

## YETERİNCE HAZIR MIYDIK? COVID-19 PANDEMİSİ SIRASINDA UZAKTAN EĞİTİMDE İNGİLİZCE ÖĞRETMENLERİNİN TÜKENMİŞLİK DÜZEYLERİ VE MESLEKİ ÖZ YETERLİLİKLERİ ÜZERİNE BİR ARAŞTIRMA

### WERE WE PREPARED ENOUGH? A STUDY ON THE BURNOUT LEVELS AND PROFESSIONAL SELF-EFFICACY OF ENGLISH LANGUAGE TEACHERS IN DISTANCE EDUCATION DURING THE COVID-19 PANDEMIC

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**Özet:** İlk olarak 2019 yılında ortaya çıkan ve tüm dünyada ölümlere neden olan korona virüsü, hayatın her alanını etkisi altına almış ve sosyal kısıtlamalara neden olmuştur. Bu önlemler önemli eğitim değişiklikleri ile sonuçlanmıştır. Bugüne kadar sadece destekleyici bir eğitim türü olan uzaktan eğitim, COVID19 nedeniyle uzun süredir eğitimde tek alternatif haline geldi. Sonuç olarak, öğrenciler ve öğretmenler hiçbir ön hazırlık yapmadan bu sürece uyum sağlamaya çalışmakta zorlanmışlardır. Bu araştırma, İngilizce öğretmenlerinin COVID19 sürecinde zorunlu uzaktan eğitime ilişkin genel algılarını, tükenmişlik düzeylerini ve mesleki öz-yeterlik algılarını belirlemek amacıyla yapılmıştır. Bu üç kategoriye incelemek için Maslach'ın Tükenmişlik Envanteri ve Bandura'nın Öz-yeterlik Ölçeği kullanılarak bir anket geliştirilmiştir. Türkiye'den toplam 172 İngilizce öğretmeni anketi yanıtlamıştır. Ayrıca yarı yapılandırılmış görüşme araştırması yapılmıştır. Görüşme çalışmasına 16 öğretmen katılmıştır. Anket ve görüşme verilerine dayalı olarak zorunlu uzaktan eğitim sürecinde İngilizce öğretmenlerinin tükenmişlik düzeylerinin nispeten yüksek olduğu tespit edilmiştir. İngilizce öğretmenlerinin mesleki öz-yeterlik algıları da yüksek bulunmuştur. Katılımcı öğretmenler mesleki açıdan yeterince yetkin olduklarını ancak zorunlu uzaktan eğitim sürecinin yürütülmesinin zor bir süreç olduğunu belirtmişlerdir.

**Abstract:** The corona virus, which first appeared in 2019 and has caused deaths all around the world, has had an impact on all aspects of life and has resulted in social constraints. These measures have resulted in significant educational changes. Distance education, which has only been a supportive education type until today, has become the only alternative in education for a long time due to COVID19. This study was carried out to find out English language teachers' general perceptions related to the obligatory distance education in the process of COVID19, their burnout level, and their professional self-efficacy perceptions. In order to examine these three categories, a questionnaire was developed using Maslach's Burnout Inventory and Bandura's Self-efficacy Scale. A total of 172 English teachers from Turkey responded to the questionnaire. In addition, a semi-structured interview research was conducted. The interview study included 16 teachers. It was determined that the English language teachers' burnout levels were relatively high in the process of obligatory distance education. English language teachers' professional self-efficacy perceptions are found to be high as well. Participating teachers stated that they are professionally competent enough, but that the compulsory distance education process is a difficult process to carry out.

Anahtar Sözcükler: COVID19, Corona Virüs, Uzaktan Eğitim, İngilizce Öğretmenleri, Tükenmişlik Sendromu, Profesyonel Öz Yeterlik

Keywords: COVID19, Corona Virus, Distance Education, English Teachers, Burnout Syndrome, Professional Self-Efficacy

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## Introduction

Although COVID has mostly harmed the health industry and healthcare professionals, the ongoing epidemic has impacted every sector and its employees for months. In the field of education, this predicament has resulted in the closure of schools and the occasional transfer to remote education (Hsiang et al., 2020). COVID19 affected 91% of the world's student population statistics (UNESCO, 2020). Many countries were unprepared for this circumstance during the transition to remote education, resulting in adaptation problems and infrastructural issues.

In this process, providing access to large masses and providing equal educational opportunities has been the primary goal of governments. However, the compulsory education process, which was caught unprepared, did not provide much opportunity to achieve this goal completely. According to Zhang et al. (2020), there are several elements that promote educational disparity in current period when online platforms are usually used. The following are some of these factors:

1. Teacher's lack of understanding of online education
2. Unstable network
3. Material adaptation failure
4. Distractions at home
5. Lack of measurement and evaluation in online education.

The concept of burnout, which was first mentioned by Freudenberger (1974 and 1975), was later examined by Maslach and Jackson in 1981 and 1982 (Ergin,1992). Burnout syndrome is a state of mental and physical weariness that diminishes a person's sense of achievement and happiness in their profession, friendships, or interactions with their family under normal circumstances and makes them feel as though they have lost their sense of well-being ( Maslach,1977). Burnout is more prevalent in occupational groups that interact with people actively. One of these occupational groups is teaching (Dolunay&Piyal, 2001). For this reason, the compulsory distance education experienced during the COVID19 process has caused teachers to experience various difficulties and to feel inadequate from time to time. In the context of Turkey,

this situation has become even more difficult for the instructors of English lessons, which is perceived as a difficult lesson even in the classroom environment, and learning losses have become inevitable.

For this type of emergencies countries should have plans B and C in addition to plan A (Toquero, 2020). For example, in order to ensure learning consistency in every setting and to assist learners across spatial and temporal boundaries, educators must be competent users of technology. Many students and teachers have limited access to technological opportunities or do not have the necessary skills in technology. For this reason, participation problems have increased. The appearance of these problems has led to feelings of failure and unhappiness among teachers and students (Trust & Whalen, 2020).

Even the most excellent material, can become dysfunctional if it is not properly adapted. The material used should always be appropriate for the learners' level and age. If this is done, maximum efficiency and long-term learning will be achieved. This, however, is not as simple as it may appear. It necessitates extensive research and commitment (Mew, 2015). Material adaptation is challenging even in face-to-face education, and it is significantly more difficult than imagined in a distant education process that took educators off guard. Problems in material adaptation also affected effective education and made teachers feel inadequate in this regard (W. Zhang et al., 2020).

During face-to-face teaching, the majority of teachers could easily discern between home and school activities. With the advent of remote education, however, housework and schoolwork had to coexist in the same space. This holds true for pupils as well. This scenario is more pronounced, particularly in underdeveloped countries. Due to housework, female students, for example, attend fewer online classes than male students. Furthermore, some female students have been compelled to marry or even become pregnant as a result of this process. It's also a given that female academics published fewer papers during the pandemic than male academics. The increasing responsibilities at home and the difficulty in distinguishing between homework and lessons are another reason why teachers feel inadequate and exhausted. (Burzynska & Contreras, 2020).

The importance of evaluation in teaching and learning is well accepted. As it dictates what students learn, it is one of the most crucial parts of any program. Learners learn best when they are

completely aware of how their actions will be examined and evaluated, according to Candlin and Edelhoff (1982). Teacher evaluation is very important in defining what and how they teach. It is also known as a powerful tool for improving educational quality. Despite the importance of measurement and assessment in education, teachers' difficulties with measurement and evaluation in distant education have hampered educational efficiency. Other research, according to Meeter (2021), have indicated that lower standardized test scores do not correctly reflect learning difficulties. They could instead be the effect of changed testing conditions, such as less test planning than in prior years. Schools may not have placed enough emphasis on optimal planning, management, or concentration by their students during the pandemic. According to Meeter (2021), supervision and evaluation in online education are insufficient. Teachers are feeling insecure about their jobs as a result of this circumstance.

The goal of this study is to investigate the difficulties that English language teachers faced during the COVID19 phase's online education process. This research will also look into how English language instructors' burnout and professional perceptions were affected by compulsory online education. The following are the research questions for this study:

1. What are instructors' general impressions of the compulsory distance education program established during the COVID19 pandemic?
2. Did the compulsory distance education process introduced during the COVID19 pandemic have the same impact on instructors who started working before March 2020 and after March 2020? Is there a clear distinction between the two groups?
3. Do gender, age, and educational level have a significant impact on English language instructors' burnout and self-efficacy perspectives in the context of the COVID19 pandemic's compulsory distance education?

### **Methodology**

Mixed method research is a suitable alternative when the research issue involves the use of quantitative and qualitative methodologies concurrently or sequentially (Sahin & Öztürk, 2019). It's also a handy strategy because it allows for triangulation (Bergman, 2011). Following the researchers' explanations, the researcher chose mixed method study to assess general attitudes,

burnout levels, and professional self-efficacy perceptions of teachers working remotely during the COVID19 process. While the questionnaire provided broad information on the issue, the interviews revealed the individual differences and problems encountered by the teachers during the process.

### **Participants**

Many teachers were required to switch to distance education as a result of the COVID19 outbreak. Distance education implemented during the COVID19 process has negatively affected teachers. The study was conducted to answer four research questions. In order to answer research questions 172 English language teachers from different provinces of Turkey answered a questionnaire and 16 English language teachers attended to the interview, shared their ideas and experiences related to the process of obligatory distance education.

### **Data Collection Tools**

Maslach Burnout Inventory, Bandura's Self-Efficacy Scale, and teacher self-efficacy lists issued by the Ministry of National Education in 2006 and 2017 were utilized to create the questionnaire. 172 English language teachers from different parts of Turkey attended in the questionnaire.

The MBI is used to evaluate three aspects of burnout: emotional exhaustion, depersonalization, and decreased professional achievement. There are 22 items in all, split into three categories. The term recipient is used for people who receive service, work or treatment from the respondents. The items are written in the form of declarations such as "I'm tired of my job" or "I don't worry for my recipients." The questions are asked in terms of how often they occur. 0 denotes never, while 6 denotes every day. The precise anchoring of all seven points on the frequency axis results in a more uniform response scale, allowing the researcher to be reasonably confident of the meanings inferred by respondents.

The Emotional Exhaustion subscale's nine items measure feelings of being mentally overworked and drained by one's job. The five things in the Depersonalization subscale assess an impersonal and unfeeling attitude toward others who receive one's service, care, treatment, or guidance. Higher mean ratings in each of these groups indicate a high level of burnout. The Personal Accomplishment subscale's eight items measure feelings of competence and success in one's work

with people. Lower mean scores in this subscale, in comparison to the other two, lead to higher levels of experienced burnout.

A scoring key with instructions for scoring each subscale is used to score each respondent's test form. Since the scores for each subscale are treated individually and not compiled into a single cumulative score, each respondent receives three scores. Personal feedback can be given as desired by using low, average, and high codes for each item. (Maslach et al., 1997)

The interview, which included 16 participants (13 females and 3 males) from various Turkish provinces, was conducted using an online tool since it is convenient and due to the social distance established by the COVID19 process. Random sampling is the most important component of probability sampling, according to Dörnyei (2007), and the fact that participants are picked purely on the basis of probabilities should decrease most external influences, making the sample more representative. As a result, all of the participants were chosen on the basis of their willingness to participate. Audio and video recordings were made during the interviews with the participant's consent. Some participants who did not want to be recorded on video or audio but still wanted to express themselves emailed their responses to the researcher in written form. The interviews were conducted in the participants' native tongue in order for them to feel more at ease and express themselves better. Following the collection of data in the participants' original language, each interview was translated into English by the researcher, with assistance from two field colleagues in determining the accuracy of the translations.

### **Data Analysis**

The data acquired through the questionnaire was examined utilizing a software analysis program in the study. In order to address the first study question, descriptive statistics were used to create charts. The percentages of correct answers for each item were calculated, and the data was interpreted accordingly. After obtaining the skewness and kurtosis coefficients, the Kolmogorov-Smirnov and Shapiro Wilk tests were used to answer the second and third questions. The Levene test was used to determine homogeneity after checking the distribution's normality. The Mann Whitney U and ANOVA tests were used to compare the variables according to categories once it was determined that the distribution was not normal. For categories with non-normal distributions, the Kruskal Wallis test was used, which is the non-parametric counterpart of ANOVA; for

categories with differences, the post hoc (LSD) test was used. The frequencies of the categories were analyzed and inferences were drawn by looking at them in order to get the answer to the fourth question.

The interview comprised of 25 questions designed to get a better understanding of the overall issues faced by the teacher during remote education brought on by the COVID19 process, as well as burnout and professional self-efficacy perceptions. The researcher then transcribed and translated the material into English. To ensure that the translation was accurate, the data was shared with two coworkers and their opinions sought. The researcher provided transcribed verbal data with four separate colleagues after receiving their feedback. The data from the interviews was analyzed using content analysis in this main study. Dinçer (2018) defines content analysis as "the systematic classification of qualitative or quantitative data based on certain topics or categories."

## Findings

This research examined English language instructors' degrees of burnout and opinions of their professional self-efficacy before, during, and after the switch to obligatory remote learning. The data acquired from the study is presented below.

## Quantitative Results

1. **Research Question 1:** What are instructors' general impressions of the compulsory distance education program established during the COVID19 pandemic?

The questions asked to measure the general perception of the teachers about the process are included in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 7<sup>th</sup>, 10<sup>th</sup>, 13<sup>th</sup>, 15<sup>th</sup>, 22<sup>nd</sup>, and 34<sup>th</sup> items of the questionnaire. Therefore, the answers given to these items are analyzed below and presented in a tables.

Table 1.

### *Percentages of Answers Given to Item 1*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I prefer distance education rather than face to face education.	2,3%	7%	12,2%	37,8%	40,7%

Table 1 depicts the percentages of the responses given to item 1. In response to this question, the majority of English language teachers prefer face to face education rather than distance education.

Table 2.

*Percentages of Answers Given to Item 2*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have difficulty in being acquainted with my students via distance education.	20,9%	39%	12,2%	23,3%	4,6%

Table 2 shows that English language teachers had a tough time getting to know their students. 20.9 percent of instructors indicated that they strongly agree with the statement.

Table 3.

*Percentages of Answers Given to Item 3*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have difficulty in grading my students.	25%	41,9%	12,8%	15,7%	4,6%

Unfortunately, there was a time when teachers were asked to assign grades without any criteria, that is, without any examination or correct assessment. Table 3 depicts how challenging this is for English language instructors.

Table 4.

*Percentages of Answers Given to Item 7*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I think it is hard to control disruptive behavior in distance education.	19,2%	42,4%	13,4%	22,1%	3,1%

Table 4 shows that English language teachers have a common complaint about how difficult it is to manage the classroom and control disruptive pupils' behavior.



Table 5.

*Percentages of Answers Given to Item 10*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I do not know how to compensate my lessons in the process of distance education when there is a lack of support from parents.	18,1%	48,5%	17%	14,6%	1,8%

When observed from Table 5, it's clear that the participants agree that they don't get any help from their students' families. It is unreasonable to expect complete performance from a teacher when the student has remote access and the family is unsupportive.

Table 6.

*Percentages of Answers Given to Item 13*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is impossible to take care of all students individually in distance education.	30,8%	50,6%	1%	10,5%	0,6%

It is clear from Table 6 that approximately all the participants think that it is impossible to take care of all students individually.

Table 7.

*Percentages of Answers Given to Item 15*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I can not understand in a certain way whether my students learn effectively in distance education.	11%	54,7%	14%	15,7%	4,6%

English language teachers who took part in the questionnaire stated that they were unsure whether their pupils would be able to learn effectively in the distant education phase.

Table 8.

*Percentages of Answers Given to Item 22*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The time period determined for distance education is sufficient for the subjects to catch up.	2,9%	28,5%	19,2%	38,4%	11%

While 49.4 percent of participants said the time allotted for online education was insufficient to finish the curriculum, 31.4 percent argued that the time allotted was adequate. Table 8 shows that teachers have different perspectives on this topic.

Table 9.

*Percentages of Answers Given to Item 34*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I think I have managed well the distance education in Covid19 process.	19,2%	41,9%	31,4%	5%	2,5%

Despite the fact that this process is challenging in the areas listed above, the majority of teachers believe they have effectively completed it. 61.1 percent of participants believe they did a good job managing the process.

2. **Research Question 2:** Did the compulsory distance education process introduced during the COVID19 pandemic have the same impact on instructors who started working before March 2020 and after March 2020? Is there a clear distinction between the two groups?

Table 10.

*Mann Whitney U Test Results Across Date of Starting to Profession and Self-efficacy*

	<b>Date of Starting to Profession</b>	<b>N</b>	<b>Mean Rank</b>	<b>Z</b>	<b>U</b>	<b>P</b>
<b>Self-efficacy</b>	I started to work before March 2020	135	87.53	-.519	2358.500	.604
	I started to work as a teacher after March 2020	37	82.74			

The p value is checked in the Mann Whitney U test findings. If the p value is greater than .05, it is assumed that no significant difference exists between the two groups being compared. The data are shown in Table 10 as a result of a comparison of the categories of self-efficacy and the date of entry into the profession. On the basis of self-efficacy, Table 1 shows that there is no significant difference between the two groups ( $p=.604$ ). Acquired result means that date of starting profession does not have a big impact on English language teachers' self- efficacy levels.

Table 11.

*Mann Whitney U Test Results Across Date of Starting Profession and General Perceptions about*

*Distance Education*

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

Likewise, as a result of the comparison of general perceptions about the process and the date of starting the profession, no significant difference was found between the two groups. ( $p=.114$ ) The results acquired shows similarity with the results presented in Table 10.

Table 12.

*Mann Whitney U Test Results Across Date of Starting Profession and Burnout*

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

By the same token; when the burnout and date of starting profession categories were compared, no significant difference was found. ( $p=.113$ )

- Research Question 3:** Do gender, age, and educational level have a significant impact on English language instructors' burnout and self-efficacy perspectives in the context of the COVID19 pandemic's compulsory distance education?

Table 13.

*Mann Whitney U Test Results for Across Gender and Self-efficacy*

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

Regarding to Table 13, there is no significant difference between the two groups. This result is directly compatible with the conclusion of Hartman and Barbar (2020) that there is no significant difference between men and women in terms of perception of professional self-efficacy. Table 14 presents the effects of gender on teachers' general perceptions about distance education.

Table 14.

*Mann Whitney U Test Results Across Gender and General Perceptions about Distance Education*

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

Table 14 shows that gender does not have a significant effect on participants' general perceptions about distance education. ( $p=.765$ ) The results of the effects of gender on the burnout levels of teachers are presented at Table 15.

Table 15.

*Mann Whitney U Test Results Across Gender and Burnout*

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

Table 15 shows that gender does not have a significant effect on participants' burnout level in the process of distance education. ( $p=.074$ ) After checking the results obtained from the effects of gender on burnout level, professional self- efficacy and general perceptions about the process of obligatory distance education; same comparisons were made with educational level as well. Results are presented below.

Table 16.

*Mann Whitney U Test Results for Across Educational Level and Self-efficacy*

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

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

Table 17.

*Mann Whitney U Test Results Across Education Level and Burnout*

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

Regarding the results of Mann Whitney U test provided in Table 17, education level does not have a significant effect on the participants' burnout level. ( $p=.082$ )

Table 18.

*Mann Whitney U Test Results Across Education Level and General Perceptions about Distance*

*Education*

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

Considering the p value, we can say that the level of education has an effect on general perceptions about distance education. In such cases, it is necessary to calculate the effect size. When the effect size was calculated, it was found 0.24. This helps to conclude that bachelor graduates have more negative perceptions than teachers in the post graduate category about distance education. Finally in this section the effect of work stage on teachers' burnout level, self-efficacy perceptions and general perceptions about the process were examined. Table 19 shows the results.

Table 19.

*ANOVA Test Results Across Work Stage and Self-efficacy*

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

When the work stage and self-efficacy categories were compared with the help of ANOVA test, the p value was calculated as 0.04. Since the significance value is less than .05, it is necessary to perform a post-hoc test. For this reason, the LSD test was applied and it was observed that the self-efficacy perception of primary school teachers was higher than the other two groups. The effect size was calculated as .049. The age factor was also evaluated in the study. The effects of the participants' age on their burnout, professional self-efficacy and general perceptions of the process were examined. Results are presented at Table 20, Table 21 and Table 22.

Table 20.

*ANOVA Test Results Across Age and Self-efficacy*

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

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

Table 21.

*Kruskal wallis H test results across age and general perceptions*

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

In cases where the distribution is not normal, the Kruskal Wallis H test is used instead of ANOVA. According to the Kruskal Wallis H test, the p value showed no significant difference between age and general perceptions about distance education. (p=05)



Table 22.

*Kruskal Wallis H Test Results Across Age and Burnout*

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

When looked at the results of Kruskal Wallis H test across age and burnout no significant difference was found. ( $p=0.135$ ) The effects of work stage on burnout and general perceptions about the process of obligatory distance education are shown at Table 23 and Table 24.

Table 23.

*Kruskal Wallis H Test Results Across Work Stage and Burnout*

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

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

Table 24.

*Kruskal Wallis H Test Results Across Work Stage and General Perceptions*

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

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

### Qualitative Results

Participants, who participated in the interview, are numbered as P1, P2, P3 up to P16. Following descriptions cover the responses of the teachers to the interview questions that were asked in order to contribute to the quantitative findings of the study.

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

- Problems related to classroom management
- Problems related to measurement and evaluation
- Inequality between eastern and western provinces
- Disappointment that teachers felt in the process of obligatory distance education

- Infrastructure problems
- Communication problems
- Inequality of opportunity
- Lack of pre-training for teachers
- Loss of professional motivation
- Incompatibility with distance education
- Failure of students and parents to comply with communication rules (Calling too early or too late)
- Students' irresponsibility
- Large families and environmental factors
- Decision makers' insufficient observation to the rights of the teachers

The fourteen main categories specified by the teachers participating in the interview study are as stated above. However, 5 common problems mentioned by all 16 participants were identified. These are classroom management, measurement and evaluation, inequality of opportunity between eastern and western provinces, loss of professional motivation and disappointment caused by the distance education process.

### **Discussion**

Based on the results of the questionnaire and interview, it can be stated that the participants' general perceptions of distance education were skewed negatively. This is demonstrated by the responses provided. In the findings section, all of them are discussed in depth. The findings are comparable to those of Hismanolu's (2012) study. Participants in Hismanolu's study thought the nature, level, and delivery of the training were inadequate, and as a result, they claimed that they do not feel qualified to use online education in their future subject teaching without adequate prior knowledge of it.

Based on the findings from the tables, it can be stated that interacting in person is easier than interacting on a computer. No matter how hard a student tries, there will always be distractions at their fingertips. When they are not in a school environment, people relax and become lazy at home because they are in the comfort of their own house. You'll need a lot more self-discipline and motivation to stay on track while learning online (Bataineh et al., 2021). Unfortunately, due to the rapid spread of the corona virus, teachers have had to deal with this problem on a daily basis. In their study, Niemi and Kousa (2020) discovered that more than half of the teachers said they failed to create true engaging relationships with all students. Because not all pupils had a camera, they were afraid that they wouldn't always be able to detect if they were actually engaged. One of the most difficult aspects of this procedure for teachers was not being able to see the student, having never seen them before, and only being able to access them through a screen.

In like manner, assessment became a major issue during the process of obligatory distance education. Both the interview and questionnaire responses suggested that teachers struggled with assessment. According to Khalif et al. (2020) in their research, how a student will be graded is an ambiguous subject that causes teachers uncertainty. To summarize, the teacher should conduct periodic checks in order to determine how to teach the lesson and to guide the student in the appropriate direction. This is easier to achieve in a classroom setting than it is through distance learning. Because there is eye contact, the teacher can make inferences about the learner more easily (Hedstrom, 2017).

Another difficulty that arises in the education is classroom management. Virtual experiences, rather than real ones, are how digital native students get information. The teacher's method and technique are hampered as a result of this predicament. As pupils' interests are readily sidetracked, the teacher's capacity to maintain classroom discipline deteriorates (Arabacı & Polat, 2013). Due to the immediate COVID19 spread, practitioners were unprepared for adjustments in teaching methods. Instructors are more concerned with the challenges that come with their relationships with students, according to Wut and Yu's research (2021), whereas students are more concerned with their interactions with their peers.

Teachers with less experience, according to Gavish and Friedman (2010), are more likely to burn out in their first year of teaching. Both groups' burnout levels were found to be high in the current study. This is where it differs. This is due to the fact that the study is completed as part of the

mandatory online education program. Many elements have been discovered to contribute to teacher burnout. Factors such as being taken off guard during the distance education process, frequent power outages in the east, keeping in touch with family members concerning distance education, and teaching the prescribed curriculum in a short amount of time are just a few.

Teachers' years of experience had a nonlinear relationship with all self-efficacy indicators, according to Klassen and Chiu (2010), increasing from early to mid-career and then declining. Female teachers reported more workload stress, more classroom stress from student behavior, and lower self-efficacy in classroom management than male instructors. Teachers who are under more stress due to their workload have stronger self-efficacy in classroom management. The perception of professional competence was high in both groups, according to the findings of this study. In this regard, it has yielded results that are similar to Klassen and Chiu's research.

Male teachers have a higher level of burnout in the Iranian environment, according to Bayani et al. (2013), but Klassen and Chiu (2010) found the opposite. Female primary school teachers have a higher level of burnout than male primary school teachers, according to Timms et al. (2006). The current study's findings are not comparable to these investigations because they do not differ in any manner.

Although older, more experienced teachers appear to perceive more personal accomplishment in their work, age, experience, certification status, and preparation are no longer as closely associated to professional burnout as they formerly were, according to Zabel and Zabel (2001). According to the current study, age and job experience had no effect on the level of burnout, therefore the results were similar to those of Zabel and Zabel's study.

According to Maolosi and Forcheh (2015), teachers' age has little bearing on their professional self-efficacy, but gender does. In terms of professional self-efficacy, female instructors outperformed male teachers, according to their research.

Although English teachers were exhausted during the compulsory distance education procedure, they blamed the problems and failures on the process itself. In this regard, the findings of the main study are consistent with those of Sokal et al (2020). Between April and June 2020, teachers who

took part in the study answered to their questionnaire. Teachers who took part in the study reported higher levels of weariness and cynicism, as well as higher levels of self-efficacy.

On the other hand, Bashir et al. (2020) came up with a distinct set of results. Participants in their study exhibited a low level of self-efficacy at the start of the procedure, according to their findings. A lack of past experience has a detrimental impact on overall performance, which is a common occurrence among practitioners. This is in accordance with a recent study that indicated that teachers are less/not self-efficacious when it comes to online teaching due to a lack of appropriate skills.

The current study's results are consistent with Pellerone's (2021) findings in terms of burnout. In a research with a group of Italian teachers, she discovered that the amount of burnout experienced by participants in distant education during the COVID19 process was rather high. However, in her research, this approach had a negative impact on teachers' professional self-efficacy skills.

### **Conclusion**

According to the current study, English teachers' views on the success of the compulsory distance education process are mostly negative. The majority of teachers stated that they had difficulty interacting with their students during this process, as well as substantial issues with assessment and classroom control. Furthermore, the teacher's task was made difficult by the lack of family support. Teachers in the eastern provinces encounter more technical difficulties than other teachers. The high number of children in these areas, as well as restricted economic prospects, are both factors that limit distance education enrollment. It was established that teachers in the western provinces struggled to provide classroom control due to the high participation rate, and that the time allotted to teach the curriculum was insufficient.

Teachers have noted that distant education can be quite beneficial when used in conjunction with other types of instruction, but it is insufficient when used alone. Face-to-face education is essential in the context of Turkey. Furthermore, it was determined that prior to going through such a process, both students, teachers, and families should be trained.

English language teachers' burnout was found to be extremely high, according to the findings. This was clearly demonstrated in both the interview and questionnaire results. The majority of the

teachers reported that they had considered resigning at least once. The most common cause of severe burnout in English language teachers is a serious loss of motivation.

English language teachers' professional self-efficacy levels were found to be relatively high in the study, which examined professional self-efficacy skills as well as burnout levels. Teachers blamed the process, not themselves, for their inability to control the process. The level of professional self-efficacy of elementary school English language teachers was found to be higher than that of English language teachers at other levels, according to the results of the questionnaire. The explanation for this might be understood as being able to readily motivate young learners and not having to cope with a puberty problem.

Professional experience has no effect on burnout or professional self-efficacy, according to the findings. Furthermore, the amount of burnout and professional self-efficacy are unaffected by gender, occupational category, or educational level.

The lack of theoretical and practical expertise about distance education is one of the reasons why English language teachers have so many issues with it. They have no idea how to manage students while teaching them at the same time from a distance. Overcoming the high rate of burnout caused by poor management of the compulsory distance education process can be accomplished by providing theoretical and practical distance education training to teachers. Adding distance education courses to education faculties' teacher training programs could be a huge step toward alleviating this problem. One of the most difficult issues in distance education has been measurement and evaluation. To address this issue, in addition to the measurement and evaluation courses offered at education faculties, a distance education measurement and evaluation course should be offered.

## Genişletilmiş Türkçe Özet

2019 yılında Çin'in Wuhan kentinde ortaya çıkan ve yalnızca sağlık sektörünü değil hayatın her alanını olumsuz yönde etkileyen COVID19 eğitimi ve eğitimde işlevselliği de olumsuz yönde etkilemiştir. Hayatımıza yeni alışkanlıklar katan ve bizi çoğu yönden kısıtlayan bu süreç eğitimi de etkinlik yönünden kısıtlamıştır. Öğrencilerin ve öğretmenlerin alıştıkları düzeni tamamen değiştiren ve örgün eğitimi bir süreliğine ortadan kaldıran bu süreç, ortaya çıktığı günden itibaren alternatif bir eğitim yöntemi olan uzaktan eğitimi uygulanabilir tek kanal haline getirmiştir. Bu süreç ülkeleri kültürel yapılarına ve gelişmişlik derecelerine göre farklı şekillerde etkilemiştir. Örneğin eğitimde gelişmiş olan İskandinav ülkelerinde öğrenciler daha etkili uzaktan eğitim almışlardır. Türkiye'nin milli eğitim sistemi uzaktan öğrenmeyi desteklememesine rağmen altyapı eksiklikleri giderilerek sürece uyum sağlanmaya çalışılmıştır. Milli Eğitim Bakanlığı tarafından EBA (Eğitim Bilgi Ağı) ve TRT'de (Türkiye Radyo ve Televizyonu) yayınlanan kurslar hemen hemen her demografik gruptan öğrenciye uzaktan eğitime katılma şansı vermiştir. Bu prosedürde, YÖK'de (Yükseköğretim Kurumu) bağımsız yargıda bulunmuş ve üniversite öğrencilerine uzaktan eğitime erişim sağlamıştır. Uzaktan eğitim sürecine hazırlıksız bir geçiş yapmak zorunda kalan öğrenciler ve öğretmenler bu dönemde afallamış ve öğrenme kayıplarının ortaya çıkması kaçınılmaz olmuştur. Bize yeni alışkanlıklar kazandıran bu süreç, hazırlıksız olduğumuz yeni bir konsepte dalmak gibi görülebilir. Başka bir deyişle, hem öğretmenler hem de öğrenciler için bir hayatta kal ya da öl durumuydu. Eğitimdeki bu köklü değişimden sadece öğrenciler ve yetkililer değil, öğretmenler de önemli ölçüde etkilenmiştir. Prosedüre ayak uydurması gereken öğretmenler, gelecekteki kariyerleri hakkında stres yaşarken, garip ve yeni bir ortamda çalışmaya devam etmişlerdir. Öğretmenler, uzaktan eğitimde öğrencileriyle doğrudan iletişim kuramadıkları ve derslerdeki yeterliliklerinden emin olmadıkları için bu sürece katılırken meslekleri ve mesleki gelecekleri ile ilgili kaygılarını korumuşlardır. Yabancı dil eğitiminin Türkiye'de ön yargı ile ele alınması ve zor olması İngilizce öğretmenleri için bu durumu daha da karmaşık bir hale getirmiştir. Bu çalışma COVID19 sürecinde uzaktan eğitime dahil olmuş İngilizce öğretmenlerinin mesleki yeterlilik algılarını ve tükenmişlik seviyelerini görmek adına yapılmıştır. Türkiye'nin çeşitli yerlerinde çalışan 172 İngilizce öğretmenin katıldığı çalışmada Maslach'ın Tükenmişlik envanteri ve Bandura'nın Öz-yeterlilik Ölçeği'nden faydalanarak bir anket geliştirilmiştir. Anket 34 maddeden oluşan 5'li likert tipi bir ankettir. Bu ankete ek olarak 16 İngilizce öğretmeniyle röportaj yapılarak yaşanan problemlere değinilmiş ve bağlamsal örnekler çeşitlendirilmiştir.



Anket verilerinin analizi istatistiksel bir program kullanılarak yapılmıştır. Analiz sonucunda İngilizce öğretmenlerinin bu süreçte tükenmişlik seviyeleri artarken mesleki yeterlilik algılarında herhangi bir değişim olmadığı ortaya çıkmıştır. Farklı çalışmalar incelendiğinde kadın öğretmenlerin erkek öğretmenlere nazaran daha fazla tükenmişlik yaşadıkları görülmüştür fakat bu çalışmada böyle bir durum söz konusu olmamıştır. Anket sonuçlarına göre, ilkökul İngilizce öğretmenlerinin mesleki öz-yeterlik düzeyleri, diğer düzeylerdeki İngilizce öğretmenlerinden daha yüksek bulunmuştur. Bunun açıklaması, genç öğrencileri kolayca motive edebilmek ve bir ergenlik sorunuyla başa çıkmak zorunda kalmamak olarak anlaşılabilir. Bulgulara göre mesleki deneyimin tükenmişlik veya mesleki öz-yeterlik üzerinde hiçbir etkisi yoktur. Ayrıca, tükenmişlik miktarı ve mesleki öz-yeterlik cinsiyet, meslek kategorisi veya eğitim düzeyinden etkilenmemiştir.

İngilizce öğretmenleri bu süreçte öğrencilere puan vermekte zorlandıklarını, öğrencileri tanımakta zorluk çektiklerini, velilerden bekledikleri desteği göremediklerini, öğrencinin etkin bir şekilde öğrenip öğrenemediğini anlayamadıklarını ve sınıf yönetiminde zorlandıklarını dile getirmişlerdir. Ropörtaj verileri sonucunda sınıf yönetimi, ölçme ve değerlendirme, mesleki motivasyon kaybı, Doğu ve Batı vilayetleri arasındaki eşitsizlik ve sürecin getirdiği hayal kırıklığı katılımcı İngilizce öğretmenlerinin en fazla yakındıkları problemler olduğu ortaya çıkmıştır. Değinilen diğer problemler şu şekilde sıralanabilir;

- Altyapı sorunları
- İletişim problemleri
- Fırsat eşitsizliği
- Öğretmenler için ön eğitim eksikliği
- Profesyonel motivasyon kaybı
- Öğrencilerin uzaktan eğitimle uyumsuzluğu
- Öğrenci ve velilerin iletişim kurallarına uymaması (Çok erken veya çok geç arama)
- Öğrencilerin sorumsuzluğu

- Geniş aileler ve çevresel faktörler (Özellikle Doğu illerinde çalışan öğretmenler tarafından dile getirilmiştir.)
- Karar vericilerin öğretmen haklarına ilişkin yetersiz gözlemi

Ayrıca öğretmenler bu süreçte uzaktan eğitimin destekleyici bir eğitim türü olarak çok faydalı olduğunu fakat Türkiye bağlamında tek başına yeterli olmadığı çıkarımında da bulunmuşlardır. Uzaktan eğitim örgün eğitimi destekleyen ve örgün eğitimde öğrenimin daha etkin hale gelmesine olanak sağlayabilecek bir yol olarak görülmüştür. Bu sebeple süreç sonrasında uzaktan eğitimi kullanmaya devam edeceğini belirten katılımcılar olmuştur.

Çalışmaya katılan İngilizce öğretmenlerinin sürece dair genel algıları olumsuz yönde olsa da süreç içerisinde yaşanan olumsuzlukları kendilerine değil sürece atfettikleri gözlenmiştir. Öğretmenler kendilerinin yeterli olduklarını fakat uzaktan eğitim sürecine hazırlıksız geçişin hem kendileri hem de öğrenciler için oldukça yıpratıcı olduğunu dile getirmişlerdir. Uzaktan eğitime hazırlık öğretmenler tarafından önemli görülmüştür. Milli Eğitim Bakanlığı'nın bu alanda verdiği kursların artmasını ve çeşitlendirilmesini talep etmişlerdir.

Bu çalışma sonucunda eğitim fakültelerinde İngilizce öğretmenliği programlarının müfredatına Uzaktan İngilizce Öğretimi, Uzaktan İngilizce Öğretiminde Ölçme ve Değerlendirme, Uzaktan Eğitimde Sınıf Yönetimi gibi derslerin eklenmesi gerektiği çıkarımı yapılmıştır. Bu derslerin eğitim fakülterinde öğrenim görmekte olan ve gelecekte öğretmen olarak sisteme dahil olacak olan öğrencilerin mesleki refahı için oldukça elzemdir. Uzaktan eğitimin artık hayatımızın bir parçası olduğunu kabul ederek ve gerektiğinde kullanılabilir tek yol olduğunu göz önünde bulundurarak bu alanda etkin ve yetkin öğretmenler yetiştirmek ilk hedefimiz olmalıdır.

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**ETİK BEYAN:** " Were We Prepared Enough? A Study On The Burnout Levels And Professional Self-Efficacy Of English Language Teachers in Distance Education During The Covid-19 Pandemic" başlıklı çalışmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamıştır ve veriler toplanmadan önce Düzce Üniversitesi Bilimsel Araştırma ve Yayın Etik Kurulu'ndan 24.06.2021 tarih ve 2021/175 sayılı etik izni alınmıştır. Karşılaşılacak tüm etik ihlallerde "Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi Yayın Kurulunun" hiçbir sorumluluğunun olmadığı, tüm sorumluluğun Sorumlu Yazara ait olduğu ve bu çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğunu taahhüt ederim.