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SOSYAL BİLİMLER ENSTİTÜSÜ  
İNGİLİZ DİLİ VE EDEBİYATI ANABİLİM DALI**

**ENGLISH LANGUAGE TEACHERS' BURNOUT  
LEVELS DURING THE PANDEMIC  
İNGİLİZCE ÖĞRETMENLERİNİN PANDEMİ DÖNEMİNDE  
TÜKENMİŞLİK SEVİYELERİ**

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### ÖZET

Pandemi dönemi tüm dünyada olduğu gibi ülkemizde de zorlu bir süreci beraberinde getirdi. Pandeminin en çok değiştirdiği sektörlerden biri de eğitim sektörü oldu. Eğitimin şekli de alışık olduğumuz yüz yüze eğitimden online eğitime dönüştü. En çok ders saati olan alanların başında gelen İngilizce eğitimi bu durumdan olumsuz etkilendi. Bu durum öğretmenlerin her zamankinden daha fazla yıpranmasına neden oldu. İnsan ilişkilerini içeren her mesleğin doğasında olan tükenmişlik de bu süreçten etkilenmiştir. Bu çalışmada temel amaç, pandemi döneminde yüz yüze eğitimdeki 321 yabancı dil öğretmenin tükenmişlik düzeylerini ölçmek ve bunu etkileyen faktörleri belirlemektir. Demografik bir form, Maslach Tükenmişlik Envanteri-Eğitimciler Anketi ve bir röportaj kullanılarak gerçekleştirilen bu çalışmada, farklı özelliklere sahip İngilizce öğretmenlerinin tükenmişlik düzeylerinin pandemi döneminde nasıl değiştiği incelenmiştir. Elde edilen nicel veriler SPSS for Windows 25.0 ile analiz edilmiş ve nitel veri analizi için ise anlamlı kodlar ve temalar oluşturulmuştur. Veri analizi sonucunda, İngilizce öğretmenleri yüksek düzeyde duygusal tükenme yaşarken, düşük düzeyde duyarsızlaşma yaşamıştır. Ayrıca yetersizlik ve başarısızlık duygusuna da sahip değillerdir.

**Anahtar kelimeler:** Tükenmişlik, İngilizce öğretmenleri, duygusal yorgunluk, duyarsızlaşma, kişisel başarı, Covid-19



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### ABSTRACT

The pandemic period brought along a difficult process in our country as well as all over the world. One of the sectors that the pandemic changed the most was the education sector. The form of education has also changed from face-to-face education, which we are accustomed to, to online education. English education, which is one of the fields with the most lesson hours, was negatively affected by this situation. This situation has caused teachers to wear out more than ever before. Burnout, which is inherent in every profession involving human relations, increased in this process. In this study, the main purpose is to measure the burnout levels of 321 EFL teachers' in face-to-face education during the pandemic period and to determine the factors of this. In this study, which was carried out using an demographic form, the Maslach Burnout Inventory-Educators Survey and an interview, it was examined how the burnout levels of EFL teachers with different characteristics varied during the pandemic period. The quantitative and qualitative data were analyzed with SPSS for Windows 25.0 and meaningful codes were created for the qualitative data analysis. As a result of the data analysis, EFL teachers have experienced high level of emotional exhaustion while experiencing low level of depersonalization. In addition, they did not have the feeling of incompetence or failure.

**Key words:** burnout, EFL teachers, emotional exhaustion, depersonalization, personal achievement, Covid-19

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**LIST OF ABBREVIATIONS**

COVID-19	COronaVirus Disease of 2019
DP	Depersonalization
EE	Emotional Exhaustion
EFL	English as a Foreign Language
MBI	Maslach Burnout Inventory
MBI-ES	Maslach Burnout Inventory- Educator's Survey
PA	Personal Achievement
PCR	Polymerase Chain Reaction
SPSS	Statistical Package for Social Sciences

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## CHAPTER I - INTRODUCTION

This study aims to demonstrate the EFL teachers' burnout levels during the Covid-19 pandemic, taking into account factors such as age, marital status, experience, etc. What makes this study especially significant is that it reflects the results of the face-to-face education process in the second year of the pandemic period, rather than the online education process. For this purpose, this section will first clarify the background of the study, the problem addressed, the purpose and importance of the study, the research questions and hypotheses of the study, limitations, and the definitions of the key terms.

### 1.1. Background of the Study

The state of "burnout", which can be seen in professions where many people interact, is one of the most common problems experienced by teachers. Although the concept of "burnout" emerged among people working in the field of human services in the United States in the 1970s, the concept was first mentioned in the novel *A Burnt-out Case* which was written in 1961 by Greene, which is about a spiritually worn out and disappointed architect who quits his job and goes into seclusion (Maslach et. al., 2001). Furthermore, Freudenberger (1974:159-160) defined the concept of burnout as a feeling of failure, fatigue and exhaustion that occurs due to excessive power and energy expenditure. In addition to physical symptoms such as fatigue, weakness, headache and stomach ailments, the depleted person also shows some behavioral symptoms such as crying, shouting, difficulty in anger control and paranoia. Nonetheless, Maslach and Jackson (1981:99) made the most widely accepted definition as "burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind". In the same vein, burnout syndrome is also defined as feeling extremely tired from one's profession and losing interest and passion for it (Maslach et. al., 2001).

Burnout can be examined and evaluated according to three basic dimensions: extreme tiredness, cynicism and disconnection from work. The first dimension, the state of extreme fatigue, also referred as *emotional exhaustion (EE)* is the individual stress caused by excessive emotional and physical overload (Maslach et. al., 2001:399). The second dimension, cynicism or *depersonalization (DP)* is about the

interpersonal perspective of burnout. Besides, Maslach and Pines (1977:101) illustrates depersonalization as the process of dehumanization. In this process, the person is characterized as “one that produces a decreased awareness of the human attributes of others and a loss of humanity in interpersonal interactions.” The last dimension, *personal accomplishment (PA)*, is the stage in which a person experiences a feeling of inadequacy by subjecting oneself to self-evaluation. Maslach (2006:38) states that in this dimension, the person feels inadequate in his/her field and eventually feels loss of productivity in his/her work.

Human-centered professions have a provider and a recipient. Teaching is also one of the human-centered professions and the teacher is in the position of provider in this context. The major component of the teaching process is teacher-student communication, which makes the teacher vulnerable to burnout syndrome. The teacher's inability to follow his/her own values and excessive workload may cause burnout syndrome in the teacher. Maslach and Leiter (1999:298) state that “burnout is predictive of ‘minimalist’ responses in terms of teacher effort, involvement, and investment.”

Everyone had to stay home for an indefinite period with the spread of the Covid-19 pandemic all over the world in 2020. Many sectors have switched to working from home online. The education sector was one of the most affected by this process. With the emergence of the cases in Turkey, the transition to the online education process was made. After online education process for a semester, partially face-to-face classes started in the 2020-2021 academic year under pandemic conditions. In this process, considering the number of cases, sometimes online and sometimes face-to-face education continued. In the 2021-2022 academic year, formal education completely started in pandemic conditions, following the mask, distance and hygiene rules. While the teachers were already working at a very tiring pace, the conditions of the pandemic period forced them even more.

The dissertation aims to measure the burnout levels of English language teachers by considering some factors in the 2021-2022 academic year, when face-to-face education completely started in schools with masks, distance and hygiene regulations.

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

As the corona-virus disease emerged in Wuhan, China at the end of 2019 and started to spread all over the world in 2020, new measures began to be taken. As a result of the announcement of the first cases in Turkey on March 11, 2020, education was suspended for 2 weeks, starting from March 16. Formal education was suspended as a precaution and online/distance education was started with the increasing number of the cases. While the concept of distance education was not yet widely applied in the world and in our country, Covid-19 accelerated the online work and education processes. Thus, the online education process, which started on March 23, continued until June 19, 2020, and the 2019-2020 academic year was completed online (Emin & Altunel, 2021).

In the 2020-2021 academic year, face-to-face education was started in schools in the light of pandemic measures, but due to increasing cases, online education was switched from face-to-face again. Students who went to school 2 days a week with diluted face-to-face education completed the year by switching to distance education again in April with the increase in cases.

In line with the official announcements of the government, the 2021-2022 academic year started on Monday, September 6, at all levels, face-to-face, 5 days a week and on full course hours. In this process, in addition to measures such as vaccination of teachers and PCR testing on non-vaccinated teachers once every 2 weeks, the current pandemic measures were continued. Hence, the 2021-2022 academic year, which started with measures such as the use of masks in schools and classes, was completed with uninterrupted face-to-face education on June 17, 2022 (NTV, 2021).

In the pandemic that started in March 2020, the distance education part of the education process was a very wearisome process in terms of technological competence and lesson preparation of teachers. Moreover, the teacher and students were not at the school environment during the distance education process and this was a quite challenging process for both teachers and students. Hence, this dissertation focuses on the face-to-face education period between September 6, 2021 and June 17, 2022 under pandemic conditions, rather than the difficulties experienced in online education, unlike most studies in the field.

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

This dissertation aims to measure the burnout levels of EFL teachers in Turkey in the face-to-face education process that took place under the pandemic conditions in the 2021-2022 academic year, in relation to the problem given above. The level of burnout was evaluated by taking into account some factors such as age, duration of experience, and level of employment. It also aims to reveal the views of the participating teachers about the face-to-face education phase of the pandemic period and the difficulties they experienced related to it.

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

This study has a significant role in many ways. First of all, although there are many studies in the world in the context of burnout, there are not enough studies on teachers' burnout in Turkey. In particular, the number of studies measuring the burnout of English teachers is quite limited. Secondly, most of the studies on this subject explain the burnout syndrome by associating it with other factors, such as the effect of burnout on smoking rate or the effect of burnout on self-efficacy beliefs. Next, while the issue of burnout was mostly examined in terms of healthcare professionals in a difficult period such as the pandemic, there were not enough studies on this subject regarding teachers, who are one of the occupational groups that experienced the most stress during the pandemic period. Finally, the number of studies on EFL teachers during the pandemic period is very few and is generally related to the online education process and technological competence of teachers. In addition, while studies generally cover a certain level of education, this dissertation targets participants from all levels. Compared to these, one of the most important goals of this study is to measure the burnout levels of EFL teachers in the face-to-face education process during the Covid-19 pandemic in Turkey and to determine the factors affecting it. Considering these, this dissertation aims to fill this gap in the literature.

### **1.5. Research Questions**

This dissertation aims to seek answers to the following research questions for the purposes stated above.

1. To what extent do EFL teachers feel burnout during face-to-face education during the pandemic period?
2. When burnout is examined in terms of age, gender, marital status, type of institution, grades taught, total experience, is there a significant relationship between these factors and teachers' burnout levels?
3. How do EFL teachers evaluate the face-to-face education process of the pandemic?

Considering the research questions given above, some predictions can be made about the possible outcomes of this dissertation. As a result of the data to be collected with the adapted version of the Maslach Burnout Inventory-Educators' Survey (MBI-ES), it is predicted that the burnout levels of the teachers will be quite high related to the first research question.

The second research question aims to find out how some factors will affect burnout levels and what kind of relationship there will be between them. Accordingly, considering factors such as age, gender, marital status, type of institution, education level, total experience, pandemic measures; it is predicted that some teachers are more likely to experience burnout syndrome than others. For instance, it is estimated that the older teachers compared to the young teachers, the female teachers compared to the male teachers, the married teachers compared to the single teachers, teachers working in the private institutions compared to those working in the government institutions, teachers working in the younger age groups compared to those working in the older age groups, the less experienced teachers compared to the more experienced teachers will experience the burnout syndrome more.

The last research question deals with the opinions of teachers about this period. A semi-structured interview will be carried out for this purpose. Mainly due to the economic, and health factors related to the pandemic period, it is postulated that teachers will evaluate this process as inefficient and inadequate.

### **1.6. Limitations of the Study**

This dissertation has some limitations. First, 321 EFL teachers participated in this study voluntarily. Participants are from different education levels and different

age groups. The number of participants varying from kindergarten to university was attempted to be chosen equally. A broader perspective can be gained to work with more participants. Secondly, since there was no Covid-19 pandemic teaching burnout scale in the current literature, the participants were expected to answer considering the pandemic process by using the adapted version of the Maslach Burnout Inventory-Educators Survey (MBI-ES). Finally, this dissertation covers the second year of the Covid-19 pandemic with only face-to-face education.

### **1.7. Definitions of the Key Terms**

As the following concepts are frequently used in the dissertation, they are defined below:

#### **1.7.1. Burnout**

It is defined as “extreme fatigue and the loss of idealism and passion for one’s job” (Maslach et. al., 2001).

#### **1.7.2. Teacher Burnout**

Teacher burnout is a change in attitude towards students and loss of interest and sense of accomplishment as a result of teachers feeling excessive emotional fatigue. (Schwab et al., 1986: 14).

#### **1.7.3. Emotional Exhaustion**

Employees feel exhausted due to the emotional and physical overload and cannot find the necessary energy to solve the problems they face every day in the workplace. (Huberman & Vandenberghe, 2009).

#### **1.7.4. Depersonalization**

Depersonalization is the state of distancing oneself by ignoring the needs of the recipients (Maslach et. al., 2001).

#### **1.7.5. Personal Accomplishment**

This occurs when people evaluate themselves negatively based on their success at work. Accordingly, they feel worthless and inadequate (Jackson et al., 1986).

**1.7.6. Covid-19**

It refers to “an infectious disease caused by the SARS-CoV-2 virus” (WHO, 2022).



## CHAPTER II - LITERATURE REVIEW

This section provides a general theoretical framework for burnout. The definitions of burnout are given in the first part and the dimensions of burnout in the second part. Next, it focuses on the burnout experienced by teachers. In the next chapter, this dissertation discusses the main factors which causes teacher burnout. Then, it offers a brief summary about the most common burnout scales. In the last two sections, studies on teacher burnout in the world and in our country are presented.

### 2.1. Burnout

The origin of the term "burnout" dates back to the early 1960s, when Greene, in his novel *A Burnout Case*, describes the phenomenon in which the main character feels emotionally drained, unable to work, and becomes isolated in the jungle (Maslach et al., 2001). American psychiatrist Freudenberger was the first person who described this concept as "emotional depletion, lack of motivation, and loss of commitment in employees who are exposed to prolonged and intense stress in human services and health care". Freudenberger also mentioned the physical and behavioral indications of burnout. The person who feels physically burned-out experiences physical ailments such as fatigue, frequent headaches, stomach and intestinal problems, and insomnia. At the same time, behaviorally, one gets angry quickly, cries easily, shouts often. In addition, these people who are burned-out are overconfident because they believe they have experienced everything in the workplace, and they may seem dull due to the risks they take in the process (Freudenberger, 1974; 159-161).

Maslach who is an important psychologist expanded burnout term and this term gained popularity thanks to her works. Burnout is a concept that occurs when a person who works for human services feels excessive exhaustion. On account of the fact that human services professionals work with people who have physical, emotional or psychological problems, they are the people who experience burnout most. These professionals consume too much energy and emotional resources to maintain their performances at their work, thus, they feel they do not have anything to give anymore. This causes burnout, which emerges with bad attitudes towards

their colleagues and clients. The ones experiencing burnout becomes vulgar, dead alive and insensible people. They despise other people at work and ignore the quality of the work. Maslach & Jackson (1981) summarized the concept of burnout as per above and ascertained three sub-scales for burnout called emotional exhaustion (EE), depersonalization (DP) and personal achievement (PA).

Perlman and Hartman (1983) conducted a comprehensive review of burnout research spanning from the seminal work of Freudenberg (1974) up to the year 1982. Their endeavor culminated in the synthesis of a scholarly literature summary that encompassed the findings and contributions of the aforementioned studies. Burnout was defined as “chronic emotional stress with three components: emotional and physical exhaustion, lowered job productivity and overdepersonalization.” according to Perlman and Hartman.

As can be seen, burnout initially only attracted the attention of the field of psychiatry and concentrated on the field of health. However, it was part of every profession that involved not only healthcare but also human communication. In the context of the general definitions, burnout is characterized as a multifaceted syndrome prevalent in the professions characterized by frequent interpersonal interactions, compounded by excessive workload and additional factors. This syndrome manifests in affected individuals as pervasive feelings of diminished self-worth and professional competence along with physical and emotional exhaustion.

## **2.2. The Dimensions of Burnout**

The concept of burnout gained prominence in the field of psychology and social sciences in the 1980s. Thus, some scales has begun to appear to measure the level of experienced burnout. The most eminent and extensively employed among these scales is Maslach Burnout Inventory (MBI), developed by Maslach & Jackson (1981). In this scale developed to measure the level of experienced burnout in different professions, burnout is basically divided into three sub-scales: emotional exhaustion (EE), depersonalization (DP) and personal achievement (PA).

### **2.2.1. Emotional Exhaustion (EE)**

It is a situation in which a person's emotional resources are exploited and consumed and one no longer has the psychological strength to give of oneself due to

excessive demands. Workers generally describes themselves as extremely tired and worn out.

### **2.2.2. Depersonalization (DP)**

In the context of depersonalization, individuals treat their clients in a negative and cynical way. As a consequence of having callous and dehumanized feelings for their clients, individuals experiencing burnout may have thought patterns suggesting that the clients somehow deserve the troubles that they have (Ryan,1971).

### **2.2.3. Personal Achievement (PA)**

Individuals perceive themselves as deficient and ineffective in their occupational roles, experiencing feelings of inadequacy and dissatisfaction. Consequently, these self-perceptions causes a decline in their work performance (Maslach et al., 1997).

## **2.3. Factors Causing Burnout**

Burnout is an intricate and multifaceted concept that can have its sources from various factors. It is frequently linked to prolonged stress in the workplace and is marked by emotional exhaustion (EE), depersonalization (DP) and diminished personal achievement (PA). Although there might not be a singular factor for burnout, multiple significant factors have been assigned in studies. According to Maslach, Schaufeli and Leiter, burnout can be divided into two main factors: Situational and individual factors. Situational factors are comprised of job, occupational and organizational characteristics, while individual factors consist of demographic and personality characteristics as well as job attitude (Maslach et al., 2001).

### **2.3.1. Occupational and Organizational Factors**

Occupational factors refer to the specific aspects of the workers' roles and jobs impacting their performance at work and it is related to the work environments including work demands and working conditions. Excessive workload is one of the most well-known occupational factors that causes burnout. Excessive work demands in the workplace and requiring a lot of work to be done in a short time can lead to

emotional exhaustion. Excessive workload combined with time pressure makes a person prone to stress and burnout (Demerouti et al., 2001). Moreover, a lack of autonomy and control is also another key occupational factor leading to burnout. Insufficient autonomy and limited control over one's job can be a factor of the development of burnout. When workers have limited influence over decision-making and scheduling of tasks, it can elevate the stress level and the risk of burnout (Karasek, 1979). Lack of necessary resources is another factor that pushes workers to stress and burnout. Bakker and Demerouti (2007) state that lack or insufficiency of necessary resources such as time, tools, support and materials also negatively affects a person's job performance. Some studies also focus on the concepts of role conflict and role ambiguity. If employees encounter contradictory roles or ambiguous job expectations, they may undergo stress and burnout (Rizzo et al., 1970). Role conflict arises when there are conflicting demands to fulfill, while role ambiguity occurs when there is insufficient information or unclear job descriptions.

Organizational factors, on the other hand, include the larger elements within a company or workplace, these factors are related to the culture, structure and the policies of the organization. Feeling that one is a part of an institution and organization and knowing that one will be supported under all circumstances contributes to both the corporate culture and the individual's ability to do one's job well and enjoy it. Yet, a work environment with inadequate social support from colleagues and managers can lead to feelings of isolation and the high risk of burnout (Maslach et al., 2001). In addition to social support, a worker also may need to be recognized and rewarded by the supervisors to feel successful. As Deci and Ryan (2000) stated, a lack of recognition and rewards for employees' efforts can diminish personal achievement. Furthermore, the employees desire a sense of safety and job security. The greater the employees' feeling of security, the more their sense of belonging and dedication to their work may grow. The perception of job instability, such as concerns about layoff or unstable employment circumstances, can elevate stress levels and add to the risk of experiencing burnout (Sverke et al., 2002). In addition to these factors that every institution should pay attention to, the corporate culture should also support the work-personal life of its employees. Institutions should respect the personal lives of their employees and support them to live in

balance. Companies that do not promote a healthy work-life balance can result in burnout as employees struggle to balance personal and professional obligations (Greenhaus & Beutell, 1985). A dysfunctional organizational culture marked by ineffective communication, a deficit of trust, and a misalignment of values can create an environment conducive to burnout (Schaufeli et al., 2009).

These factors within the occupation and organization can intersect and contribute to an environment that heightens the risk of burnout. It is crucial to tackle these factors within the workplace to prevent and alleviate burnout.

### **2.3.2. Individual Factors**

Individual factors can also play an important role in the emergence of workplace burnout. These factors may interact with occupational and organizational factors, influencing an individual's vulnerability to burnout.

The most important individual factor in the emergence of burnout is the person's characteristics. Personal traits, such as perfectionism or being an alarming person, are linked to a higher level of burnout. For instance, perfectionism, in the form of setting overly high standards or excessive self-criticism, can also make it easier for a person to feel burnt out (Hewitt & Flett, 1991). In addition, personal characteristics such as a person's developed strategies for coping with problems, the ability to manage anxiety and stress, and being calm can also reduce the susceptibility to burnout. According to Connor and Davidson (2003), individuals with lower resilience levels might be at a higher risk of burnout as they find it challenging to adjust and bounce back from stress. Negative attitudes towards job, such as low job satisfaction, cynicism and dedication to work are associated with the probability of burnout (Maslach et al., 1996). Besides, not paying much attention to oneself, neglecting or not caring about personal care can trigger a person to experience burnout at work. If a person does not pay attention to nutrition, exercise, sleep and personal care, this person is more likely to experience burnout than the person who pays attention to these (Patel & Bhosale, 2018). At the same time, if employees cannot separate their work and private lives and disconnect after work, they become prone to burnout. The compulsion to work excessively and inability to

disconnect from work have been linked to burnout (Schaufeli et al., 2008). That's why, employees should balance their work and life to recover and recharge.

Individual factors play a crucial role in individual's vulnerability to burnout. It is essential to recognize both individual and organizational factors to prevent burnout and provide well-being at the workplace.

#### **2.4. Signs of Burnout**

Burnout can be characterized by various symptoms and signs in individual's life including physical, behavioral and emotional aspects. Recognizing these symptoms can prevent a person from experiencing burnout.

Physical signs of burnout can be the result of excessive stress and chronic exhaustion. These signs may have a great effect on someone's well-being and health. Chronic fatigue and consistent feeling of exhaustion are indicators of burnout. An individual experiencing burnout always feels extremely tired (Maslach et al., 2001). Additionally, burnout may result in sleep problems, such as challenges with falling asleep, staying asleep or obtaining restful sleep (Sonnentag et al., 2008). Sleep problems can also trigger the feeling of fatigue. When extreme fatigue, sleep problems and stress come together, it can lead to both burnout and various health problems such as headaches, gastrointestinal problems, weakened immune system, muscle tension and pain, cardiovascular problems like high blood pressure and changes in appetite and weight. Identifying these physical signs of burnout is crucial, as they can have an impact on individuals' overall health and well-being. Seeking support and implementing measures to cope with stress and prevent burnout is vital.

Behavioral signs of burnout are observable in person's actions, responses and work-related actions which stem from the emotional and physical fatigue linked to burnout. One prominent behavioral sign is the reduced productivity and efficiency in the workplace (Demerouti et al., 2001). Individuals grappling with burnout may miss deadlines and exhibit lower work output, thereby affecting their overall performances. Employees experiencing burnout may also exhibit an increased rate of absenteeism, as they take more sick days or absences due to physical or mental illnesses (Ahola & Hakkanen, 2007). Furthermore, withdrawal from work and colleagues is common among burnout sufferers, which leads to disengagement from

work-related activities and interactions, creating a sense of isolation (Halbesleben & Bowler, 2007). Moreover, cynicism and negative attitudes can develop as individuals perceive their work or workplace negatively (Maslach et al., 1996). Creative thinking and problem-solving abilities may also diminish to address workplace challenges effectively (Runco et al., 2011). Finally, burnout can lead to quickness to anger, difficulty to hold in feelings causing shouting and paranoia (Freudenberger, 1974). Recognizing these behavioral signs is substantial to enhance welfare at the work place and employees' comfort.

### **2.5. Results of Burnout**

Burnout is a universal phenomenon which has been examined for its conclusions for years. Experimental studies suggest that there is a powerful connection between burnout and negative conclusions at the work place. Decreased job performance, negative feelings and attitudes towards job, not being able to embrace the job are the common negative outcomes of the burnout. Employees generally do not feel satisfied with their jobs when burnout occurs (Maslach et al., 2001). Along with negative feelings to work, burnout comes up with some health issues. Cardiovascular problems, immune system illnesses, gastrointestinal disorders are the common observed health problems causing because of the excessive stress (Ahola & Hakanen, 2007). Burnout can also precipitate the mental illnesses aside from physical illnesses. Depression, anxiety, emotional distress and anger management problems are the most familiar issues encountered (Bianchi & Schonfeld, 2016). Furthermore, cognitive functions such as attention, memory or decision-making can be impacted negatively from burnout (Leiter & Schaufeli, 1996). Moreover, burnout has social negative effects on someone's life as well as physical or cognitive side effects. It can destroy individuals' relationships even if it looks innocent level. For instance, a burnoutee can behave badly without realizing because of having a bad day at work. Burnoutees' behaviors in social life can be an expression of the feeling oppression with an aggression. The conflicts with their colleagues and supervisors may increase at workplace (Demerouti et al., 2003). When all of these feelings come together, it may come to be reduced life satisfaction in every part of the life.

Finally, when all of these results are taken into consideration, an employee who experiences burnout may have difficulty in career life and social life as well. As a result of these, individuals can lose their interests and excitement for life and commitment for the job.

## **2.6. Teacher Burnout**

It is inevitable that burnout, which is very common in professions focused on human relations such as human services and healthcare, is also seen in teaching. Teachers spend a lot of time not only during work hours but also out of working hours on subjects such as intensive course schedules, meeting the emotional, physical and academic needs of the students, evaluation of assignments, communication with parents. For such reasons, teachers are likely to experience "chronic feelings of emotional exhaustion and fatigue, negative attitudes towards their students, and a loss of feelings of accomplishment on the job" (Schwab et al., 1986: 14). Police and teaching professions are among the professions that threaten health and make it difficult to cope with daily stress, according to the American Institute of Stress (Baltaş & Baltaş, 1990). In this profession, which is difficult on its own and prone to burnout, some factors can increase the risk even more.

## **2.7. Factors Causing Teacher Burnout**

There are some compound reasons causing teacher burnout resulting from personal, organizational and occupational factors. The most well-known reason of teacher burnout is high workload especially in private institutions rather than public schools and institutions. Teacher working in a private school have more responsibilities than the teachers working in the other schools due to the parents' expectations from the schools. Working in a private school requires long working hours, lesson planning, extracurricular activities as well as other activities planned in the whole process. Besides, teachers are not the ones who decide or plan the education process. The lack of autonomy and control make the process more difficult to deal with the problems coming out. The decision-making authority which does not belong to the teacher who is the person who know the student the most and spends the most time with the student beclouds the process even harder and longer than ever. It may cause stress and burnout on teachers (Schaufeli et al., 2006).

Additionally, the self-sacrificing teachers try to teach and spend their time for thinking and worrying about their students, however, no matter how much effort they make to teach, using class materials such as flashcards, maps, videos, puppets is a necessity in education, especially in language teaching. In case that teachers cannot find the necessary materials such as classroom materials, staff members or facilities whenever they need, it might contribute their stress and burnout level in a negative way (Bakker et al., 2005). Meanwhile, the students also creating a problem in the class makes it harder. The students who have a disruptive behavior or discipline problems can be the reason for teacher burnout and emotional damage, too (Skaalvik & Skaalvik, 2010).

Teachers who work really hard during the year need some motivation and support in the meantime. The first and the most important need for a teacher is to be seen, recognized and appreciated. Instead, if they just encounter with the warnings and pushing all time, they lose their commitment to their work. This situation arouses the feeling of worthlessness and inadequacy (Maslach & Leiter, 2016). Teachers must exactly know what they should do to achieve this goal. Knowing the exact expectations of the institution, supervisors, parents and students makes them more relaxed and goal-focused. The uncertainty of their jobs' definition and expecting different things from them just cause them to feel worn-out (Spector & Jex, 1991). Within that period, the only support which teachers may have is the support of their colleagues. On occasion that teachers do not get any support and back-up from their colleagues, they lose all their reasons to go on in that job. Positive working environments and friendship at work make everything to bearable.

In summary, there are a lot of factors causing teachers' burnout and stress levels including organizational, occupational and personal reasons. Being aware of these reasons make the problem more realistic and easy to figure it out. Teacher burnout is a prevalent situation in the communities and some other factors make it more common than ever such as pandemics. Thus, the Covid-19 pandemic has been the main reason of increasing burnout levels in many professions in recent years.

## **2.8. Teacher Burnout and Covid-19 Pandemic**

Covid-19 pandemic has an enormous effect on every part of our lives with its sudden appearance all around the world. Teaching is one of the most affected professions from the pandemic due to its close relationship with humans. On account of its symptoms and infection risk, the interactions among individuals must be limited. That's why, all service sectors including education have had to change their working style. For instance, education has been transformed into an online education system from the face-to-face education style. As it is known, teachers have a physical communication with their students as well as their verbal communication. Hence, the pandemic has had an adverse effect on both teacher-student interactions and education process. This impact has become one of the most concerned and studied topics on this context from the beginning of the pandemic in 2019.

The sudden changes appeared in the world have added new stressors and anxiety to the people's lives. Teachers have had to adapt these changes in the education system quickly. With the appearance of the Covid-19 pandemic, all schools and education institutions have changed their face-to-face education to online or hybrid system. This unprepared and unexpected remote education process has required new teaching methods, planning and materials. Engaging students with the effective materials has become harder than ever on a virtual platform, and teachers have had to adapt these innovations faster than the students to implement them in the class. These new technologies and methods requiring a fast adaptation for teachers have a contribution to their burnout levels (Keller & Barlett, 2005).

When excessive workload is independently a huge reason for burnout, this workload has been almost doubled during the pandemic. All materials, methods and plans have been designed for face-to-face education, and these have had to be changed into almost totally new materials for the online platforms. The sudden transform into the online system has made everybody frazzled. Nobody has had an idea about what to do in this process. Teachers have tried to redesign all the lesson plans, materials and methods according to the online and digital system. The management of all these challenges has added new reasons to be worried for teachers. Because of the fact that they have had to adapt the new system fast and implement them in a virtual class, their workload and burnout levels have become

higher (Raudenbush & Esposito, 2020). These changes in the education system demand new skills to adapt them easily such as digital literacy skills. The need of professional development has made teachers even more stressed and burned-out.

Everybody has been very concerned and worried because of this deadly virus around the world and with the increasing number of the cases and deaths day by day, people have started to feel quite anxious for themselves and their families. Educators and teachers who have a profound relationship with their students have been feeling distressed for their students as well as themselves and their families. In the second year of the pandemic, the education system tried to turn back to the face-to-face education again and this made all teachers more stressed due to the health issues that their students may face at schools. They stated their anxiety and fear for their own and their students' safety and well-beings (Papageorge et al., 2020).

The rapid and easy spread of the virus has forced everybody to stay at home isolated. The isolation process which has taken months caused a depression and an alienation feeling to stay healthy. This isolation and alienation process has disrupted all relationships and connections that one can need to feel alive. Overall, these have led to a rising burnout and stress levels on teachers, which creates a feeling of emotional exhaustion (Frenzel et al., 2009). Also, the pandemic has caused an economic crisis in the world due to the lockdown in all production facilities. By virtue of the crisis, the salaries have been cut down and even, the health insurance of some workers has been suspended. Besides all the difficulties, teachers also have felt overwhelmed owing to the financial problems. When all of these reasons are taken into consideration, teachers could not manage their stress and burnout levels during the pandemic, which caused an enormous negative effect on their mental health (Brooks et al., 2020).

### **2.9. Ways to Deal With Burnout**

Burnout can cause greater physical and mental illnesses supposed that it is left untreated. There are some strategies to cope with burnout. Just like burnout itself, dealing with burnout requires a multi-layered treatment including organizational, individual and occupational reasons of burnout.

First, a person who wants to prevent burnout has to engage self-care activities as well as work. Self-care activities such as exercise, adequate nutrition and sleep have a positive effect on someone's well-being (Patel & Bhosale, 2018). One must draw a clear line between social life and work to maintain this healthy life style. Another way to manage stress is to build strong connections and support at work place and also in the social life (Maslach & Leiter, 2016). While setting boundaries to maintain a healthy and productive life style between work and social life, time management plays a key role. Doing many things in a day requires an efficient time management skills. In order to manage time efficiently, setting a realistic goal, deciding the priorities and designating the tasks are crucial, which make less stress and feeling of overwhelm for the workers (Demerouti et al., 2001). Notwithstanding the fact that one provides all of these conditions at the work place and in the social life, one still need regular breaks to freshen up and come back to the job again. These breaks and vacations enable the employees to regenerate themselves and prevents job stress ( Sonnentag & Fritz, 2015). There are other effective ways to manage and reduce the stress level such as meditation, breathing exercises and mindfulness practices. These techniques may release the tension in the body (Hülshager et al., 2013).

Overall, there are some essential ways to deal with the job stress and to prevent burnout for employees such as deciding the priorities and setting some boundaries, taking some breaks and self-care activities when needed. All of these techniques and methods are the well-known ways to create awareness for burnout and to change it in a positive inside power to feel ambitious at work.

## **CHAPTER III - METHODOLOGY**

This section provides detailed information about this study, which aims to measure the level of burnout experienced by EFL teachers in face-to-face education during the Covid-19 pandemic. First, the research design is explained and then the participants and their characteristics are mentioned. In the following sections, the data collection tools used in this process and the data collection processes and procedures are mentioned in detail, respectively. Finally, data analysis is detailed for both quantitative and qualitative data.

### **3.1. Research Design**

This dissertation aims to measure the burnout levels of EFL teachers in relation to different factors during the Covid-19 pandemic, when online education has come to an end, but the effects of the pandemic have still continued and teachers and students have re-started face-to-face education with masks.

First, it is determined whether there is a significant relationship between the burnout levels of the participants and independent variables such as age, gender, type of institution, and total experience through collected demographic information. Next, quantitative data have been collected by using a scale to measure the degree of burnout in which sub-dimensions in terms of EE, DP and PA, which are the three sub-dimensions of burnout. Finally, qualitative data have been collected and analyzed by interviewing the teachers in order to understand how EFL teachers evaluate this process, in which face-to-face education started and continues during the pandemic period, from various perspectives.

In short, “mixed method”, which is a combination of both qualitative and quantitative data utilized in a single study to enhance the understanding of the study (Creswell & Creswell, 2017) has been implemented and the burnout levels of the participants have been analyzed through both scales and interviews.

### **3.2. Participants of the Study**

The participants of this study are EFL teachers working at different levels in Turkey. A total of 321 teachers participated in the study voluntarily. EFL teachers of all ages and levels were reached by using “purposive sampling method” in the study.

While most of the participants (n=259) were women (80.7%), 62 of them were men (19.3%). When Table 1 is examined, it can be said that the majority of the participants consisting of EFL teachers are women. When the marital status distribution of the participants is examined, it is seen that 58.3% are married and 41.7% are single, 187 and 134 respectively.

**Table-1: Distribution of the Participants by Gender and Marital Status**

<b>Participants' Gender And Marital Status</b>	<b>N</b>	<b>%</b>
Female	259	%80,7
Male	62	%19,3
Married	187	%58,3
Single	134	%41,7
<b>Total</b>	<b>321</b>	<b>%100</b>

Furthermore, according to the types of institutions they work for, 59.8% of EFL teachers work in private schools and 40.2% public schools. When the educational levels of the participants are examined, it is seen that 9% of them are kindergarten teachers, 25.5% primary school, 24% secondary school, 23.1% high school and 18.4% university instructors.

**Table-2: Distribution of the Participants by Types of Institution and Education Level**

<b>Distribution of the participants by types of institution and education level</b>	<b>n</b>	<b>%</b>
Types of Institution	Private	192 59.8%
	Public	129 40.2%
Level of Education	Kindergarten	29 9%
	Primary School	82 25.5%
	Secondary School	77 24%
	High School	74 23.1%
	University	59 18.4%
Total	321	100%

The ages of the participants ranged from 22 to 72. It is determined that the average age of the participants is  $34.02 \pm 8.21$ , their total experience in teaching is  $10.14 \pm 7.81$  years on average, the average total working time in the current/last institution is  $5.08 \pm 4.45$ .

**Table-3: Descriptive Statistics of Continuous Variables Used in the Research**

Variables	min	max	Median	Mean	Standard Deviation
Age	22,00	72,00	33,00	34,02	8,21
Total Experience	0,25	48,00	8,00	10,14	7,81
Total time worked at current institution /most recent institution	0,17	23,00	4,00	5,08	4,45

### 3.3. Data Collection Tools

In this dissertation, firstly, a demographic information form was used to evaluate the experiences of EFL teachers in the face-to-face education process during the pandemic period and the level and dimensions of the burnout they experienced due to these experiences. Since it was desired to see the effect of demographic characteristics on burnout levels, information that was thought to have an impact on burnout level such as age, gender, marital status, experience, type of school and grade level was requested from the participants in the first part of the questionnaire.

After completing the questionnaire, participants answered the Turkish version of the Maslach Burnout Inventory - Educator's Survey (MBI-ES) created by Maslach and Jackson (1981) in order to measure all three different dimensions of burnout. The Turkish adaptation of the Maslach Burnout Inventory - Educator Survey (MBI-ES) created by İnce & Şahin (2015) was used in the questionnaire with the necessary permissions. After the survey was completed, 10 volunteer participants were interviewed in order to have further understanding on the subject.

#### 3.3.1. Demographic Information Form

The participants were asked to answer a form to observe the effects of demographic information before starting the survey. This demographic information form (see Appendix 1) consists of 9 questions and aims to get to know the participants better and to see their effects on burnout levels.

The relationship between the participants' gender, age, marital status, whether the institution they work for is a private or state institution, the level of education they work, their total experience in teaching and the length of time they worked in the last institution, the class size in the classes they taught during the pandemic period, were included in the demographic information form.

The relationship between the participants' three dimensions of burnout, emotional exhaustion (EE), depersonalization (DP), and personal accomplishment (PA), and their relation to this demographic information were examined.

### **3.3.2. Maslach Burnout Inventory - Educator Survey (MBI-ES)**

Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1981, 1986) was further developed and Maslach Burnout Inventory – Educator’s Survey (MBI-ES) was created. In this study, the Turkish version of Maslach Burnout Inventory – Educator’s Survey (MBI-ES)(see Appendix 2) was used by İnce & Şahin (2015).

This inventory is a 7-point Likert-type form consisting of 22 items and 3 dimensions (EE, DP and PA). The results of the reliability analysis of the scale used in the research are given in the table. A Cronbach Alpha value greater than 0.60 indicates that the scales used are reliable. When the results are examined, it is seen that the internal consistency of the scale and sub-dimensions used in the study is good.

In the applied scale, items 1, 2, 3, 6, 8, 13, 14, 16, 20 are related to emotional exhaustion. Items 5, 10, 11, 15, 22 measure depersonalization. Finally, the items showing the results related to personal achievement are the items numbered 4, 7, 9, 12, 17, 18, 19, 21.

### **3.3.3. Interview**

Terminally, after the scale was completed, 10 people who participated in the study on a voluntary basis also participated in the interview part voluntarily. In this section, in order to deepen the understanding of the study, 10 questions (see Appendix 4) related to the subject were asked and the teachers' responses were recorded with audio recordings and transcribed later.

The relevant data were first read by the researcher, and appropriate themes regarding the views were determined. Separate categories were defined for the four themes created. Comments on categories were made. In order to support the findings expressed by the researcher, the participant's opinion was directly included. For this, it is important which participant's opinion is taken. In order to make the views on the

categories clear in the analysis of the data, the codes of each participant were expressed as given: P=(i), i=participant row number;.

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

Before starting to collect the data, the necessary permissions were obtained from the Ministry of National Education of the Republic of Turkey for the implementation of the study. Necessary permissions were obtained from the researcher who adapted the scale for the use of the Turkish version of the Burnout Scale (MBI-ES), which was used later. The data began to be collected in September at the beginning of the 2021-2022 academic year. And it continued until April, when the mask requirement was lifted and the measures were reduced. Internet-based applications were used for quantitative data and 321 EFL teachers participated in the online survey. Quantitative data were obtained from teachers who taught in Turkey in the 2021-2022 academic year.

While collecting qualitative data, an interview was conducted with 10 randomly selected teachers who participated in the quantitative part of this study. These 10 teachers answered 10 questions in the interview form about the process.

### **3.5. Data Analysis**

In this study, which was carried out with the mixed method, both quantitative and qualitative data were obtained.

The quantitative data obtained in the research were analyzed using the SPSS (Statistical Package for Social Sciences) for Windows 25.0 program. Descriptive statistical methods (number, percentage, min-max values, mean and standard deviation) were used while evaluating the data. "Reliability Analysis" was conducted to test the reliability of the scales.

The normal distribution of the data depends on the skewness and kurtosis values being between  $\pm 3$  (Shao, 2002). In the comparison of quantitative data in normally distributed data, independent t-test was used for the difference between two independent groups, and one-way analysis of variance was applied when comparing more than two independent groups, and Bonferroni was used to find the group that made a difference when there was a difference. The relationship between continuous variables was examined with the Pearson correlation coefficient.

In qualitative data analysis, the information obtained as a result of the interviews with the participants was taken as data and meaningful codes were created in accordance with the research questions. The answers to the open-ended questions were numbered and the participants were coded as P1, P2, P3.... In the analysis of the data, the descriptive analysis technique was used. In descriptive analysis, the main goal is to provide the reader with the opportunity to examine, summarize and interpret the cause-effect relationship of the obtained findings (Yıldırım & Şimşek, 2016). In this context, in order to create codes in line with the themes considered, the answers given were examined one by one and all the answers were encrypted. Codes and themes related to the generated passwords were obtained.

## **CHAPTER IV - FINDINGS AND ANALYSIS**

This section gives an elaborative collection of findings and results gathered during the process of the data collection process. The study design which were used during the study is mixed method design which means that both quantitative and qualitative data are implemented at the same time. The quantitative and qualitative data gathered during the study were collected from 321 EFL teachers working in the face-to-face process in an institution or a school during the Covid-19 pandemic actively. First, the quantitative data will be analyzed thoroughly. Next, the qualitative data analysis will be discussed deeply. Lastly, the relationship between the findings and the research questions will be evaluated.

### **4.1. The Quantitative Data**

The quantitative data gathered from 321 EFL teachers working in an institution or a school during the Covid-19 pandemic via Maslach Burnout Inventory-Educator's Survey (MBI-ES). The volunteer teachers who actively teach in a school or in an institution answered the survey online on Google Forms or face-to-face on a paper. Even though the scale (MBI-ES) is related to the general burnout levels of teachers, educators were asked to answer the questions considering the face-to-face education period during the pandemic.

The quantitative data obtained during the study were analyzed by using SPSS (Statistical Package for Social Sciences) for Windows 25.0. Descriptive statistical methods (number, percentage, min-max values, mean and standard deviation) were implemented as assessing the data. "Reliability Analysis" was carried out to test the reliability of the scale. The normal distribution of the data counts on the skewness and kurtosis values being between  $\pm 3$  (Shao, 2002). In the comparison of quantitative data in normally distributed data, independent t-test was implemented for the difference between two independent groups, and one-way analysis of variance was applied when comparing more than two independent groups, and Bonferroni was used to find the group that made a difference when there was a difference. The relationship between continuous variables was examined with the Pearson correlation coefficient.

#### 4.1.1. Findings of the Quantitative Data

Teachers were asked to answer the several questions about their socio-demographic background before Maslach Burnout Inventory - Educator's Survey, which enables us to see the connections and relationships between the socio-demographic characteristics and their effects on the burnout level.

**Table-4: The Distribution of the Participants According to their Socio-Demographic Characteristics**

	<b>Variables</b>	<b>n</b>	<b>%</b>
Gender	Female	259	80,7
	Male	62	19,3
Marital Status	Married	187	58,3
	Single	134	41,7
Type of Institution	Private School	192	59,8
	Public School	129	40,2
Level of Education Taught	Kindergarten	29	9,0
	Primary School	82	25,5
	Secondary School	77	24,0
	High School	74	23,1
	University	59	18,4
The efficiency score of the face-to-face education process during the Covid-19 pandemic	1 (the least)	35	10,9
	2	93	29,0
	3	132	41,1
	4	49	15,3
	5 (the most)	12	3,7
<b>Total</b>		<b>321</b>	<b>100,0</b>

As can be seen above (Table 4), while the most of the participants (n=259) consists of female teachers. The marital status of the participants are nearly half-and-half. 187 teachers out of 321 are married and the rest of them are single. Whilst 192 teachers work at private institutions, others work at public schools. The number of teachers who are teaching at the primary schools is the highest. 82 teachers are teaching at the primary schools in several cities in Turkiye. After this, 77 teachers work at secondary schools, 74 teachers work at high schools, 59 teachers work at universities and 29 teachers work at kindergartens respectively. When teachers were asked to evaluate the efficiency of the face-to-face education during the pandemic, the majority of them gave 3 points. It can be seen that there are only 12 teachers who think that the education was very effective. When they were asked to score 5 as very

effective and 1 as very little effective, 132 of teachers scored 3, 93 of them scored 2, 49 of them scored 4 and 35 of them scored it as 1.

In the demographic questionnaire part, the participants have also given the information of their age, their total experience in teaching, their total working time at the current or last institutions, the efficiency score of the education during the pandemic, the number of the students they teach in one class.

**Table-5: Descriptive Statistics of Continuous Variables Used in the Research**

<b>Variables</b>	<b>Min</b>	<b>Max</b>	<b>Median</b>	<b>Mean</b>	<b>Standard Deviation</b>
Age	22,00	72,00	33,00	34,02	8,21
Total experience in teaching (year)	0,25	48,00	8,00	10,14	7,81
Total working time at the current/last institution (year)	0,17	23,00	4,00	5,08	4,45
The efficiency score of the face-to-face education during the pandemic	1,00	5,00	3,00	2,72	0,98
Average number of students taught in a class during the pandemic	0,00	75,00	20,00	21,61	10,67

The average of the participants' age is  $34,02 \pm 8,21$  according to Table 5, It is seen that the average of their total experience in teaching is  $10.14 \pm 7.81$  years, the average of their total working time in the current institution/last institution is  $5.08 \pm 4.45$ , the average efficiency scores of the education process they provided during the pandemic period is  $2.72 \pm 0,98$  and the average class size in the classes taught during the pandemic period is  $21.61 \pm 10.67$  students.

#### **4.1.1.1. Reliability Analysis**

**Table-6: Reliability Analysis Results of the Scale Used in the Research**

<b>Scale and its sub-dimensions</b>	<b>Cronbach's Alpha</b>
Maslach Burnout Inventory	0,726
Emotional Exhaustion	0,899
Depersonalization	0,731
Personal Achievement	0,728

The reliability analysis results of the scale used in the study are given in the Table 6, Cronbach's Alpha values being greater than 0.60 indicates that the scales

implemented are reliable. When the results are examined, it is seen that the internal consistency of the scale and its sub-dimensions used in the study is good enough.

The normality analysis results of the scales used in the research are given in the Table 7. The normal distribution of the data depends on the skewness and kurtosis values being between  $\pm 3$  (Shao, 2002). When the results are evaluated, it can be seen that the scale sub-dimension scores have a normal distribution.

**Table-7: The Normality Analysis Results of the Scales**

The sub-dimensions of the scale	Kurtosis	Skewness	Situation
Emotional Exhaustion	-0,501	-0,172	Normal
Depersonalization	-0,057	0,429	Normal
Personal Achievement	0,016	0,095	Normal

#### 4.1.1.2. Descriptive Statistics

The descriptive statistics of the sub-dimensions of the scale used in the study are given below in the Table 8.

**Table-8: The Descriptive Statistics of the Scales**

The sub-dimensions of the scale	Min	Max	Median	Average	Standard Deviation
Emotional Exhaustion	0,00	54,00	31,00	31,18	12,72
Depersonalization	0,00	30,00	10,00	10,43	6,32
Personal Achievement	2,00	48,00	24,00	24,29	8,21

**Table-9: Distribution of Participants' Maslach Burnout Inventory Sub-Dimensions Levels**

	Variables	n	%
<b>Emotional Exhaustion</b>	Low Level	39	12,1
	Medium Level	83	25,9
	High Level	199	62,0
<b>Depersonalization</b>	Low Level	124	38,6
	Medium Level	103	32,1
	High Level	94	29,3
<b>Personal Achievement</b>	Low Level	25	7,8
	Medium Level	49	15,3
	High Level	247	76,9
<b>Total</b>		<b>321</b>	<b>100,0</b>

When the participants' sub-dimension levels are examined in detail according to the Table 9., 62% of them have high, 25,9% of them have medium and 12,1% of them have low level of emotional exhaustion. When it comes to depersonalization

level of the participants, 38,6% of them are low, 32,1% of them are medium and 29,3% of them are high. Finally, the personal achievement level of 76,9% of the participants are high, 15,3% of them are medium and 7,8% of them are low.

**Table-10: Comparison of MBI Sub-Scale Scores According to the Participants' Socio-Demographic Characteristics**

Variables	Emotional Exhaustion		Depersonalization		Personal Achievement		
	Avg.	SD	Avg.	SD	Avg.	SD	
Gender	Female	31,85	12,91	10,18	6,29	24,13	7,82
	Male	28,40	11,63	11,50	6,39	25,00	9,74
	<b>t-test</b>	1,925		-1,482		-0,654	
	<b>p</b>	0,055		0,139		0,515	
Marital Status	Married	30,68	12,56	9,98	6,18	23,99	8,02
	Single	31,90	12,98	11,07	6,48	24,72	8,50
	<b>t-test</b>	-0,844		-1,524		-0,784	
	<b>p</b>	0,399		0,128		0,434	
Type of Institution	Private School	30,55	12,43	11,50	6,25	24,49	7,95
	Public School	32,14	13,15	8,84	6,11	24,01	8,62
	<b>t-test</b>	-1,100		3,764		0,520	
	<b>p</b>	0,272		0,000*		0,603	
Education Level Taught	Kindergarten <sup>1</sup>	31,31	11,89	12,48	6,06	22,83	8,30
	Primary School <sup>2</sup>	31,12	11,48	12,38	6,18	23,46	8,27
	Secondary School <sup>3</sup>	34,49	13,98	9,68	5,87	25,10	6,56
	High School <sup>4</sup>	31,99	12,42	8,89	6,25	23,89	9,15
	University <sup>5</sup>	25,90	12,15	9,64	6,58	25,64	8,78
	<b>F-test</b>	4,070		4,495		1,071	
	<b>p</b>	0,003*		0,002*		0,371	
	<b>Bonferroni</b>	3>5		1>4		-	
The efficiency score of the education provided during the pandemic	1 (the least efficient)	32,26	15,20	12,00	7,35	20,09	9,90
	2	34,51	10,15	11,40	6,13	21,01	6,20
	3	29,56	11,65	10,19	5,80	24,16	7,25
	4	29,80	14,63	9,00	6,60	31,51	6,03
	5 (the most efficient)	25,92	20,48	6,92	7,24	34,17	8,31
	<b>F-test</b>	2,910		2,743		25,981	
	<b>p</b>	0,022*		0,029*		0,000*	
<b>Bonferroni</b>	2>3		1>5		5>1,2,3		

\*p<0,05 t-test: Independent sample t test F-test: One-way analysis of variance (ANOVA)

According to gender and marital status variables, there is no statistically significant difference between the MBI sub-scale score of the participants ( $p>0,05$ ). On the other hand, there is a significant difference between the depersonalization sub-scale scores depending on the type of the institution the participants work at ( $p<0,05$ ). Depersonalization sub-scale scores of the participants working at private

schools are higher than the participants working at public schools. When it comes to the education levels taught by teachers, there is a meaningful difference between emotional exhaustion and depersonalization sub-scale scores ( $p < 0,05$ ). As a result of the Bonferroni test applied to determine the group creating the difference, emotional exhaustion sub-scale scores of the participants who teach at the secondary level are higher than the participants who teach at university. The depersonalization sub-scale scores of the participants who teach at kindergarten are higher than the participants teaching at high school. Lastly, according to the efficiency scores of the education process provided by the teachers during the pandemic, there is a statistically significant difference between emotional exhaustion, depersonalization and personal achievement sub-scale scores ( $p < 0,05$ ). The Bonferroni test applied to find out the group causing the difference, so emotional exhaustion sub-scale scores of the participants with an efficiency score of 2 are higher than the participants with 3. Furthermore, the depersonalization sub-scale scores of the participants with an efficiency score of 1 are higher than the participants with 5. Finally, the personal achievement sub-scale scores of the participants with an efficiency score of 5 are higher than the participants with 1,2,3.

**Table-11: The Relationship Between Continuous Variables**

Sub-scales		Age	Total experience in teaching	Total working time in the current/last institution	The efficiency score for the education provided during the pandemic	The average student number in the classes during the pandemic
Emotional Exhaustion	r	-0,100	-0,055	-0,094	-0,145**	-0,028
	p	0,073	0,322	0,092	0,009	0,613
Depersonalization	r	-0,224**	-0,211**	-0,063	-0,179**	-0,005
	p	0,000	0,000	0,258	0,001	0,929
Personal Achievement	r	-0,026	0,000	-0,061	0,464**	-0,125*
	p	0,639	0,995	0,273	0,000	0,025

\* $p < 0,05$  \*\* $p < 0,01$  r: Pearson correlation coefficient

There is a statistically significant negative relationship between the participants' ages and depersonalization sub-scale scores ( $r: -0,224$ ;  $p < 0,01$ ). Also,

the same relationship exists between the total experience in teaching of the participants and depersonalization ( $r:-0,211$ ;  $p<0,01$ ). Although there is a statistically significant negative relationship between the efficiency scores of the participants to the education provided during the pandemic and emotional exhaustion ( $r:-0,145$ ;  $p<0,01$ ) and depersonalization ( $r:-0,145$ ;  $p<0,01$ ), there is a statistically significant positive relationship between the efficiency scores of the participants to the education provided during the pandemic and the personal achievement sub-scale scores ( $r:0,464$ ;  $p<0,01$ ). Last, in terms of the average student number in the classes during the pandemic, there is a statistically significant negative relationship with the personal achievement sub-scale scores ( $r:-0,125$ ;  $p<0,05$ ).

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

In this section, the data obtained from the demographic questionnaire and the Maslach Burnout Inventory-Educator's Survey will be interpreted and then, the relationship between the findings and the related research questions will be evaluated together.

While collecting quantitative data in this study, a survey was first applied to include the socio-demographic information of the participants. In this survey, participants were asked about their gender, age, marital status, the type of institutions they work at, the education levels they work at, their total experience in the education sector and the duration of experience in their last institution, the qualification scores they gave to education during the pandemic face-to-face education period and their class size in the pandemic period.

The second research question in the study is related to the socio-demographic survey questions and aims to find the relationship between these variables and burnout levels. First, the average age of the participants is 34,02. In the findings, a significant negative relationship has been found between the age and the burnout level in terms of the depersonalization sub-scale. It means that depersonalization increases as the age decreases. This may cause of the inexperience. Since young teachers have not adapted to the education system sufficiently yet, they may have had difficulty with the changing conditions during the pandemic. Also, Maslach and Leiter (2016) states that younger people are susceptible to burnout more than elder

people, because they are in the early years of their careers and they may experience burnout owing to some factors such as high job demands and role ambiguity.

Gender may be another factor causing burnout. Since women take a more active role in the teaching profession, 80,7% of the participants in this study are women. However, no effect of gender on burnout level has been found in the data obtained in the study. Although women are expected to have higher levels of burnout due to their multi-layered roles such as work life, social life and motherhood and factors such as promotion in business life or gender discrimination, no effect of gender has been seen in this study.

Marital status of the participants may have an effect on the burnout level and in this study, 58,3% of the participants are married. Nonetheless, marital status can have a two-fold effect on burnout. On the assumption that the employee experiencing burnout is in a happy marriage, this can serve as a buffer for him or her and play an important role in reducing the effects of burnout or in coping with burnout with spouse support. Conversely, an unhappy marriage may make it difficult to cope with burnout in one's business life and may even contribute to an increase in burnout (Schaufeli & Bakker, 2004). Nonetheless, no significant effect of marital status on burnout has been found in this study.

The biggest reason for burnout in teachers is the current conditions in the institution where they work. In Turkey, the separation of this institution as a private or public institution may also have an impact on burnout. In this study, there is a significant difference between the depersonalization sub-scale scores and the type of institution teachers work. According to the findings of the study, teachers who work at private schools have higher depersonalization sub-scale scores than teachers work at public schools. Because of the excessive workload and job demands in private schools, burnout levels can be high. Factors such as class size, extracurricular activities and extra responsibilities and expectations can be an impact on burnout levels of teachers working in private schools (Ingersoll & Strong, 2011).

Teachers who teach at different grades may have different burnout levels. 321 EFL teachers who participated this study work at different grades from kindergarten to university. According to the findings of the study, the emotional exhaustion levels of teachers working in secondary schools are higher than teachers working at

universities. It can be inferred that working with adolescents has a negative effect on burnout. Secondary school teachers may experience burnout owing to the transitional nature of puberty such as emotional and physical changes in students' nature (Reinke et al., 2014). Additionally, teachers who work with children in kindergartens have higher depersonalization scores comparing to high school teachers according to the findings. Working with toddlers requires high energy and caution all the time. Teachers who work at kindergarten must have high energy levels and constant caution and patience during the day, which may cause burnout (Loughran & Berry, 2005).

Being experienced has positive effects in most business fields. Nevertheless, when it comes to burnout, experience may have varying effects. Inexperienced teachers may have burnout as a result of the challenges related to classroom management and adapting the institution's culture (Rots et al., 2007). Teachers who are in the middle of their careers may experience burnout with increased responsibilities and extra duties (Kyriacou & Sutcliffe, 1978). On the other hand, experienced teachers approaching retirement may experience fatigue and burnout due to decreased efficacy and increased administrative expectations (Hakkanen et al., 2006). According to the data obtained in this study, there is a negative relationship between experience and depersonalization. That is to say, as the year of experience increases, the level of depersonalization decreases. In short, novice teachers have higher burnout levels than more experienced teachers.

The number of the students in the class can be another essential aspect on burnout. In this study, it is seen that there is a negative relationship personal achievement and the class size. It means that as the number of the students in the class decreases, the teachers' personal achievement level increases. Unlike other sub-dimensions of burnout, there is an inverse relationship between personal achievement level and burnout. In other words, increasing personal achievement has a positive effect on preventing burnout. Teachers who have larger classes may have difficulty to meet the different needs of students because of the number of the students, which may make teachers feel inadequate. By virtue of feeling of inadequacy, personal achievement level may decline and this leads to burnout (Tomlinson et al., 2003).

Finally, teachers were asked to score the adequacy and effectiveness levels of the education they provided in the 2020-2021 academic year, where face to face education was provided during the pandemic period. When the scores given by the participants from 1 to 5 were examined in terms of the three sub-dimensions of burnout, it is seen that maximum score given is 2 point in emotional exhaustion sub-scale and 1 point in depersonalization. Contrarily, the score of 5, which represents the highest efficiency, is in the personal achievement sub-scale. It can be concluded that teachers who feel successful themselves also believe that the education they provide is effective.

The first research question asks to what extent teachers generally felt burnout during the face-to-face education period during the pandemic. Each item in the applied Maslach Burnout Inventory-Educator's Survey (MBI-ES) scale is associated with a sub-dimension of burnout. According to data obtained from this scale, 62% of participants experience high levels of burnout in emotional exhaustion sub-dimension (n=199). In the depersonalization dimension, it is concluded that 38,6% of the participants experience low level burnout, 32,1% of the participants experience medium level burnout and 29,3% of the participants experience high level of burnout. Although there is not a huge difference between the percentages in depersonalization sub-dimension, it can be said that it is at a lower level than the emotional exhaustion dimension. The 76,9% of the participants are at a high level in personal achievement sub-dimension. While a high rate in other sub-dimensions indicates that burnout is also high, it is different in personal achievement sub-dimension. There is an inverse relationship between personal achievement and burnout. As personal achievement rate increases, burnout decreases. Thus, looking at the data, it can be inferred that the level of burnout is low and teachers' perception of competence is high.

The high emotional exhaustion levels of the participants, as a result, indicate that they experience burnout as a high degree of physical and emotional fatigue, low energy level, inability to meet job expectations, low performance and motivation and negative behaviors towards students and colleagues. However, according to the depersonalization levels of the participants, the participants feel exhausted as emotional exhaustion sub-scale, but it may not have been reflected in their

interpersonal relationships yet. In other words, though teachers may feel bad during this process, they may not have completely isolated themselves from work and become desensitized to their work depending on the support of their colleagues, supervisors, students and parents and families. Additionally, factors such as self-control, professionalism, adequacy of economic conditions of work or commitment to work may also have prevented the level of depersonalization increasing. Finally, in case that the level of emotional exhaustion continues to rise, other dimensions may be affected in any case.

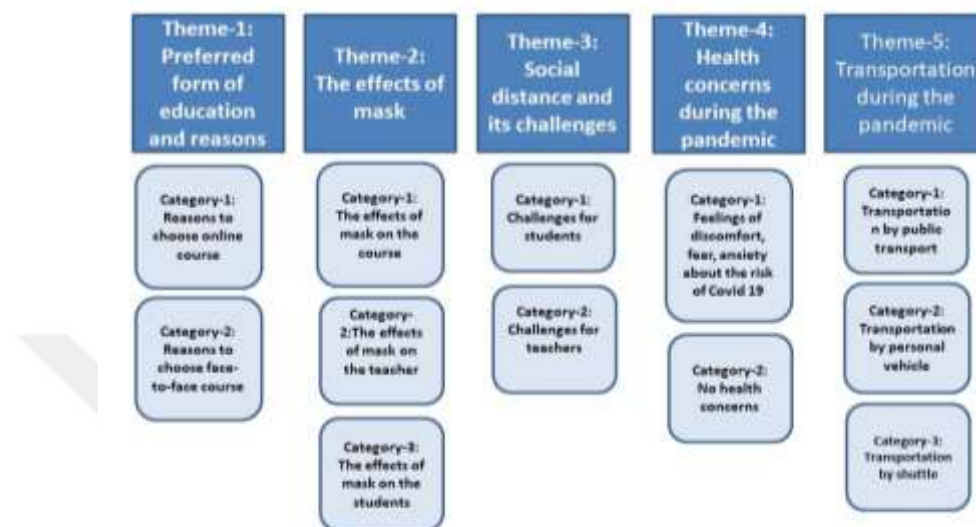
#### **4.2. The Qualitative Data**

The interview part was carried out with 10 volunteer teachers who have already taken part in the scale after the scale was completed. 10 open-ended and opinion oriented questions were asked to the participants. Interviews were conducted by the researcher face-to-face or by phone and were recorded. The analysis of the collected data includes both quantitative and qualitative research methods. Descriptive statistics were used to present the distributions of the demographic characteristics of the participants. After related data was read by the researcher, appropriate themes were determined regarding the opinions of the participants. Four distinctive themes were created and separate categories were assigned to each theme. Comments for these categories were provided. So as to substantiate the findings of the research, the direct quotes from participants were included. That's why, it is important which participant's opinion is taken. In the data analysis, the codes for each participants were represented as follows: P = (i), i= participants row number.

The data obtained as a result of the interviews with the participants was taken and meaningful codes were created in accordance with the research questions. The answers to open-ended questions were numbered and the participants were coded as P1, P2, P3... Descriptive analysis technique was implemented to analyze the data. In descriptive analysis, the main goal is to provide the reader with the opportunity to examine the cause-effect relationship, summarize and interpret the findings (Yıldırım & Şimşek, 2016). In this context, in order to create codes in line with the themes considered, the answers given were examined one by one and all answers were

encrypted. Codes and themes to the created passwords were obtained. The obtained themes and categories related to the themes are shown in Figure 1 and Figure 2.

**Figure-1: Created Themes and Categories of Themes 1**



#### 4.2.1. Theme-1: Preferred Form of Education and Reasons

In this theme, there are opinions about the education method preferred by teachers and their reasons. Many of the participants stated that face-to-face education is more efficient and controllable. According to teachers, it is easier to control students and communicate with them in the school environment. In addition, teachers have the opinion that face-to-face education for students is more appropriate for our habits and system. Also, it is important for teachers and students to be in the same emotional environment in the teaching profession, therefore, face-to-face education were preferred in the majority.

**Table-12: Preferred form of Education and Reasons**

Category	Codes	Number
Reasons to choose online courses	I prefer online courses	1
Reasons to choose face-to-face courses	I prefer face-to-face courses because it is more effective	3
	I prefer face-to-face courses because it is difficult to control students on online courses	5
	I prefer face-to-face courses because it is more appropriate for communication with students	1

Examples of teachers' opinions about the form of education they prefer and their reasons are given below:

*P=(1)= I would prefer online classes because it was less worried process for both the children and us.*

*P=(3)= I prefer face-to-face education because in online education, students do not take their lessons seriously and it becomes very difficult to control.*

*P=(4)= In fact, although the feasibility of a program in which the two would be carried out together like hybrid seems very logical, if I had a choice, I would definitely prefer face-to-face education. I think it would be more suitable for our habits and system if we were to have direct contact with students, intervene immediately when necessary, and consider its benefits in terms of compensation and troubleshooting.*

*P=(6)= I would prefer face-to-face education because it is more effective.*

*P=(7)= I would prefer face-to-face education. Because it was more difficult to control students in online education. They could play games in the background. I could not feel like I could teach them anything because I could not touch them. I prefer face-to-face education, even with a mask.*

#### **4.2.2. Theme-2: The Effects of Mask**

Theme 2 includes teachers' opinions about the effects of using masks at school and in classes during the pandemic on teachers and students. Teachers' opinions generally indicated that teaching with masks is tiring, they think that facial expressions cannot be understood because most of the face is covered with mask. On the other hand, it has been stated that using mask decreases the risk of diseases.

**Table-13: The Effects of Mask**

<b>Category</b>	<b>Codes</b>	<b>Number</b>
The effects of mask on the lesson	It affected negatively the pronunciation.	8
	It affected negatively English education.	5
The effects of mask on teachers	Teaching is tiring with a mask.	1
	It is physically challenging.	2
	It prevented the diseases.	1
The effects of mask on students	It is physically challenging.	2
	Students have difficulty in hearing and learning.	8
	It harms the students' self-confidence.	1
	It prevented the diseases.	1

Examples of teachers' opinions about the effects of mask and their reasons are given below:

*P=(2)= Wearing mask prevented most of the diseases resulting from viruses.*

*P=(3)= I had difficulty in breathing because I was active all day, so did students. Understanding each other was quite challenging because we cannot see each other's facial expressions and lip moves.*

*P=(6)= In terms of foreign language teaching, I believe that wearing a mask is a disadvantage for the young learners. It is important to follow teachers' mouth movements.*

*P=(7)= Breathing, making your voice heard and conveying your facial expressions to other side was difficult. I thought that I cannot explain myself clearly. Also, I was having trouble with understanding others. I felt like there is always an obstacle and distance between us. I think its effects on language learning were negative.*

*P=(8)= The effects of mask were negative. We could not understand the children and they could not learn effectively because they did not see our mouths.*

*P=(10)= Instead of wearing mask, I would prefer online classes on language learning. Children have learned the mispronunciations of the words.*

#### **4.2.3. Theme-3: Social Distance and Its Challenges**

In this theme, the conditions of ensuring social distance in the classes and schools and its challenges encountered are mentioned. The challenges for both students and teachers are discussed separately.

**Table-14: Social Distance and its Challenges**

<b>Category</b>	<b>Codes</b>	<b>Number</b>
Challenges for students	It was not easy to maintain social distance for children.	8
	The students had difficulties in sharing materials and group work.	2
	They had difficulties in sitting rules in the class.	5
	Difficult in body language and communication	4
Challenges for teachers	It was easy, I did not have much difficulty.	2
	Ensuring social distance among children was hard.	8
	Failure to maintain social distance and to make the rules work	7
	Change of seating arrangement	3

Examples of challenges experienced by teachers about social distance are given below:

*P=(1)= It was not easy to maintain social distance because children continued to play games by constantly touching.*

*P=(2)= It was easy because families supported.*

*P=(3)= I did not have much difficulty, but since the students were young, they did not understand the seriousness of the situation and constantly wanted to hug or touch me.*

*P=(5)= Seating arrangements changed. Some children also had different diseases. Various precautions were taken, such as the use of sanitizers. They were warned to comply with social distance rules. We had the most trouble with the use of common materials. They wanted to change their desks and we could not let them to do it because of the pandemic.*

*P=(7)= Children could not do group work. They sat separately in the dining hall. There was a situation of robotization and inability to socialize.*

*P=(10)= Social distance and hygiene measures were taken. However, we had to warn the students constantly to make them comply with the rules.*

#### **4.2.4. Theme-4: Health Concern During the Pandemic**

In this theme, volunteers expressed their fear and concern about the risk of Covid-19. Teachers are afraid of catching the disease. They also expressed the discomfort, fear and anxiety caused by the thought of the risk of infecting a family member. Additionally, some of the teachers stated that they were not concerned about health.

**Table-15: Health Concern During the Pandemic**

<b>Category</b>	<b>Codes</b>	<b>Number</b>
Discomfort, fear and anxiety about the risk of Covid-19	I feel uncomfortable.	2
	I worry about the children.	1
	I have a concern about infecting my family.	6
No health concern	I do not have any health concerns.	1
	I have no concerns because I take precautions.	1

Examples of teachers' opinions about health concern are given below:

*P=(1)= Especially when I felt sick, even if I know that I was not Covid, I felt uncomfortable with the risk of infecting someone.*

*P=(2)= I was very afraid of getting sick and infecting my family members, too.*

*P=(3)= Honestly, I was not too worried because I took my precautions. And I have never caught the virus.*

*P=(4)= We were as worried as everyone else and of course we had a hard time. Being in a crowded place and trying to be careful all the time was very challenging during the education process.*

*P=(7)= I had to stay away from children because my family was chronically ill. I was constantly worried about hygiene.*

*P=(10)= I was worried not for myself but for my family.*

*P=(9)= I was worried about getting sick because I was afraid of infecting my family.*

*P=(5)= I was worried about catching Covid and also I was worried for children.*

#### **4.2.5. Theme-5: Transportation During the Pandemic**

This theme explains how teachers can reach the educational institution they work.

**Table-16: Transportation During the Pandemic**

<b>Category</b>	<b>Codes</b>	<b>Number</b>
Transportation by public transport	I used public transport.	3
Transportation by private car	I used my private vehicle.	4
	I did not prefer public transport.	1
Transportation by shuttle	I took shuttle.	2

Examples of transportation which teachers preferred are given below:

*P=(1)= I used public transport but the distance was short, that's why, it was not disturbing.*

*P=(2)= I used public and even caught Covid from public transportation.*

*P=(3)= I used public transport and I got used to the mask in a short time.*

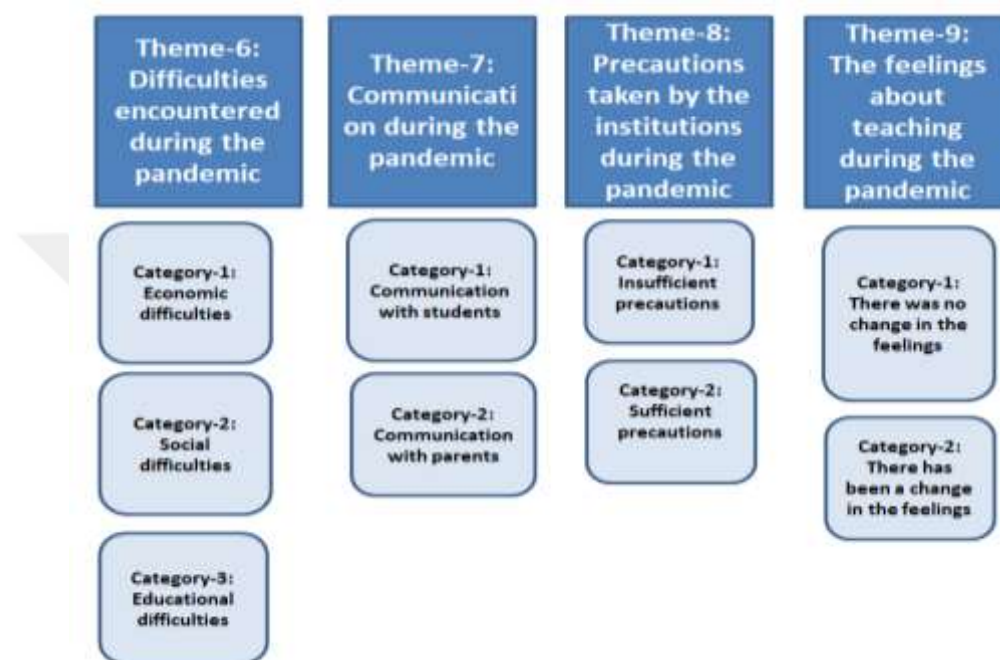
*P=(4)= I did not experience any problems in this regard, I was using my own car.*

*P=(6)= I used my own car to travel because I did not want to get sick.*

*P=(9)= While I normally use public transport or shuttle, I used my own car during the pandemic.*

*P=(10)= I used the shuttle but I was too worried.*

**Figure-2: Created Themes and Categories of Themes 2**



#### 4.2.6. Theme-6: Difficulties Encountered During the Pandemic

This theme refers to the challenges experienced by teachers at home, at school and in social life while the pandemic continues. Teachers explained the reasons of their social and economic difficulties they experienced.

**Table-17: Difficulties Encountered During the Pandemic**

Category	Codes	Number
Economic difficulties	I had financial difficulties.	3
	Parents did not want to spend money on private schools.	1
	The cut in salary and insurance forced me.	2
	I did not have financial difficulties.	2
Social difficulties	I had trouble meeting my friends outside.	1
	Isolation affected social life.	5
	The fact that most places were closed made it difficult for me to meet my needs.	1
Educational difficulties	I think private educational institutions are affected.	1
	Reaching limited number of students	1
	Observation of a decreasing impact in education	1

Examples of the difficulties encountered by teachers and their opinions during the pandemic are given below:

*P=(1)= I think that private schools were affected because some parents did not want to spend money on private schools during the pandemic.*

*P=(3)=During the pandemic period, even when face-to-face education was suspended, I had to go to school and we did not receive any rewards for our effort. Naturally, most places were closed, which made us unable to meet our needs.*

*P=(4)= I have experienced the financial problems that everybody had during the period. Significant increases in the prices and significant decreases in our salaries made us weak financially. But, social dimension was even worse. Because we could not see our loved ones and we could not use social places freely.*

*P=(7)= I did not have financial difficulties even I saved my money because I could not go out. However, I had a problem with socialization. It was very difficult for me. For some time, I only communicated with people in open spaces with a social distance when I had to come to school.*

*P=(9)= Receiving a lower salary and having less insurance made it financially challenging. Socially, I feel like I have lost my communication skills.*

*P=(10)= I did not have any financial difficulties because our salaries were paid regularly. But socially, I had difficulties because I could not socialize for a long time.*

#### **4.2.7. Theme-7: Communication During the Pandemic**

This theme explain how teachers see communication with parents and students during the pandemic.

**Table-18: Communication During the Pandemic**

<b>Category</b>	<b>Codes</b>	<b>Number</b>
Communication with students	Students had focusing problem.	1
	It was not difficult to strike a balance.	1
Communication with parents	It was difficult to meet with parents.	1
	There were online meetings and phone calls.	2
	Meetings were held to reassure parents.	1
	Meeting with parents was not difficult.	4
	Communication with parents was distant and insincere.	2

Examples of teachers' opinions about communication are given below:

*P=(3)= Parents were worried that their children would not be able to learn, so we had many meetings to reassure them.*

*P=(4)= This may have been the least affected in the whole process. It was not difficult to strike a balance when it comes to common concerns.*

*P=(5)= We could say that we did not have any problems communicating with the parents. Even we communicated each other more than ever. We had frequent meetings via Zoom and phone.*

*P=(9)= We frequently communicated with the parents online and by phone, but I had a hard time to recognize their faces when I saw them first.*

*P=(10)= Since I met the parents for the first time, they seemed even more distant and insincere.*

*P=(1)= It was difficult to meet with parents face to face because of the precautions. Also, some parents did not want to come to the face-to-face meetings.*

*P=(7)= I think I did not have much of a negative impact. We still met frequently, but we met online rather than face-to-face.*

#### **4.2.8. Theme-8: Precautions of the Institutions During the Pandemic**

This theme includes teachers' opinions about whether they find the measures taken by the institutions during the pandemic process sufficient and in cases where they are inadequate and why they think that they are inadequate.

**Table-19: Precautions of the Institutions During the Pandemic**

<b>Category</b>	<b>Codes</b>	<b>Number</b>
Insufficient precautions	Not enough precautions were taken.	2
	I am not sure if many precautions were taken.	1
	The institutions was insufficient in this regard because it is very old.	1
	I think the precautions were sufficient.	5
Sufficient precautions	I think they pay as much attention to the hygiene and sanitation of the common areas as possible.	1

Examples of teachers' opinions about the measures taken are given below:

*P=(2)= I do not think enough precautions were taken.*

*P=(3)= I am not sure if many precautions were taken. We were only using masks and there was not even a sanitizer.*

*P=(4)= The institution I worked for at that time was very outdated in many aspects and was inadequate in this regard. Even the use and supply of masks and sanitizers was very difficult. It even failed to impose adequate sanctions on the use of masks for parents and students. The process has even become more difficult.*

*P=(5)= I do not find the measures in the institution sufficient. It was difficult in younger age groups.*

*P=(6)= I think that it was okay.*

*P=(7)= I think that it was sufficient.*

*P=(10)= I think that it was enough.*

#### **4.2.9. Theme-9: Feelings About Teaching During the Pandemic**

This theme focuses on the change in teachers' feelings and thoughts about the teaching profession, considering the conditions in the face-to-face education process during the pandemic. While it is possible that emotions do not change throughout the process, the opposite situation also occurs. Teachers explain the changes in their feelings and thoughts under this theme.

**Table-20: Feelings About Teaching During the Pandemic**

<b>Category</b>	<b>Codes</b>	<b>Number</b>
There was no change.	No.	1
	There was no change.	1
	What is important is the happiness of the students, the process is not very important.	1
	No change in my thoughts. I love my job.	1
There was a change.	Yes, it changed.	2
	While students were at home, teachers were at school during the pandemic, which made me feel worthless.	2
	The change in students, their compliance with the rules and the adaptation problem left teachers in a difficult situation.	8
	I do not want to be a teacher anymore.	3
	Wearing a mask made it difficult for me to do my job.	5
	If I had the chance to choose, I would not be a teacher.	3

Examples of teachers' opinions about being a teacher are given below:

*P=(1)= Yes, it happened. It was quite unfair to be called to schools and asked to teach while students were joining lessons from home. This made me feel worthless.*

*P=(3)= Students have become alienated from classes and schools. They started to be disrespectful. Things became inextricable without the support of parents and school administration. I do not want to do this job anymore. It was difficult to teach with masks, it became even more difficult to explain and be understood.*

*P=(4)= Since the most important thing for me was always the interests and happiness of the children, it was not very important how process progressed. As long as they feel happy, there is no problem for me. It was a difficult time when positive cases increased within the institution and the number of the students decreased.*

*P=(5)= We worked harder during the pandemic. It was more exhausting. Constantly, being in touch with technology had a bad effect both physically and psychologically. If I had a chance to choose, I would not be a teacher. We experienced the most difficulties in the adaptation process of children during the face-to-face education in the pandemic. The children were used to the online process but when they came to school, we had a lot of trouble with the school rules.*

*P=(7)= It happened. I questioned whether I should do this job. While everyone was working at home, we came to school and taught with a mask. It was riskier. I thought about quitting this job. I applied for many different jobs except teaching for the next semester. The hardest thing was teaching with a mask.*

*P=(8)= The most challenging part was the mask, but my thoughts have not changed. I love my job.*

*P=(9)= I can say that I became sure about changing my job. Classroom management challenged me the most because children had a hard time complying with school rules.*

*P=(10)= It is a very difficult profession. If I had the chance to change it, I would. I had the most difficulty in adapting the children to school.*

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

In the qualitative part of the research, 9 themes and 21 categories were obtained. The results of the created themes as follows, respectively:

According to the data obtained from the first open-ended question asked in the interview, “Preferred Education Form” theme was created. In this theme, teachers’ opinions about the question were examined. In line with them, teachers prefer face-

to-face education because it is efficient. It is widely believed that online education is not suitable for our education system. According to teachers, it is easier to control students and communicate with them in the school environment. Teachers stated that during online education, children could play video games in the background, could not touch children physically and emotionally and even that students did not take their lessons seriously during the online classes. Additionally, it is more common to think that it is important for both teachers and students to be in the same emotional environment, so teachers prefer face-to-face education even with a mask. Filiz and Gökmen (2022) examined the difficulties experienced in the transition from online education to face-to-face education in their study on secondary school teachers during the pandemic. In the study, it was seen that there were both positive and negative opinions about the course teaching process in online education. Filiz and Gökmen (2022) explained the positive aspects of online education as the increase in student interest, ease of classroom management and increased problem solving; expressed the negative aspects as lower in class performance, less class participation and efficiency, parental intervention, loss of time, difficulty in taking notes, video display problems, inability to practice and level differences. It seems that the positive features of online education for teachers are less than its negative features. Therefore, it is understandable that teachers prefer face-to-face education to online education. On the other hand, teachers' feeling technically efficient and competent in distance education is also an important factor for online education and face-to-face education preferences. In his study, Alper (2020) examined distance education at the K12 level during the pandemic and concluded that the majority of teachers saw themselves as productive in the distance education teaching process, while some of them saw themselves as partially productive. In the same study, the negative aspects of distance education were expressed as the inability to communicate like face-to-face education, not being able to receive feedback from students, difficulties in the preparation process, technical inadequacies, and lack of school activities; The positive aspects of distance education are expressed as not being a waste of time, a learning environment that is conducive to concentration, comfortable lesson processing, and the freedom to access online lessons whenever you want.

The second open-ended question in the interview is about the use of mask at schools and its effects. The answers of teachers for this question are gathered under the second theme. The theme of “Effects of the mask” includes teachers’ opinions about the effects of using masks at school and in classes during the pandemic on teachers and students. Teachers’ opinions are that teaching with masks is tiring. Moreover, teachers think that facial expressions cannot be understood because the faces are covered. Considering that teachers talk constantly in the classroom environment, it has been stated that it is very difficult to breathe, make the voice heard and convey facial expressions to the students. It has been stated that wearing mask, especially in language education, has a negative effect due to the importance of making the voice heard and hearing the voice for pronunciation. On the other hand, it has been stated that the mask prevents most diseases. Notwithstanding its positive effects on health, wearing masks may impact the efficiency of the communication especially in education setting (Atcherson et al., 2017). Beside the disadvantages about pronunciation, Dorn et al. (2020) stated that the vagueness of the facial expressions also negatively affects classroom management and discipline owing to masks.

The third question is about the social distance which played a key role during the pandemic to prevent the spread of the disease. The answers for this question are gathered in the third theme. In “Social Distance and Its Challenges” theme, the conditions of ensuring the social distance rule in the classroom and school environment and the difficulties experienced in ensuring it are mentioned. The challenges of social distancing for both teachers and students are discussed separately. Due to the age of the students, the awareness of the danger in the country and the world was perceived to be quite low for the students. For this reason, students’ desire to touch and hug each other caused social distance not to be maintained at the desired level. It has been very difficult for teachers to maintain this distance. Additionally, teachers had difficulty to maintain social distance because of the limited space at schools. Limited place made challenging the seating arrangement according to the social distance rules (UNESCO, 2020).

Teachers expressed their fear and concerns about the risk of Covid-19 under the theme “Health Concern During the Pandemic” for the answers of the fourth

question in the interview. Teachers are afraid of catching the disease; they also expressed the anxiety, discomfort and fear caused by the thought of the risk of infecting a family member. It was seen that the biggest concern of the teachers was not getting sick, but rather infecting a member of their family or someone else outside their family. This shows that it causes teachers to worry and fear both for themselves, their families, students and other people. Pappa et al.(2020) have indicated that worrying not only about one's own health but also about the health of the loved ones increases the stress level. On the other and, some of the teachers stated that they were not concerned about health.

The theme of "Transportation During the Pandemic" explains how teachers can reach the educational institution they work during the pandemic. The majority of teachers stated that they came to school with their own vehicles because they were at greater risk in public transportation because of the difficulty in physical distancing and potential for surface contamination. Walker et al. (2020) pointed out that public transport increases the risk of spreading of the virus in the rush hours by virtue of challenging to maintain social distance.

"Difficulties Encountered During the Pandemic" theme refers to the difficulties experienced by teachers at home, at school and in social life while the pandemic continues. Teachers gave reasons for the difficulties they experienced both in social life and economically. The economic difficulties experienced throughout the country during the pandemic period were also reflected in the salaries of teachers and forced them to experience economic difficulties. Furthermore, teachers practicing the teaching profession, who were very open to communication with rules and restrictions in social life during the pandemic period, were isolated from social life and sometimes could not meet their needs and had to cope with a social problem. It has been concluded that the process experienced in educational institutions has negative effects and causes difficulties for teachers.

The theme of " Communication During the Pandemic" explains how teachers see communication with parents and students during the pandemic. While face-to-face meeting in communication are decreasing, this gap has been tried to be closed with online meetings. Adnan and Anwar (2020) also clarify that due to the social distance measures, there is a shift from face-to-face teachers-parents meeting to

online meetings. In these meetings, parents may be worried and concerned about their children's academic progress and well-being (Pomerantz and Eaton, 2001). Thus, teachers wanted to relieve parents' fears and concerns through communication frequency and stated that they held frequent meetings.

The theme of "Measures of Institutions During the Pandemic" includes teachers' opinions on whether they find the measures taken by institutions during the pandemic sufficient, and in cases where they are inadequate what they think. The presence of young children in schools caused inadequacy and difficulty in implementing the measures taken. While it is thought that the precautions taken for teachers are insufficient due to the fact that some schools are old; half of the teachers stated that they found the measures taken to be sufficient.

The theme of "Feelings About Teaching During The Pandemic" focused on the change in teachers' feelings and thoughts about the teaching profession, considering the conditions in the face-to-face education process of the pandemic. In addition to being one of the most rewarding professions, the difficulty of teaching is explained within this theme. The majority of teachers stated that they were worn out in the process; they even stated that they had the idea of quitting the teaching profession and that if they had a choice, they would choose another profession. It was stated to maintain balance between students in schools and comply with the rules, as well as the work during the pandemic period put teachers in a difficult situation. These challenges due to the pandemic have affected teachers' job satisfaction and a decreasing level of morale and interest for the profession (Johnson et al., 2005).

## CHAPTER V - CONCLUSION

This final chapter aims to summarize the study in general, evaluate the findings one last time, and share the results of the study in the light of the research questions.

Everyone's life has undergone a transformation and the adaptation process began with the emergence of an infectious disease called corona-virus in 2019. One of the areas most affected by this transformation has been education. The pandemic also impacted the level of burnout on teaching profession like all human-related jobs. The pandemic and its effects on EFL teachers' burnout levels were examined in this study. The purpose of this study is to seek answers to the three research questions given in the introduction section. While most studies in the literature focus on online or hybrid education during the pandemic, this study covers the face-to-face education period that started with pandemic measures after online education during the pandemic. 321 EFL teachers who were actively teaching in 2020-2021 academic year voluntarily participated in this study. In order to measure the burnout levels of the participants in face-to-face education during the pandemic, first, a socio-demographic survey was conducted for the participants. Then, the Turkish adaptation (İnce & Şahin, 2015) of the Maslach Burnout Inventory-Educator's Survey (Maslach et al., 1996) was applied and finally, 9 open-ended interview questions were asked to 10 randomly selected volunteers from the participants. The quantitative and qualitative data obtained were analyzed via several analyzing methods and the analysis of the data obtained were given in chapter four in detail.

The first research question of the study aims to find the level of EFL teachers' burnout levels during the face-to-face education process in terms of the sub-scales of burnout. According to obtained data, 199 out of 321 EFL teachers have a high level of emotional exhaustion sub-scale score. Looking at this number, it can be deduced that the educators participating in the survey have high rates of emotional exhaustion and burnout due to various factors. High emotional exhaustion level is generally linked to the feeling of being overwhelmed, physical fatigue and being emotionally drained (Maslach et al. 2001). Also, Skaalvik and Skaalvik (2018) have indicated that the quick change to online education, the need to follow these changes and adapt them, concerns about health and students may be the factors leading to emotional

exhaustion. Depersonalization and personal achievement levels, which are the other sub-dimensions of burnout, were at normal levels and, contrary to predictions, did not show any signs of burnout. Maslach and Jackson (1981) suggested that the normal level of depersonalization demonstrates that the teacher has not developed any cynical feelings or behaviors towards colleagues and students or feeling of isolation and alienation from work in spite of feeling emotionally exhausted. Further, despite the high level of emotional exhaustion, the normal level of personal achievement which means the feelings of competence and being successful shows us that teacher still feels competent and efficient in the job (Maslach et al., 2001).

The second research question aims to find out the relationship between some demographic factors and burnout level. Demographic factors such as age, gender, marital status, experience, type of institution, class grades and sizes are the factors that can affect the level of burnout even normally. According to the results of this study conducted during the pandemic, while the impacts of age, experience, type of institutions, grade and size of the classes taught on burnout were observed, no effects of marital status and gender was found.

Studies have obtained mixed results for the relationship between age factor and the level of teacher burnout during the pandemic. Some studies indicate that burnout levels may vary for younger teachers due to the adaptation problems they may face regarding new developments, and for older teachers due to the stress they may experience because of health concerns (Travers & Cooper, 1996). According to the negative relationship between age and burnout conducted from the analysis, the burnout levels of novice teachers are higher. Again, related to age, the burnout level is higher in younger teachers as well as in less experienced teachers due to the same reasons.

Other factors affecting the level of burnout are the factors related to the institution. According to the results of the study, the burnout levels of teachers working in private schools are higher than the burnout levels of teachers working in public schools. Moreover, smaller class size has a positive effect on the quality of the lessons, which means lower level of burnout. Smaller class size means more teacher-student interaction which enables a high sense of job satisfaction. Hence, it helps to reduce and prevent the effects of burnout (Pianta & Hamre, 2009).

The final research question tries to understand how teachers evaluate face-to-face education process during the pandemic. According to the results and the analysis given in the fourth section, it was concluded that teachers preferred face-to-face education model because it is more effective in language teaching and classroom management during the pandemic. When teachers evaluated the effects of the mask during this period, they stated that the mask had negative effects due to the importance of pronunciation and understanding in language teaching. Even though teachers found the precautions taken in the institutions generally during this process sufficient, they stated that they had a hard time maintaining social distance, especially in small-aged groups. They also expressed how exhausted they felt during this period and it was a very challenging period owing to the financial problems experienced by teachers in view of the global economic crisis, the feeling of loneliness of not being able to socialize, the health concerns they felt for themselves and their families, the anxiety of getting corona virus from the public transport and the communication problems they experienced with parents from time to time. Finally, when they were asked to evaluate the teaching profession by taking into consideration the conditions during the Covid-19 pandemic, most of them expressed that they lost their interest for this profession and if they had a chance to change it, they would.

In conclusion, considering all these analyzes and comments, it has been concluded that the Covid-19 pandemic face-to-face education period has caused high burnout on EFL teachers, and will lead to negative consequences if the necessary measure are not taken.

This study has enlightened the effects of the Covid-19 pandemic period on the EFL teachers' burnout levels in face-to-face education process. A follow-up study can be carried out through the results of the burnout on EFL teachers and also the treatment of the results of the burnout related to this process can be discussed. Moreover, a detailed study can be carried out by reaching more EFL teachers.

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## APPENDICES

### Appendix-1. A Demographic Information Form

Please answer the questions below.

1. Gender: Female Male
2. Age:
3. Marital Status:
4. Specify the type of institution you work for. Public school Private school
5. What level of education are you working at? Kindergarten / Primary School / Middle School / High School / University
6. What is your total length of experience in your teaching career? 0-5 / 5-10 / 10+
7. What is your total length of service in the institution you work for? 0-5 / 5-10 / 10+
8. If you were to evaluate the education you have provided during the pandemic process as 1 (least efficient) – 5 (most efficient), how many points would you give yourself? 1 – 2 – 3 – 4 – 5
9. What is the total number of students in your class during the pandemic?

## Appendix-2. The Turkish Version of Maslach Burnout Inventory - Educator's Survey

Please answer the following questions, taking into account the face-to-face education process in the 2021-2022 academic year during the pandemic period.

Tablo 3. MTE-EF Madde-Toplam Korelasyonlarının Dağılımları

Maddeler	Madde-Toplam Korelasyonları	
	Pilot Uygulama	Asıl Uygulama
<b>I. Duygusal Tükenme</b>		
1. Öğretmenlikten duygusal olarak soğuduğumu hissediyorum.	0.62	0.66
2. Okulda günü bitirdiğimde kendimi bitkin hissediyorum.	0.58	0.63
3. Sabah kalkıp yeni bir iş gününe başlamam gerektiğinde kendimi yorgun hissediyorum.	0.61	0.63
6. Bütün gün öğrencilerle çalışmak beni gerçekten zorluyor.	0.61	0.66
8. Öğretmenliğin beni tükettiğini hissediyorum.	0.79	0.76
13. Öğretmenlik mesleğinin beni hayal kırıklığına uğrattığını düşünüyorum.	0.64	0.63
14. Öğretmenlikte iş yükümün çok fazla olduğunu hissediyorum.	0.51	0.45
16. Öğrencilerle çalışıyor olmak beni oldukça strese sokuyor.	0.58	0.61
20. Öğretmenliğe daha fazla dayanamayacakmışım gibi hissediyorum.	0.61	0.58
<b>II. Duyarsızlaşma</b>		
5. Bazı öğrencilere sanki nesnelermiş gibi davrandığımı hissediyorum.	0.55	0.54
10. Öğretmenliğe başladığımdan beri öğrencilere karşı daha çok duyarsızlaştım.	0.46	0.65
11. Öğretmenliğin beni duygusal olarak katılaştırdığını düşünüyorum.	0.43	0.59
15. Bazı öğrencilere ne olduğunu gerçekten umursamıyorum.	0.48	0.55
22. Öğrencilerin bazı sorunlarından dolayı beni suçladıklarını hissediyorum.	0.39	0.40
<b>III. Kişisel Başarı</b>		
4. Öğrencilerimin bir konu hakkında ne hissettiğini kolayca anlayabiliyorum.	0.23	0.22
7. Öğrencilerimin sorunlarıyla çok etkin bir şekilde ilgileniyorum.	0.33	0.37
9. Bir öğretmen olarak öğrencilerin yaşamlarını olumlu bir şekilde etkilediğimi hissediyorum.	0.38	0.46
12. Kendimi çok zinde hissediyorum.	0.34	0.40
17. Rahat bir çalışma ortamını öğrencilerimle birlikte kolayca yaratabiliyorum.	0.44	0.59
18. Öğrencilerimle iç içe gerçekleştirdiğim bir çalışmadan sonra içimin coşkuyla dolduğunu hissediyorum.	0.44	0.57
19. Öğretmenlikte kayda değer pek çok şey başardım.	0.42	0.48
21. İşimde karşılaştığım duygusal problemlerle oldukça sakin bir şekilde baş ediyorum.	0.27	0.41



#### Appendix-4. Interview Questions

Değerli Meslektaşımız,

Aşağıdaki sorular Covid-19 Salgını sürecinde içinde bulunduğumuz 2021-2022 eğitim öğretim yılının yüz yüze eğitimin gerçekleştiği son iki dönemini kapsamaktadır. Bu görüşmede, sizin İngilizce eğitimi ve öğretimi alanındaki tükenmişlik düzeyinizi kendi bakış açınızla değerlendirmenize yönelik sorular bulunmaktadır. Görüşmenin yaklaşık 15 dakika sürmesi beklenmektedir. Görüşleriniz bizim için çok değerlidir. Ankete katılan meslektaşlarımızdan kişisel bilgileri istenmemektedir. Bu çalışma bilimsel amaçlar için yürütülmekte olup görüşme yanıtları gizli tutulacak ve tamamıyla araştırma amaçlı kullanılacaktır. Katkılarınız için şimdiden teşekkür ederiz.

Özge KEÇECİ AKYOL

1. Pandemi sürecinde son iki dönemdeki yüz yüze eğitimi önceki dönemdeki online eğitim ile karşılaştırdığınızda hangisini tercih edersiniz? Neden?
2. Pandemi döneminde okulda ve derste maske kullanımının derslere siz ve çocuklar açısından etkisi nasıldı?
3. Pandemi sürecinde okullarda sosyal mesafeyi nasıl sağladınız? Bu konuda yaşadığınız zorluklardan bahsedermisiniz?
4. Pandemi sürecinde sağlıkla ilgili ne tür endişeler yaşadınız ve bunlar eğitim öğretim sürecini nasıl etkiledi?
5. Pandemi sürecinde çalıştığınız kuruma nasıl ulaşım sağladınız? Sizi nasıl etkiledi?
6. Pandemi döneminde karşılaştığınız ekonomik, sosyal güçlükler nelerdi ve eğitim açısından sizi nasıl etkiledi?
7. Pandemi süreci sizi veli ve öğrenci iletişimi açısından nasıl etkiledi?
8. Pandemi sürecinde çalıştığınız kurumun aldığı tedbirleri yeterli buluyor musunuz? Bu konuda yaşadığınız zorluklar olduysa bahsedermisiniz?
9. Pandeminin yüz yüze eğitim sürecindeki şartlarını göz önünde bulundurduğunuzda, öğretmenlik mesleğine karşı duygu ve düşüncelerinizde herhangi bir değişiklik oldu mu? Olduysa ne gibi değişiklikler oldu?

### **Appendix-5. Katılım Kabul Formu**

Sayın Katılımcımız,

Katılacağınız bu çalışma, “Pandemi Döneminde İngilizce Öğretmenlerinin Tükenmişlik Seviyeleri” adıyla, Özge Keçeci Akyol tarafından yapılacak bir araştırma (yüksek lisans tez) uygulamasıdır.

Araştırmanın hedefi 2019 yılında tüm dünyada ortaya çıkan Koronavirüs hastalığı nedeniyle alınan önlemler kapsamında yüz yüze ders sürecinin İngilizce öğretmenlerinin tükenmişlik seviyelerine etkisini ölçmektir.

Araştırma T.C. Milli Eğitim Bakanlığı’nın ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Özge Keçeci Akyol

İletişim Bilgileri :