camera. The more attendance there was, the more motivation they felt and the fewer students attended live classes, the more stressed they were: *"...because having 3 people in a class of 20 people means that the remaining 17 people are behind their peers. It is almost impossible to make them academically equal if they do not attend classes constantly. So, I say the fewer students the more stress."* **(Participant 1)**. Another participant mentioned that there is an average 5 students in his classes and added: *"I feel*

very stressed when I think about next year. They are going to need the knowledge next year and I will have to tell them again. The things that I do now are in vain but on the other hand I have disciplined students. I work for them." (Participant 3)

#### 4.3.2. Teachers' Perspectives In Terms of Personal Accomplishment

Table 4.

*Teachers' Perspectives Of Personal Accomplishment*

	N	Min	Max	$\bar{x}$	SD
7. I feel very energetic.	413	1.0	5.0	3.484	1.1333
11. I can easily create a relaxed atmosphere with my recipients.	413	1.0	5.0	3.065	1.1269
1. I can easily understand how my recipients feel about things.	413	1.0	5.0	2.622	1.2337
3. I deal very effectively with the problems of my recipients.	413	1.0	5.0	2.605	1.1220
18. In my work, I deal with emotional problems very calmly.	413	1.0	5.0	2.453	1.0547
6. I feel I'm positively influencing other people's lives through my work.	413	1.0	5.0	2.283	1.1037
14. I feel exhilarated after working closely with my recipients.	413	1.0	5.0	1.811	.9795

Table 4 displays *Teachers' Perspectives of Personal Accomplishment*. The teachers' reports showed that item 7 (I feel very energetic.) takes place at the top with a mean value of ( $\bar{x}$ =3.484), item 11 (I can easily create a relaxed atmosphere with my recipients.) with a mean value of ( $\bar{x}$ =3.065) and item 1 (I can easily understand how my recipients feel about things.) with a mean value of ( $\bar{x}$ =2.622). On the other hand, item 6 (I feel I'm positively influencing other people's lives through my work.) takes its place at the bottom with a mean value of ( $\bar{x}$ =2.283) along with item 14 (I feel exhilarated after working closely with my recipients.) with a mean value of ( $\bar{x}$ =1.811).

To give a more detailed perspective of Personal Accomplishment, it is displayed that item 6 and 14 have the lowest mean values in this dimension, respectively. Nonetheless, they are the mostly agreed items by the participants due to the fact that the Personal Accomplishment items were reverse-scored to ensure the consistency of the answers. For the questionnaire items of Personal Accomplishment, '1' was scored as 'strongly agree' while '5' was scored as 'strongly disagree' within the

context of 5-point Likert scale. Correspondingly, an interview question asked the participants to express their opinion about whether they felt happy after successfully completing activities in collaboration with their students in EIN live classes and if so, what factors were causing this happiness. Generally, the participants were divided into two groups; some felt happy (f: 11) and others felt unhappy (f: 10). Those who stated they felt happy attributed this feeling to a number of reasons including students' active participation (f: 4), student enthusiasm, enjoyment during lesson (f: 3), communicating with students (f: 1) and student attendance (f: 4). There are some interview excerpts illustrating this finding below:

*"Yes, I feel really happy after I complete activities with my students in live classes. If the activity appeals to my students, they become more eager to participate in the class and this motivates me also."* **(Participant 12)**

*"Yes! If I know that my students enjoy and learn something, I feel really happy after class. The most important factors causing this happiness are preparation for the lesson, using auditory and visual materials, etc."* **(Participant 5)**

Those participants who stated "no" attributed the reasons to not being able to complete the course content, inadequate student attendance (f: 2) and some students lacking access to the internet properly due to economic problems (f: 1). One participant stated his belief as *"I don't feel happy because I couldn't complete all my classes successfully. I have some problems during classes because my student couldn't attend my class regularly. Making an explanation, controlling the class and activity and giving instant feedback are really difficult in live classes. I am not sure if students really comprehend the activity or not, when we finish it."* **(Participant 7)**. For another participant, the inadequate number of participants during classes with five or six students joining the class was a source of disappointment. **(Participant 19)**

Subsequently, teachers' opinions about if they influence their students' lives in a positive way and how they achieve this in EIN live classes were supported by the interview findings. Participants were divided into two groups; just over half of the research participants (f: 11) stated that they can influence students in a positive way during online education. The remaining participants (f: 10) mentioned that they are unable to do so. It was found that the participants applied different ways to create a

positive influence on the students such as talking in a positive mood, caring about them, motivating and making them smile.

*"Yes, I do. Although we hear a lot about the negative side of the classes, I can see that shy or quiet students more actively participate in online classes. Speaking anxiety of the students decreased and they feel more confident to speak in English because they don't see any friends laughing at them. They are at home where they feel relaxed and safe so they are more open to listen to the teacher and share their ideas."* **(Participant 4)**

*"I've been trying to motivate and encourage them by telling about my funny and good memories, planning about our good days after the pandemic is over and talking about the students and their lives. They like it."* **(Participant 16)**

Those participants who stated that they are unable to influence students in a positive way mentioned a number of reasons. One participant **(Participant 1)** mentioned that she cannot influence them in a positive or negative way. She thought that emotions are constantly changing during the pandemic period and there is confusion in the students due to the continuous opening and closing of the schools. At this point, she did not think that she could be very influential in this ever-changing situation. Another participant mentioned that he could not influence students' lives through live classes at all: *"...because most of my students cannot attend my live classes because of various reasons and I do not think having a positive impact on their lives in this process is possible."* **(Participant 12)**. For another participant **(Participant 21)** reaching most of the students was not possible because the students could not have access to the internet and live classes.

#### **4.3.3. Teachers' Perspectives In Terms of Depersonalization Dimension**

As reported in the earlier section of the thesis, Depersonalization was the third and the final dimension in Maslach's Inventory of Burnout. Teachers' Perspectives in Terms of Depersonalization Dimension is presented in this section.

Table 5.

*Teachers' Perspectives Of Depersonalization*

	N	Min	Max	$\bar{x}$	SD
<b>15.</b> I feel I treat some recipients as if they were impersonal 'objects'.	413	1.0	5.0	2.177	1.2406
<b>16.</b> I don't really care what happens to some recipients.	413	1.0	5.0	1.988	1.1710
<b>17.</b> I feel recipients blame me for some of their problems.	413	1.0	5.0	1.976	1.1253

Table 5 displays *Teachers' Perspectives of Depersonalization*. The teachers' reports show that item 15 (I feel I treat some recipients as if they were impersonal 'objects'.) takes place at the top with a mean value of ( $\bar{x}$ =2.177). It is followed by item 16 (I don't really care what happens to some recipients.) at the second place with a mean value of ( $\bar{x}$ =1.988) while item 17 (I feel recipients blame me for some of their problems.) takes its place at the bottom with a mean value of ( $\bar{x}$ =1.976).

In relation to teachers' behaviors towards students during and after EIN live classes, interview findings indicated that following the pandemic, the behavior of most participants (f: 14) changed. Two participants stated they became more "patient", as one participant mentioned: "...because not all students have the same opportunities. Also, they may feel depressed due to the pandemic.". Some became more "sympathetic and understanding" towards the students as they may have a lot of problems during this period. There are some examples below:

*"I tried to show empathy towards them, especially in the very beginning of the online education process. I tried to talk to my students about their fears about the pandemic and I did my best to comfort them. It was actually difficult to motivate them for classes at first but we have really fun and efficient classes with participant students now.".* **(Participant 12)**

*"Of course, I am a little bit different. I am more tolerant than before. I try to behave nicer. Because all of us have been through bad things. Some of them lost their beloved ones and relatives.".* **(Participant 9)**

Beside such positive behaviors, few participants stated that they are positive in general but they sometimes feel disappointed, pessimist and moody: *"If I have a bad day, my students can certainly get it. They became moody."* Another participant noted that sometimes he gets really nervous because some of the students attend the class but they do not listen to her and during the lesson they take care of other things.

Some participants (f: 7) mentioned that their behavior has not changed before or during the pandemic. One thought *"there is inevitably a lack of sense of the classroom environment. Apart from that, my behavior in the face-to-face lesson is the same in the live classes."* **(Participant 1)**. Another reported that *"I always try to be cheerful, energetic. But after the pandemic, I am trying to be more motivating"*. **(Participant 8)**

Teachers' way of treating students in live classes was another issue that was investigated through the interview. In response to the question asking their opinion whether they ignore students in EIN live classes, most participants (f: 18) stated that they do not ignore students. As one participant mentioned: *"How can I neglect them? If the students don't join the class, I ask them the reason."* **(Participant 15)**. They mentioned that they cannot ignore any student attending the course since even with the minimum number of students attending, they try to have the lesson with them as effectively as possible, as one participant justified this as follows: *"Because their numbers are very few and, in this case, I have more opportunity to deal with all of them individually."* **(Participant 16)**. They stated that they never ignore any of the students by saying: *"Because I believe all of them are precious and they have really promising careers."* **(Participant 12)**. Another participant stated: *"I cannot deal with students psychologically during the pandemic but I do not ignore them. On the contrary, I try to communicate with them individually and let them handle their needs."* **(Participant 21)**.

Those who stated that they ignore, pointed out a number of reasons. To illustrate, teachers tended to ignore those students who failed to answer the teachers' questions and asked questions which are irrelevant to the content of the lesson, as mentioned by one participant: *"Yes, I do that because sometimes some students remind me of the duration of the lesson and this is not about the lesson. That's why I ignore these students."* **(Participant 4)**. One participant noted that: *"Honestly, I ignore some of them because most of the time their words are nonsense. If I ask a question but they don't even say "I don't know.", I ignore them."* **(Participant 6)**. Another participant explained the reason for her ignorance as *"I have to ignore them. Because when I call their names, their microphones are usually muted and there is no reaction. I contact*

*their parents and try to get the reason. Sometimes it is caused by technical problems or being introvert." (Participant 9).*

Finally, in line with the findings from the questionnaire, participants were asked their opinions about getting feedback from students regarding their problems in EIN live classes and whether their students blame them for any of their problems. All participants agreed that they can get feedback from their students in many different ways such as by asking them if they have any problem and try to address such problems. They also mentioned that they have never encountered a situation in which they were blamed by their students. This situation is illustrated in the following interview excerpts:

*"I ask if they understand at the end of the lesson or if they have any problems with the lesson. If there is a problem, we discuss it but my students don't blame me for the course or any situation. Even if they blame me and if I really feel the problem, I try to solve it." (Participant 1).*

*"Yes, I can get feedback from my students about their problems. I always communicate with them so they don't blame me for any of their problems." (Participant 7)*

The participants also agreed that if the students face a problem, they immediately inform the teacher about it and that the students do not blame the teacher at all. What the students generally complain about was power cuts and poor internet connection during live classes. Another participant, in agreement, made similar comments noting that: *"They don't blame me and also, I don't blame them. We are all going through a difficult process and there are many problems in all fields. We should mutually support and motivate each other. If we cooperate, we can overcome this process." (Participant 16).* It was also mentioned that when students have a problem, teachers talk to them about it and try to solve it. As a result, the participants did not think that they were blamed by their students for any reason.

#### 4.3.4. Teachers' Perceptions of Burnout In Terms of Three Dimensions

Table 6.

*Descriptive Statistics Of Total Mean Scores Of Dimensions In Teachers' Perceptions*

	N	Min	Max	$\bar{x}$	SD
Emotional Exhaustion Dimension	413	1.00	5.00	3.2049	.94520
Personal Accomplishment Dimension	413	1.00	4.43	2.6178	.72497
Depersonalization Dimension	413	1.00	5.00	2.0468	.88403

The descriptive statistics regarding the dimensions of burnout are displayed in Table 6. The Emotional Exhaustion dimension owns a mean value of ( $\bar{x}= 3.2049$ ), the Personal Accomplishment dimension owns a mean value of ( $\bar{x}= 2.6178$ ) and the Depersonalization dimension owns a mean value of ( $\bar{x}= 2.0468$ ). The table indicates that the burnout inventory items in relation to Emotional Exhaustion dimension constitute the majority of mostly agreed items. This dimension is followed by the Personal Accomplishment dimension items and then by the Depersonalization dimension items.

#### 4.4. Findings Within the Context of Research Question 3: Do gender, age, educational status, teaching experience and type of school have a significant effect on teachers' burnout experiences in live classes during the COVID-19 pandemic? If yes, how are they correlated with EFL teachers' burnout experiences in live classes?

The first step in analysis of the quantitative data was to run descriptive analysis to determine whether the data were distributed normally or not. In order to run parametric tests, the data must display normal distribution. When the test of normality was run for the teacher scale, it revealed that the significance value is ( $p=.001$ ;  $df=413$ ) ( $p <.05$ ), which means that the data have a nonparametric distribution. Therefore, to answer the third research question, since the data have non-parametric distribution, MannWhitney U tests and Kruskal Wallis tests were conducted.

Table 7.

*Differences Among The Teachers' Perceptions Over Burnout Experiences In EIN Live Classes Based On Gender*

Gender	N	Mean Rank	Sum of Ranks	U	P	Difference
Female	289	212.74	61481.50	14814.500	.028	*
Male	119	184.49	21954.50			

As it is clear in Table 7, the teachers' perceptions over burnout experiences in EIN live classes differ from one another in terms of gender variable [U = 14814.500,  $p < .05$ ]. To conclude, it can be stated that the variable of gender has a statistically significant effect on the EFL teachers' perceptions of burnout in EIN live classes.

Table 8.

*Differences Among The Teachers' Perceptions Over Burnout Experiences In EIN Live Classes Based On Educational Status*

Gender	N	Mean Rank	Sum of Ranks	U	P	Difference
Bachelor's Degree	338	206.97	69954.50	12663.500	.990	-
Postgraduate	75	207.15	15536.50			

As it is clear in Table 8, the teachers' perceptions over burnout experiences in EIN live classes do not differ from one another in terms of the educational status variable [U = 12663.500,  $p > .05$ ]. To conclude, it can be stated that the variable of educational status does not have a significant effect on the teachers' perceptions over burnout experiences in EIN live classes.

Table 9.

*The Kruskal Wallis H Test Results For The Teachers' Perceptions Over Burnout Experiences In EIN Live Classes According To The Age Groups*

Occupation	N	Mean Rank	Df	$\bar{\chi}^2$	p*
21-25	60	206.82	4	.373	.985
26-30	109	201.38			
31-35	104	210.72			
36-40	66	209.07			

41 and more                      74                      208.36

\*P<.05 significant.

According to the Kruskal Wallis test results in Table 9, a significant difference has not been found regarding teachers' perceptions over burnout experiences in EIN live classes according to the age groups [ $\bar{\chi}^2$ (sd=4. n=413) = .373, p>.05] .

Table 10.

*The Kruskal Wallis H Test Results For The Teachers' Perceptions Over Burnout Experiences In EIN Live Classes According To Teaching Experience*

Occupation	N	Mean Rank	Df	$\bar{\chi}^2$	p*
1-5 year(s)	157	195.33	4	6.447	.168
6-10 years	91	217.58			
11-15 years	68	215.72			
16-20 years	55	230.52			
21 years and more	42	182.79			

\*P<.05 significant.

According to the Kruskal Wallis test results in Table 10, a significant difference has not been found regarding the teachers' perceptions over burnout experiences in EIN live classes based on the variable of teaching experience. [ $\bar{\chi}^2$ (sd=4. n=413) = 6.447, p>.5]. This finding might suggest that regardless of their years of teaching experience, all participants have similar perceptions of burnout in EIN live classes..

Table 11.

*The Kruskal Wallis H Test Results For The Teachers' Perceptions Over Burnout Experiences In EIN Live Classes According To School Type.*

Occupation	N	Mean Rank	Df	$\bar{\chi}^2$	p*
Primary School	46	201.52	2	1.022	.600
Secondary School	190	201.94			
High School	177	213.85			

\*P<.05 significant.

According to the Kruskal Wallis test results in Table 11, a significant difference has not been found regarding the teachers' perceptions over burnout experiences in EIN

live classes based on the variable of school type. [ $\bar{x}^2$ (sd=2. n=413) = 1.022, p>.5]. As in the previous findings in relation to different variables except for gender, findings may suggest that no matter what type of school teachers works in, they have similar perceived experiences of burnout in EIN live classes.



## CHAPTER V

### DISCUSSION AND CONCLUSION

#### 5.1. Introduction

In this chapter, a summary of the whole study is provided. Additionally, the findings of the study are discussed in line with the research questions. Related studies from the literature review are interpreted and correlated with the findings of this study. Subsequently, suggestions are presented and recommendations are made for future studies.

#### 5.2. Summary of the Study

The current study investigated Turkish EFL teachers' perceptions of burnout experiences in EIN live classes during the COVID-19 pandemic and the possible effects of teachers' demographic variables such as gender, age, educational status, teaching experience and type of school in which they teach, on the burnout levels of EFL teachers teaching through EIN live classes. Teachers working in the state primary, secondary and high schools which are affiliated to the MoNE in different cities of Turkey constitute the participants of this research.

Mixed method research design was employed in the study. For the data collection process, quantitative data collection was followed by the qualitative data collection process. As the quantitative data collection tool, MBI (Maslach & Jackson, 1981) was implemented to 413 EFL teachers. In the qualitative data collection stage, structured interview was applied on 21 EFL who stated to be volunteers for the interview.

For the analysis of the quantitative data, the questionnaire was analyzed through SPSS using statistical analysis. Descriptive statistics were adopted with the purpose of indicating mean and standard deviation scores of the Likert-scale questionnaire items. Frequencies in regards to gender, age, educational status, teaching experience and type of school were measured for the demographic information of participants. The inductive content analysis was used to analyze the data collected from the structured interview questions.

### 5.3. Discussion of the Findings with Reference to Research Questions

#### Research Question 1: What are the EFL teachers' perceptions of live classes during the COVID-19 pandemic in terms of burnout levels?

As the most agreed items of the questionnaire, item 2 (I feel used up at the end of the workday.) with the mean value of ( $\bar{x}=4.169$ ) and item 10 (I feel I'm working too hard on my job.) with the mean value of ( $\bar{x}=3.763$ ) provided significant results for the present study. It can be interpreted that teachers feel really exhausted when they finish their live classes and they think their workload is significantly high. On the other side, the questionnaire suggest that the item 7 (I feel very energetic.) with the mean value of ( $\bar{x}=3.485$ ) indicates that the exhaustion of the teachers is significant since this item was reverse-scored. With reference to the interview question that asked the number of classes the teachers teach and their feeling of exhaustion, almost all of the participants were found to be exhausted based on the increased workload by teaching via EIN live classes. A long time spent in front of the screen, repeating the same topics, the students' unwillingness to participate in the class and time required for lesson preparation were demonstrated as the important factors for their exhaustion. A participant put the serious concerns regarding live classes into words: *"I have six classes and I have 30 hours of lessons in a week. I feel exhausted when I finish my lesson because it is really hard for me to spend 8 hours a day sitting at the computer and having lessons. I am worried about my health because of the situation."* Furthermore, similar statements about the exhaustion and workload of teachers were shared by the participants. As a consequence of these findings, it can be interpreted that teachers' heavy workload and factors that are related to the order of live classes cause them to think that their health is threatened.

It was found out that the item 14 (I feel exhilarated after working closely with my recipients.) had the lowest mean value ( $\bar{x}: 1.811$ ) which means that the majority of the participants strongly agreed with this item since it was reverse-scored for consistent answers. It can be suggested from this agreement that the completion of collaborative activities contribute to the happiness of teachers in a positive way. Also, teachers' feeling of happiness after completing activities in EIN live classes were asked in the first interview question and more than half of the teachers responded that they feel happy after completing these activities. A number of reasons which include students' active participation, student enthusiasm, enjoyment during lessons, communicating with students and student attendance were indicated by teachers as the effective factors for

their happiness. It can be said that these factors help increase the sense of success in teachers as evidenced from the positive accomplishment of the majority of the teachers. It can also be stated that the student-related factors play an essential role for the happiness of teachers.

Subsequently, item 17 (I feel recipients blame me for some of their problems.) with the mean value of ( $\bar{x}=1.976$ ) and item 16 (I don't really care what happens to some recipients.) with the mean value of ( $\bar{x}=1.988$ ) and are the most disagreed items. Based on these two items, it can be inferred that teachers are not depersonalized and alienated from teaching in live classes. They still think that their students are human beings with feelings and should not be ignored. Besides, most of the teachers are not desperate about the students in live classes, they care about their students and they are hopeful about their students. In the interview questions, participants were asked if they ignore any student and if they are reckless. Most of the teachers responded that they care about their students and respect them. A participant responded that all students are precious and they have promising careers while another participant stated that it is possible to deal with them personally due to the low number of student participating in lessons. These findings confirm the items stated above. Therefore, it can be interpreted that although teachers suffer from emotional exhaustion during this process, they have sympathy for their students and this feeling prevents them from being depersonalized teachers.

Teachers' disagreement about being the source of some problems can be evaluated in the aspect that teachers do not think and feel that their students perceive them as the source of problems and blame them for these problems. Based on this finding it can be suggested that teachers are not depersonalized and they are not the source of problems in their EIN live classes. Teachers were asked if they can have feedback from the students and if they feel any of the students blame them for their problems. The majority of the participants stated that they communicate with their students about their problems and none of their students blame them for any problem. A number of participants explained that they are not blamed by any of their students and they compromise on mutual understanding since the pandemic process is really hard. From the questionnaire and interview findings it can be concluded that teachers do not feel guilty for any of their students' problems. Moreover, it can be stated that teachers are aware of the difficulties of live classes during the pandemic, they try to be

sympathetic and they think that a sensitive ground for understanding of both sides should be found.

The findings of a number of studies that were indicated in the related research part of the literature review were in concordance with the findings of the first research question. As Kokkinos (2007) remarked in his study, teachers' burnout levels were found to be correlated with the job stressor components such as working hours, time pressure, classroom management, disciplinary orders etc. Besides, the work environment may increase their exposure to burnout. Skaalvik and Skaalvik (2009) clarified in their research that the time pressure is a significant factor for the burnout levels of teachers and they explained that as the time pressure increases, the burnout experiences are raised. It can be stated that their findings support the findings of the first research question such as time pressure generated from uncertain working hours and spending the whole day in front of the screen. In the context of a research in China, Zhouchun (2011) indicated that teachers did not experience a severe burnout and students' participation in classes and attention to the classes played an important role within the scope of their perception of burnout. One of the most frequently repeated issues regarding the live classes on EIN by the EFL teacher participants of this present study is the students' lack of regular participation in classes and this finding is in accordance with the study of Zhouchun (2011). It is inferred from the findings of the study by Amri et al. (2020) that teachers were reported to be affected negatively by the factor of workload that was one of the reasons for transition to distance education within the pandemic process. They also stated that they were responsible for completing heavy load tasks. The participants of the present study have evaluated their workload as a very significant factor that leads to an increase in their burnout perceptions. Thus, the study of Amri et al. (2020) has played an important and supportive role for this present study.

**Research Question 2: What are the EFL teachers' experiences in terms of three dimensions of burnout? Which dimension of burnout is experienced more by teachers?**

The findings of the questionnaire were also analyzed in accordance with the three dimensions of burnout, which are Emotional Exhaustion (EE), Personal Accomplishment (PA) and Depersonalization (DP). According to these findings, the

majority of the participants were shown to experience high levels of EE ( $\bar{x}$ =3.2049). They have experienced PA ( $\bar{x}$ =2.6178) and DP ( $\bar{x}$ =2.0468) levels which are lower than their EE level. Therefore, it can be suggested that the participants of the present study suffered from exhaustion significantly and they are emotionally exhausted. It can be stated that the teachers did not neglect their students during live classes and they are not detached from the teaching environment. In parallel with these findings of the questionnaire, the responses of teachers to interview questions revealed their opinions in terms of burnout dimensions. Teachers were asked if they can influence their students' lives in a positive way and half of the participants were able to do so. Teachers stated that they care about their students, talk to them in a positive way, motivate them and make them smile. These factors can be related to the low Depersonalization feelings of teachers since they show that their students' feelings are important. If this importance was not indicated, they would ignore and neglect their students as the Depersonalization items represent teachers' alienation from teaching.

Teachers were also asked if they would choose another job and if the lessons would be more motivating in the absence of pandemic. The answers to these two interview questions can also be associated with their feeling of achievement because the majority of the participants clarified that they are happy with their job and the pandemic negatively affects their motivation. One participant stated: *"I am pleased about my job no matter what the odds are. I have learned so many things during this term. The most effective one is that we need social interaction during the teaching-learning process."* According to another participant, the pressure because of the pandemic was discouraging although the participant loves the job: *"I'm worn out because of this society, not because of teaching English. Since this pandemic, there has been pressure on us and this makes us feel less enthusiastic."* It can be interpreted from these statements that live classes had a negative impact on teachers' motivation and willingness but teachers were happy about their jobs in general and their preference is face-to-face education. These teachers could be evaluated as exhausted but struggling for doing their job properly.

For the EE dimension, interview questions about weekly workload, stress and exhaustion were directed to the students. A great majority of the students stated that all of these three aspects affected them negatively during the live classes process and their perception of burnout increased. Participants indicated in their interview answers that they have to prepare materials and worksheets day and night, they have to deal not only

with lectures but also with a lot of documentation and their daily life is disrupted due to the irregular class hours. Participants also stated that the parents of students do not respect their private lives and call the teachers regardless of time. When all of these examples are evaluated, it can be concluded that the live classes process leads to a significant increase in the Emotional Exhaustion levels of EFL teachers in live classes. Furthermore, it can be asserted that the live classes do not exhaust teachers only in their professional life but also in their private life.

The findings of the present study in relation to the burnout dimension conforms with the findings of the study by Jamaluddin and You (2019) since EE levels of teachers were found to be high in their study while PA and DP levels were shown to be the lowest. Also, Mukundan et al. (2015) stated that the PA and EE dimensions were changing from moderate to high and they dominated the dimension of DP. As for the current study, the EE is the most frequently experienced dimension. Findings of the study of Tunaboylu (2015) have demonstrated that there is a significant difference between EE and DP. Correlatively, mean values of the EE dimension are reported to be the highest and DP items are strongly disagreed in the present study. Thus, EFL teachers were reported to be emotionally exhausted by the EFL live classes. However, they have low perceptions of PA and DP levels in terms of total scores. As for the final conforming study, Şanlı and Tan (2017) concluded that the mean value of EE was the highest and most frequently repeated dimension of their study.

**Research Question 3: Do gender, age, educational status, teaching experience and type of school have a significant effect on teachers' burnout experiences in live classes during the COVID-19 pandemic? If yes, how are they correlated with EFL teachers' burnout experiences in live classes?**

To respond to the third research question, demographic data including gender, age, educational status, teaching experience and type of school were collected. Findings of the collected data have indicated that female participants significantly have a higher level of burnout compared to male participants and therefore, it can be alleged that the gender variable has a significant effect on burnout. It can be stated that the superiority of female participants over male participants might be resulted from teachers' working conditions, social roles in the society, family life, environmental factors, etc. Especially when the gender roles of women in Turkish society are considered, it could be

interpreted that they are not only responsible for teaching but also doing household chores, taking care of the kids, etc. Therefore, their high burnout could be evaluated within the context of these factors.

For the age group variable, the effect of burnout is calculated to be highest in the '36-40' group although it was the lowest in the age group of '21-25'. It is possible to state that the burnout levels increase beginning from '21-25' to '36-40' respectively. However, the burnout level of the group '41 and more' is nearly the same with the burnout level of '26-30'. In spite of the fact that the burnout levels vary between age groups, it can be concluded that a significant difference has not been identified regarding teachers' perceptions over burnout experiences in EIN live classes according to the age groups. Although there is no significant effect of age on burnout, it can be indicated from the collected data that the low burnout perceptions of the 21-25 age group may be based on the fact that these are the first years of their teaching career. Additionally, regular increase in the burnout perceptions of teachers until the age group of 41 years and more can be related to the changes in their private and professional life that may affect their experiences in their occupational environment.

Within the context of educational status, the postgraduate teachers have a higher rate of burnout whereas the burnout levels of graduates of Bachelor's Degree stay at a lower level. Nonetheless, the mean ranks of them are considerably close to each other, no significant effect of educational status could be found in regard to burnout. In spite of the fact that there is no significant difference between Bachelor's and Postgraduate degrees, it can be implied that the higher burnout levels of Postgraduate Degree holders may be caused by the time required for accomplishing the requirements of the degree. As an example, participants with a Bachelor's Degree can be assumed to have more time for their studies due to being a student only whereas the participants with Postgraduate Degree can be considered to have their jobs as priority in comparison to studies. Thus, the time they have for studies may be limited and having work-related stress integrated with their postgraduate studies can contribute to their burnout in negative ways.

With regards to the teaching experience, the findings revealed that the participants with teaching experience of 11-15 years were shown to have the highest level of burnout perception whereas the lowest was experienced by teachers in the group of 1-5 year(s). It was shown that the burnout of teachers increased in a linear way until the 11-15 years group and then decreased as the participants were indicated to have more teaching experience. Therefore, it can be interpreted from these changes that

the teachers start their career with a low feeling of burnout and suffer from burnout more until they reach the experience of 15 years. These 15 years can be considered as their adaptation time to their job. After they complete their adaptation in the job, they begin to experience less burnout as their teaching experience increases. It can be concluded that the burnout and teaching experience are positively correlated with each other for the first 15 years in the job and negatively correlated with each other after the first 15 years of the job.

According to the findings of the research, the highest level of burnout in terms of school type was calculated in the participants who work in primary schools and the lowest was shown to be in the high school teachers. Secondary school teachers were stated to be at the moderate burnout level. Despite the fact that the level of burnout changes from low to high in type of schools, there has not been a significant difference in terms of burnout levels of teachers in EFL live classes during the COVID-19 pandemic. However, it can be stated that the high burnout levels of EFL teachers working at primary schools may be caused by the students' short attention span. Teachers struggle for managing their classes with a screen, a microphone and a camera although this can be difficult even in face-to-face education with young learners.

The findings stated above investigate the potential effects of gender, age, educational status, teaching experience and type of school on the teachers' general burnout levels of EFL teachers in live classes. In line with the findings of the present study, it was found that the female participants dominated the male participants in terms of burnout and there was a significant effect of gender on burnout experiences of teachers in the study conducted by Hogan and McKnight (2007). However, age and burnout levels were not significantly correlated in their study which is also valid in the present study. On the other hand, the age variable did not lead to a significant difference in another study by Zhouchun (2011). It was indicated in the study that no significant difference could be found except for the high level of PA experienced by participants with more years of teaching. It was shown that other dimensions did not cause a significant effect on burnout levels. The study by Jamaluddin and You (2019) has shown that the participants who are graduates of Master's Degree programs suffered more from the effects of burnout just as the participants with Master's Degree in the present study.

### 5.3. Implications

This study aimed at evaluating the burnout perceptions and experiences of EFL teachers in EIN live classes during the COVID-19 outbreak and potential effects of EIN live classes on these teachers' burnout levels in terms of gender, age, educational status, teaching experience and type of school. The study was conducted within the framework of primary, secondary and high schools which are affiliated to MoNE and located in different provinces of Turkey. On the basis of the findings, the present study provides a number of implications to the distance education policy makers in Turkey such as offering a distance education course in the higher education for prospective EFL teachers, the use of EIN live classes, psychological support and in-service training of teachers and ensuring equal opportunities for students to give all of them the chance to participate in live classes as well as improving the network infrastructure conditions across the country.

Universities can offer their prospective EFL teachers courses related to application of distance education on a regular basis. This is significant since educating students prior to a situation causes them to be at a high readiness level for the situations which are likely to occur. The in-service training of teachers and guidance for EIN live classes by the MoNE has an importance especially in an event that natural force has severe effects on the social and educational aspects of teaching-learning processes just as COVID-19 pandemic has.

Conforming to a number of responses given to interview questions by teachers, the live classes are currently interrupted by technical and structural problems which lead to an increase in the burnout levels of teachers. According to some of these responses reported by the teachers, it was stated that the rate of participation in the lessons is very low and this is generally due to the hardware and software insufficiencies that disable students to access live lessons. This situation affects the burnout levels of teachers negatively and as a solution, students should be provided with equal opportunities urgently and hardware and software components that enable participation in live lessons should be made accessible. Therefore, the increasing number of students participating in the live classes can reduce the burnout levels of EFL teachers in EIN live classes.

Finally, with reference to the questionnaire findings of the study, the majority of teachers stated that they feel used up when the day is over and they are emotionally exhausted. Depending on this result, it is seen that teachers' health is threatened both

psychologically and physically by the EIN live classes during the pandemic. Hence, necessary professional health support should be provided since this process started more than a year ago and has been continuing to spread. As a result of this support, teachers' well being and recovery from burnout can be accelerated.

#### **5.4. Suggestions for Further Research**

The main aim of this study is to investigate the perceptions and experiences of EFL teachers in relation to burnout in EIN live classes and the potential effects of distance education process within the COVID-19 pandemic on teachers' burnout levels. This study was conducted only in the school contexts which are affiliated with MoNE and for this reason, only the live classes on EIN platform could be evaluated. However, there are private schools that provide distance education via their own online platforms. In the future, a research can be conducted to increase the number of participants by collecting data not only from state schools but also from private schools focusing on broader platform opportunities for distance education in addition to EIN.

Questionnaire and structured interview were used in this research. Correspondingly, live lessons could be recorded with the consent of the teachers and students to observe the authentic flow of lessons. Longitudinal research in the future might be designed to have a more elaborative perspective of the teachers' experiences of any possible factor that may affect their burnout levels.

Eventually, investigating only teachers' experiences might lead to subjective opinions. Investigation of the students' opinions and including their opinions in the future studies can be suggested to obtain a more complementary point of view. Furthermore, future research can be administered to reach the opinions of participants both in Turkey and abroad and to compare EIN live classes with similar platforms abroad. Accordingly, necessary updates and improvements can be completed and standardization can be achieved in practices through collaboration.

## REFERENCES

- Abel, M. H., & Sewell, J. (1999). Stress and burnout in rural and urban secondary school teachers. *The Journal of Educational Research*, 92(5), 287–293. <https://doi.org/10.1080/00220679909597608>
- Akçamete, G., Kaner, S., & Sucuoğlu, B. (2001). *Öğretmenlerde tükenmişlik iş doyumu ve kişilik*. Ankara: Nobel Akademik Yayıncılık.
- Akıncı, A., Kurtoğlu, M., & Seferoğlu, S. S. (2012). Bir teknoloji politikası olarak FATİH Projesi'nin başarılı olması için yapılması gerekenler: Bir durum analizi çalışması. Retrieved from <http://ab.org.tr/ab12/kabul.html>
- Akman, T. (2019). *Öğretmenlerin mesleki tükenmişlik düzeyleri ve mesleki doyumlarının incelenmesi*. (Unpublished master's thesis). İstanbul Sabahattin Zaim University, İstanbul, Turkey.
- Amri, A., Abidli, Z., Elhamzaoui, M., Bouzaboul, M., Rabea, Z., & Ahami, A. O. T. (2020). Assessment of burnout among primary teachers in confinement during the COVID-19 period in Morocco: Case of the Kenitra. *The Pan African Medical Journal*, 35(Supp 2). <https://doi.org/10.11604/pamj.supp.2020.35.2.24345>
- Babbie, E. (2001). *The practice of social research* (9th ed.). Belmont, CA: Wadsworth Thomson Learning.
- Baltaş, A. & Baltaş, Z. (1990). *Stres ve başa çıkma yolları*. İstanbul: Remzi Kitabevi.
- Baysal, A. (1995). *Lise ve dengi okul öğretmenlerinde meslekte tükenmişliğe etki eden faktörler*. (Unpublished doctoral dissertation). Dokuz Eylül University, İzmir, Turkey.
- Borg, M. G. & Falzon, J. M. (1989). Stress and job satisfaction among primary school teachers in Malta. *Educational Review*, 41, 271-279.
- Brady, K. J. S., Ni, P., Sheldrick, R. C., Trockel, M. T., Shanafelt, T. D., Rowe, S. G., Schneider, J. I., & Kazis, L. E. (2020). Describing the Emotional Exhaustion, Depersonalization and low Personal Accomplishment symptoms associated with Maslach Burnout Inventory subscale scores in US physicians: An item response theory analysis. *Journal of Patient-Reported Outcomes*, 4(1), 42. <https://doi.org/10.1186/s41687-020-00204-x>

- Budinick, L. (2005). A study of teacher burnout and school psychologist support (Doctoral dissertation, Fairleigh Dickinson University, Bergen, USA). Retrieved from [https://books.google.com.tr/books/about/A\\_Study\\_of\\_Teacher\\_Burnout\\_and\\_School\\_Ps.html?id=ZWVDOwAACAAJ&redir\\_esc=y](https://books.google.com.tr/books/about/A_Study_of_Teacher_Burnout_and_School_Ps.html?id=ZWVDOwAACAAJ&redir_esc=y)
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş. & Demirel, F. (2014). *Scientific research methods* (17th ed.). Ankara: Pegem Akademi.
- Byrne, B. M. (1993). The Maslach Burnout Inventory: Testing for factorial validity and invariance across elementary, intermediate and secondary teachers. *Journal of Occupational and Organizational Psychology*, 66(3), 197–212. <https://doi.org/10.1111/j.2044-8325.1993.tb00532.x>
- Cemaloğlu, N. & Erdemoğlu Şahin, D. (2007). A study of the teacher's burnout level according to various variables. *Kastamonu Eğitim Dergisi*, 15(2), 465-484.
- Cephe, P. T. (2010). A study of the factors leading English teachers to burnout. *Hacettepe University Journal of Education*, 38(38), 25-34.
- Cherniss, C. (1995). *Beyond burnout: Helping teachers, nurses, therapists and lawyers recover from stress and disillusionment*. New York, USA: Routledge.
- Cho, J., Spence Laschinger, H., & Wong, C. (2006). Workplace empowerment, work engagement and organizational commitment of new graduate nurses. *Nursing Leadership*, 19(3), 43–60.
- Cordes, C. L., & Dougherty, T. W. (1993). A review and an integration of research on job burnout. *Academy of Management Review*, 18(4), 621-656.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: SAGE Publications.
- Çapri, B. (2006). Turkish adaptation of the burnout measure: A reliability and validity study. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 2(1), 62-77.
- Dolunay, A. B. (2001). *Keçiören ilçesi genel liseler ve teknik-ticaret-meslek liselerinde görevli öğretmenlerde tükenmişlik durumu araştırması*. (Unpublished master's thesis). Ankara University, Ankara, Turkey.
- Ergin, C. (1992). Doktor ve hemşirelerde tükenmişlik ve Maslach Tükenmişlik Ölçeğinin uyarlanması. *VII. Ulusal Psikoloji Kongresi Bilimsel Çalışmaları*, 22(25), 143-154.
- Farber, B. A. (1984). Teacher burnout: Assumptions, myths and issues. *Teachers College Record*, 86, 321-338.

- Farber, B. A. (2000). Treatment strategies for different types of teacher burnout. *JCLP/In Session: Psychotherapy in Practice*, 56(5), 675-689.
- Freudenberger, H. J. (1974). Staff burn-out. *Journal of Social Issues*, 30(1), 159–165. <https://doi.org/10.1111/j.1540-4560.1974.tb00706.x>
- Frey, B. B. (2018). Reverse scoring. *The SAGE Encyclopedia Of Educational Research, Measurement and Evaluation*, 1(4), 1433-1433. <https://dx.doi.org/10.4135/9781506326139.n597>
- Goddard, R., & O'Brien, P. (2004). Are beginning teachers with a second degree at higher risk of early career burnout. *Australian Journal of Teacher Education*, 29(1), 1-10.
- Gold, Y. & Bachelor, P. (2001). Signs of burnout are evident for practice teachers during the teacher training period. *Education*, 108(4), 546-555.
- Golembiewski, R. T., Munzenrider, R., & Carter, D. (1983). Phases of progressive burnout and their work site covariants: Critical issues in OD research and praxis. *Journal of Applied Behavioral Science*, 19(4), 461-481. <https://doi.org/10.1177%2F002188638301900408>
- Haberman, M. (1995). *Star teachers of children in poverty*. West Lafayette, IN: Kappa Delta Pi.
- Harden, R. (1999). Stress, pressure and burnout in teachers: is the swan exhausted? *Medical Teacher*, 21(3), 245–247. <https://doi.org/10.1080/01421599979482>
- Hogan, R. L., & McKnight, M. A. (2007). Exploring burnout among university online instructors: An initial investigation. *The Internet and Higher Education*, 10(2), 117–124. <https://doi.org/10.1016/j.iheduc.2007.03.001>
- Huberman, A. M. & Vandenberghe, R. (1999). Introduction: Burnout and the teaching profession. In R. Vandenberghe and A.M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 1-11). Cambridge, UK: Cambridge University Press.
- Işıkhan, V. (2017). *Stres yönetimi: Tükenmişlikten mutluluğa*. Ankara: Nika Yayınevi.
- Izgar, H. (2001). *Okul yöneticilerinde tükenmişlik*. Ankara: Nobel Akademik Yayıncılık.
- İnce, N. B., & Şahin, A. E. (2015). Maslach Tükenmişlik Envanteri-Eğitimci Formu'nu Türkçe'ye uyarlama çalışması. *Eğitimde ve Psikolojide Ölçme ve Değerlendirme Dergisi*, 6(2), 385-399. <https://doi.org/10.21031/epod.97301>

- Jackson, S., Turner, J., & Brief, A. (1987). Correlates of burnout among public service lawyers. *Journal of Occupational Behaviour*, 8(4), 339-349. Retrieved from <http://www.jstor.org/stable/3000259>
- Jamaludin, I. I., & You, H. W. (2019). Burnout in relation to gender, teaching experience and educational level among educators. *Education Research International*, 2019, 1–5.
- Janssen, P. P. M., Schaufeli, W. B., & Houkes, I. (1999). Work-related and individual determinants of the three burnout dimensions. *Work & Stress*, 13(1), 74–86. <https://doi.org/10.1080/026783799296200>
- Kaya Göktepe, A. (2016). *Tükenmişlik sendromu*. İstanbul: Nesil Yayıncılık.
- Kızılet, E., & Özmen, K. S. (2017). ICT integration in Turkey: Evaluation of English language e-content of the FATİH project. *The Turkish Online Journal of Educational Technology*, 16(4), 33-41.
- Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Education Psychology*, 77(1), 229-243. <https://doi.org/10.1348/000709905X90344>
- Kottler, J. A., Zehm, S. J., & Kottler, E. (2005). *On being a teacher: The human dimension*. Thousand Oaks, CA: Corwin Press.
- Kyriacou, C. (2001). Teacher stress: directions for future research. *Educational Review*, 53(1), 27-35.
- Leiter, M. P. (1991). Coping patterns as predictors of burnout: The function of control and escapist coping patterns. *Journal of Organizational Behavior*, 12(2), 123-144.
- Leithwood, K. & Beatty, B. (2008). *Leading with teacher emotions in mind*. Thousand Oaks, CA: Corwin Press.
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. London, UK: Routledge.
- Mahmood, S. M. R. & Sak, R. (2019). Examination of relationship between preschool teachers' job burnout level and organizational cynicism attitudes. *Kastamonu Education Journal*, 27(5), 2243-2259.
- Marshall, C., & Rossman, G. (2011). *Designing qualitative research*. Thousand Oaks, CA: SAGE Publications
- Maslach, C., & Goldberg, J. (1998). Prevention of burnout: New perspectives. *Applied and Preventive Psychology*, 7(1), 63–74.

- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2), 99–113.
- Maslach, C., & Jackson, S. E. (1982). Burnout in the health professions: A social psychological analysis. In G. Sanders & J. Sub (Eds.), *Social psychology of health and illness*. Hillsdale, NJ: Erlbaum.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach Burnout Inventory manual*. Amsterdam, Netherlands: Amsterdam University Press.
- Maslach, C., & Pines, A. (1977). The burn-out syndrome in the day care setting. *Child Care Quarterly*, 6(2), 100–113. <https://doi.org/10.1007/bf01554696>
- Mearns, J., & Cain, J. E. (2003). Relationships between teachers' occupational stress and their burnout and distress: Roles of coping and negative mood regulation expectancies. *Anxiety, Stress & Coping*, 16(1), 71–82. <https://doi.org/10.1080/1061580021000057040>
- Mukundan, J., Zare, P., Zarifi, A., Manaf, U. K. A., & Sahamid, H. (2015). Language teacher burnout and school type. *English Language Teaching*, 8(9), 26-30. <https://doi.org/10.5539/elt.v8n9p26>
- Murairwa, S. (2015). Voluntary sampling design. *International Journal of Advanced Research in Management and Social Sciences*, 4(2), 185-200.
- Naktiyok, A. & Karabey, C. (2005). İşkoliklik ve tükenmişlik sendromu. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 19(2), 179-198.
- Neuendorf, K.A. (2002). *The content analysis guidebook*. Thousand Oaks, CA: SAGE Publications.
- Örmen, U. (1993). *Tükenmişlik duygusu ve yöneticiler üzerinde bir uygulama*. (Unpublished master's thesis). Marmara University, İstanbul, Turkey.
- Öztürk, M. A. (2019). *Sınıf öğretmenlerinin iş yükü algısı ile mesleki tükenmişlik düzeyleri arasındaki ilişki*. (Unpublished master's thesis). Kırşehir Ahi Evran University, Kırşehir, Turkey.
- Paine, W. S. (1982). *Job stress and burnout: Research, theory and intervention perspectives*. Beverly Hills, CA: SAGE Publications.
- Potter, M. A., Gebbie, K. M. and Tilson, H. (2007). The public health workforce. In Novick, L. F., Morrow, C. B. and Mays, G. P. (Eds.), *Public health administration*. London, UK: Jones & Bartlett Learning.
- Ratliff, N. (1988). Stress and burnout in the helping professions. *Social Casework*, 69(3), 147-154.

- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23(4), 334–340.
- Skaalvik, E. M., & Skaalvik, S. (2009). Does school context matter? Relations with teacher burnout and job satisfaction. *Teaching and Teacher Education*, 25(3), 518-524.
- Schaufeli, W. B. (2006). The balance of give and take: Toward a social exchange model of burnout. *The International Review of Social Psychology*, 19(1), 87-131.
- Sokal, L., Trudel, L. E., & Babb, J. (2020). Canadian teachers' attitudes toward change, efficacy and burnout during the COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100016. <https://doi.org/10.1016/j.ijedro.2020.100016>
- Sürgevil Dalkılıç, O. (2014). *Çalışma hayatında tükenmişlik sendromu tükenmişlikle mücadele teknikleri*. Ankara: Nobel Akademik Yayıncılık.
- Şanlı, N., & Tan, E. (2017). Öğretmenlerin tükenmişlik düzeylerinin çeşitli değişkenler açısından incelenmesi. *Firat Üniversitesi Sosyal Bilimler Dergisi*, 27(2), 131-142.
- Ten Brummelhuis, L. L. (2009). Reducing burnout through support in the workplace and the family domain. In R. V. Schwartzoffer (Ed.). *Psychology of burnout: Predictors and coping mechanisms* (pp. 63-90). Hauppauge, NY: Nova Science Publishers.
- The Editors of Encyclopaedia Britannica. (2019, August 28). Depersonalization | definition & facts. Retrieved from <https://www.britannica.com/science/Depersonalization>
- Thompson, L. J. & Alamos, L. (1982). Partners in encouragement: An alternative to teacher burnout. *Individual Psychology*, 38(4), 315.
- Tunaboşlu, M. (2015). *İlkokul ve ortaokul öğretmenlerinin mesleki tükenmişlik düzeyleri (İzmir ili Torbalı ilçesi örneği)*. (Unpublished master's thesis). Okan University, İstanbul, Turkey.
- Tümkaya, S. (1996). *Öğretmenlerdeki tükenmişlik görülen psikolojik belirtiler ve başa çıkma davranışları* (Unpublished doctoral dissertation). Retrieved from Council of Higher Education Thesis Center. (52266)
- Türk Dil Kurumu. (2019). *Türk Dil Kurumu sözlükleri*. Retrieved from <http://sozluk.gov.tr>

- Wickham, J. (2020). Emotional exhaustion during times of unrest. Retrieved from <https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/emotional-exhaustion-during-times-of-unrest>
- Wright, T. A., & Cropanzano, R. (1998). Emotional exhaustion as a predictor of job performance and voluntary turnover. *Journal of Applied Psychology*, 83(3), 486–493. <https://doi.org/10.1037/0021-9010.83.3.486>
- Yıldırım, A., & Şimşek, H. (2016). *Qualitative research methods in the social sciences* (10th ed.). Ankara: Seçkin Publishing.
- Yungul, N. (2006). *Sınıf öğretmenlerinin tükenmişlik düzeylerinin değerlendirilmesi* (Unpublished master's thesis). Yeditepe University, İstanbul, Turkey.
- Zhouchun, H. (2011). Job burnout of English teachers in secondary schools in Western China. *Chinese Journal of Applied Linguistics*, 34(1), 35-46. <https://doi.org/10.1515/cjal.2011.003>



**6. Please, remark your level of agreement with each of the following statements on EIN live classes during the COVID-19 pandemic.**

	<b>LEVEL OF AGREEMENT</b>				
	<b>1</b> <u>Strongly</u> <u>Disagree</u>	<b>2</b> <u>Disagree</u>	<b>3</b> <u>Neither</u> <u>Agree nor</u> <u>Disagree</u>	<b>4</b> <u>Agree</u>	<b>5</b> <u>Strongly</u> <u>Agree</u>
<b>1.</b> I can easily understand how my recipients feel about things.					
<b>2.</b> I feel used up at the end of the workday.					
<b>3.</b> I deal very effectively with the problems of my recipients.					
<b>4.</b> I feel emotionally drained from my work.					
<b>5.</b> I feel burned out from my work.					
<b>6.</b> I feel I'm positively influencing other people's lives through my work.					
<b>7.</b> I feel very energetic.					
<b>8.</b> Working with people all day is really a strain for me.					
<b>9.</b> I feel frustrated by my job.					
<b>10.</b> I feel I'm working too hard on my job.					
<b>11.</b> I can easily create a relaxed atmosphere with my recipients.					
<b>12.</b> Working with people directly puts too much stress on me.					
<b>13.</b> I feel like I'm at the end of my rope.					
<b>14.</b> I feel exhilarated after working closely with my recipients.					
<b>15.</b> I feel I treat some recipients as if they were impersonal 'objects'.					
<b>16.</b> I don't really care what happens to some recipients.					
<b>17.</b> I feel recipients blame me for some of their problems.					
<b>18.</b> In my work, I deal with emotional problems very calmly.					

**The questionnaire is over. Thank you for your time and consideration. We would like to conduct a written interview to obtain more detailed information about EIN live classes from you. Participation in the interview is voluntary; please state your preference below.**

I would like to give more details about EIN live classes in the written interview.

Yes     No

**If “yes”, Please write your e-mail address: \_\_\_\_\_**



## **Appendix 2. İngilizce Öğretmenlerinin COVID-19 Salgını Süresince Eğitim Bilişim Ağı Canlı Derslerindeki Tükenmişlik Deneyimleri Üzerine Bir İnceleme Anketi**

Değerli meslektaşım,

Bu tez anketi, Çukurova Üniversitesi İngiliz Dili ve Eğitimi Yüksek Lisans Programı çerçevesinde, Hatay'ın Reyhanlı ilçesinde T.C. Milli Eğitim Bakanlığı bünyesinde görev yapan İngilizce Öğretmeni Mustafa BAYAR tarafından hazırlanmıştır. Bu anketin amacı, COVID-19 pandemi sürecince Eğitim Bilişim Ağı (EBA) üzerinden canlı ders anlatımı gerçekleştiren öğretmenlerin tükenmişlik deneyimlerini incelemektir. Bu ankete katılım gönüllülük esasına dayanmaktadır. Anketteki maddelere vereceğiniz cevaplar gizli tutulacak ve araştırmacılar haricinde hiç kimse veya hiçbir kurumla paylaşılmayacaktır. Çalışma sonrasında ortaya çıkacak bulguların tutarlılık ve geçerliliklerinin sağlanması açısından tüm anket maddelerini yanıtlamanız ve yanıtlarınızın doğruluğundan emin olmanız büyük önem arz etmektedir. Kıymetli zamanınız ve ilginiz için şimdiden tüm içtenliğimle teşekkür ederim. Bu ankete katılarak, bu araştırmaya katılmayı kabul ettiğinizi beyan ediyorsunuz.

Saygılarımla,

Mustafa BAYAR

İngilizce Öğretmeni

### **1. Cinsiyetiniz:**

Erkek  Kadın

### **2. Yaşınız:**

21-25  26-30  31-35  36-40

41 ve üzeri

### **3. Eğitim Durumunuz:**

Lisans  Lisansüstü

### **4. Öğretim Deneyiminiz:**

1-5 Yıl  6-10 Yıl  11-15 Yıl  16-20 Yıl

21 Yıl ve Üzeri

5. Okul Türünüz:

( ) İlkokul

( ) Ortaokul

( ) Lise

6. Lütfen aşağıdaki anket sorularına, EBA canlı derslerinizi göz önünde bulundurarak katılma düzeyinizi işaretleyiniz.

	KATILMA DÜZEYİ				
	1	2	3	4	5
	<u>Kesinlikle</u> <u>Katılmıyo</u> <u>rum</u>	<u>Katılmıyo</u> <u>rum</u>	<u>Kararsız</u> <u>ım</u>	<u>Katılıvor</u> <u>um</u>	<u>Kesinlikle</u> <u>Katılıvoru</u> <u>m</u>
1. Öğrencilerimin bir konu hakkında ne hissettiğini kolayca anlayabiliyorum.					
2. Derslerimi bitirdiğimde kendimi bitkin hissediyorum.					
3. Öğrencilerimin sorunlarıyla çok etkin bir şekilde ilgileniyorum.					
4. Öğretmenlikten duygusal olarak soğuduğumu hissediyorum.					
5. Öğretmenliğin beni tükettiğini hissediyorum.					
6. Bir öğretmen olarak öğrencilerin yaşamlarını olumlu bir şekilde etkilediğimi hissediyorum.					
7. Kendimi çok zinde hissediyorum.					
8. Bütün gün öğrencilerle çalışmak beni gerçekten zorluyor.					
9. Öğretmenlik mesleğinin beni hayal kırıklığına uğrattığını düşünüyorum.					
10. Öğretmenlikte iş yükümün çok fazla olduğunu hissediyorum.					
11. Rahat bir çalışma ortamını öğrencilerimle birlikte kolayca yaratabiliyorum.					

12. Öğrencilerle çalışıyor olmak beni oldukça strese sokuyor.					
13. Öğretmenliğe daha fazla dayanamayacakmışım gibi hissediyorum.					
14. Öğrencilerimle iç içe gerçekleştirdiğim bir çalışmadan sonra içimin coşkuyla dolduğunu hissediyorum.					
15. Bazı öğrencilere sanki nesnelermiş gibi davrandığımı hissediyorum.					
16. Bazı öğrencilere ne olduğunu gerçekten umursamıyorum.					
17. Öğrencilerin bazı sorunlarından dolayı beni suçladıklarını hissediyorum.					
18. Canlı derslerimde karşılaştığım duygusal problemlerle oldukça sakin bir şekilde baş ediyorum.					

**Anket sona ermiştir. Vaktiniz ve ilginiz için teşekkür ederiz. EBA canlı dersleriniz hakkında daha detaylı bilgi elde edebilmek için sizinle yazılı bir görüşme yapmak istiyoruz. Bu görüşmeye katılım gönüllülük esasına bağlıdır, lütfen katılım tercihinizi aşağıda belirtiniz.**

EBA canlı dersler hakkında daha detaylı bilgi vermek için yazılı görüşmeye katılmak istiyorum.

( )Evet ( )Hayır

**Cevabınız “Evet” ise, e-posta adresinizi belirtiniz: \_\_\_\_\_**

### **Appendix 3. Interview Form of the Evaluation of EFL Teachers' Burnout Experiences in Educational Informatics Network Live Classes During the COVID-19 Pandemic**

Dear colleague,

I would like you to accept my kindest gratitude for your precious responses in my thesis questionnaire. You previously stated that you wanted to participate in the written interview part of my thesis, too. This interview is conducted within the framework of Çukurova University English Language Teaching Master's Degree programme. The interview is composed of 10 questions and it takes approximately 10-15 mins to complete it. It aims to have a better understanding of EFL teachers' burnout experiences in relation with Educational Informatics Network (EIN) live English classes during the COVID-19 pandemic. I kindly ask you to respond to each question in detail to shed your unique light on my way. Your responses will be kept confidential only for this academic study. They will not be shared with anyone else other than the researcher. By participating in this interview you declare that you consent to take part in this study. I thank you very much in advance with all my sincerity for your answers to these interview questions and wish you health and well-being in your life and professional life.

Respectfully,

Mustafa BAYAR

Teacher of English Language

#### **A. Personal Information**

1. Gender:

Male                       Female                       Prefer not to say

2. Age:

21-25                       26-30                       31-35                       36-40                       41 and more

3. Educational Status:

Bachelor's Degree                       Postgraduate

4. Teaching Experience:

1-5year(s)                       6-10years                       11-15 years  
 16-20 years                       20 years and more

**5. Type of School:**

( ) Primary School                      ( ) Secondary School                      ( ) High School

**B. Interview Questions**

- 1) Do you feel happy after you successfully complete activities in collaboration with your students in EIN live classes? If so, what are the most important factors causing this happiness?
- 2) How many classes do you teach in a week? Do you feel exhausted when you finish your EIN live classes? If your answer is yes, what are the reasons for feeling exhausted?
- 3) Has your workload changed compared to face-to-face education? If yes, what changes have you experienced regarding workload in the process of EIN live classes?
- 4) Do you think that you can influence your students' lives in a positive way? If the answer is yes, how do you think you can influence them in EIN live classes?
- 5) Would you choose another job if there was no pandemic? Do you have any symptoms showing that you are worn out due to teaching English within the COVID-19 outbreak? If you have any, what symptoms are they?
- 6) Would teaching be more motivating if there was no pandemic? Is there any feeling that alienates you from teaching English in live classes? If there is, explain them please.
- 7) What is the average number of students participating in your EIN live classes? How does your students' participation affect you in terms of stress in your live classes? Give details for your answer, please.
- 8) How do you behave your students during and after EIN live classes? Do you think your behavior towards them has changed after pandemic? If so, please explain how.
- 9) Do you think you ignore some of your students in EIN live classes? If you do, what things cause you to ignore them?
- 10) Can you get feedback from your students about their problems in EIN live classes? Do you think your students blame you for any of their problems? If your answer is yes, what do they blame you for?

## Appendix 4. Permission from the Directorate of National Education



TC  
REYHANLI KAYMAKAMLIĞI  
İlçe Milli Eğitim Müdürlüğü

Sayı : E-87852962-903.01-26040278

04/06/2021

Konu : Mustafa BAYAR' in İzin Talebi

REYHANLI KAYMAKAMLIĞINA

Müdürlüğümüze bağlı Oğuzhan Ortaokulu müdürlüğünde İngilizce Öğretmeni olarak görev yapan Mustafa BAYAR' in ilçemiz genelinde görev yapan İngilizce öğretmenleriyle "EBA Canlı Derslerinin İngilizce Öğretmenlerinin Tükenmişlik Seviyeleri Açısından Değerlendirilmesi Tez Anketi" başlıklı anket çalışması yapması müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde Olurlarınıza arz ve teklif ederim.

Mehmet Ali ARSLAN  
İlçe Milli Eğitim Müdür V.

OLUR  
04/06/2021

Ali CANDAN  
Reyhanlı Kaymakam

Ekler: 1- Dilekçe ( 1 Sayfa )  
2- Anket ( 2 Sayfa )

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres : Kaymakamlık Binası Kat: 1

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>

Telefon No : 0326 413 10 56

Bilgi için: 1054

E-Posta : [reyhanli31@meh.gov.tr](mailto:reyhanli31@meh.gov.tr)

Unvan : Memur

Kep Adresi : [mcbzih01.kep.tr](mailto:mcbzih01.kep.tr)

İnternet Adresi: Faks:



Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meh.gov.tr> adresinden 06fe-b012-3b57-8e8d-b13e kodu ile teyit edilebilir.