

**REPUBLIC OF TURKEY
ISTANBUL MEDENIYET UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION**

**EFL Teachers' Anxiety Towards Educational Technologies
in Relation to Teacher Burnout During Covid-19 Pandemic**

MASTER'S THESIS

Nazife KAYA

February, 2022

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SUPERVISOR

ASST. PROF. FERDANE DENKÇİ AKKAŞ

February, 2022

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu, akademik ve etik kuralları gözeterek çalıştığımı ve her alıntıya kaynak gösterdiğimi taahhüt ederim.

İmza

Nazife KAYA

Danışmanlığını yaptığım işbu tezin tamamen öğrencinin çalışması olduğunu, akademik ve etik kuralları gözeterek çalıştığını taahhüt ederim.

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ÖZET

COVID-19 PANDEMİ SÜRECİNDE İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETMENLERİN EĞİTİM TEKNOLOJİLERİNE YÖNELİK KAYGILARI İLE MESLEKİ TÜKENMİŞLİKLERİ ARASINDAKİ İLİŞKİ

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Kovid-19 salgını ile birlikte tüm dünyada uzaktan eğitime hızlı bir geçiş yapılmış ve öğretmenler bu süreçte çeşitli sorunlarla karşı karşıya kalmışlardır. Bu sorunların öğretmenler üzerinde kaygı ve tükenmişlik gibi ciddi etkileri olabileceği düşünülmektedir. Bu durum, İngilizce öğretimi de dâhil olmak üzere eğitimin kalitesini etkilemiştir. Bu çalışmanın amacı, Türkiye’de Kovid-19 salgını ile birlikte deneyimlenen uzaktan eğitim sürecinde İngilizce öğretmenlerinin eğitim teknolojilerine ilişkin kaygılarının ve mesleki tükenmişliklerinin ortaya konması ve varsa aralarındaki ilişkinin belirlenmesidir. Ayrıca, Kovid-19 salgını süresince yabancı dil olarak İngilizce öğreten öğretmenlerin tecrübelerini eğitim teknolojilerine yönelik kaygıları ve tükenmişlikleri bağlamında derinlemesine incelemeyi hedeflemektedir.

Bu çalışma, nitel ve nicel veri toplama tekniklerinin bir arada kullanıldığı karma desende planlanmış betimsel bir araştırmadır. Bu çalışmada nicel veriler, Türkiye’de ilkokuldan üniversite seviyesine kadar farklı eğitim seviyelerinde çalışmakta olan 314 İngilizce öğretmenin katılımıyla toplanmıştır. Çalışmanın nitel boyutu için ise 78 gönüllü İngilizce öğretmeni arasından seçilen 10 katılımcı ile çevrimiçi ortamda görüşmeler yapılmıştır. Bu çalışmada nicel veriler kişisel bilgi

formu, Eğitim Teknolojileri Kaygı Ölçeği (ETKÖ) ve Maslach Tükenmişlik Envanteri-Eğitimci Formu (MTE-EF) ile Google Forms üzerinden toplanmıştır. Elde edilen veriler SPSS yazılımına aktarılmıştır. Analizler Pearson korelasyon testi, bağımsız örneklem t testi, tek yönlü varyans analizi ile yapılmış, post-hoc analizler için ise Tukey ve LSD testleri kullanılmıştır. Görüşmelerden elde edilen nitel veriler de betimsel içerik analizi ile incelenmiştir.

Çalışmanın sonuçları, Türkiye’deki İngilizce öğretmenlerinin, duygusal tükenme boyutunda orta seviyede, duyarsızlaşma boyutunda düşük seviyede ve kişisel başarı boyutunda yüksek seviyede tükenmişlik hissettiklerini ortaya koymuştur. Ayrıca, İngilizce öğretmenlerinin salgın döneminde orta seviyede eğitim teknolojileri kaygısı hissettikleri tespit edilmiştir. Bu çalışma, Türkiye’deki İngilizce öğretmenlerinin salgın döneminde yaşadıkları tükenmişlik ile eğitim teknolojilerine yönelik kaygıları arasında anlamı ve olumlu bir ilişki olduğunu göstermiştir. Bunun yanı sıra, bu çalışma, İngilizce öğretmenlerinde tükenmişlik ve eğitim teknolojileri kaygısını tetikleyen bazı faktörleri de ortaya çıkarmıştır. Buna göre, İngilizce öğretmenlerinin yaşları, mezun oldukları program, çalıştıkları kurum türü, önceki çevrimiçi eğitim tecrübeleri, eğitim teknolojilerine yönelik eğitimleri, çalışma tecrübeleri ve işleri ile ilgili sorumlukları onların tükenmişlik ve eğitim teknolojileri kaygılarını etkilemektedir.

Ayrıca, öğretmenlerin Kovid-19 salgını sebebiyle uzaktan eğitim sürecinde yaşadıkları tecrübeler, onların tükenmişlik ve eğitim teknolojilerine karşı olan kaygı seviyelerini etkileyen bazı durumları ortaya koymuştur. Bunlar arasında, iletişimdeki belirgin değişiklikler, zaman yönetiminde yaşanan zorluklar, duyuşsal etmenler, öğrenci ile ilgili etmenler ve uzaktan eğitimde İngilizce öğretiminin dezavantajları yer almaktadır.

Anahtar Kelimeler: Yabancı Dil Olarak İngilizce Öğretmeni, Mesleki Tükenmişlik, Eğitim Teknolojileri Kaygısı, Covid-19 Salgını, Uzaktan Eğitim

ABSTRACT

EFL TEACHERS' ANXIETY TOWARDS EDUCATIONAL TECHNOLOGIES IN RELATION TO TEACHER BURNOUT DURING COVID-19 PANDEMIC

KAYA, Nazife

Master's Thesis, Department of Foreign Language Education,

English Language Education

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The outbreak of Covid-19 brought about a sudden shift to distance education all over the world, and teachers have gone through challenging experiences in this period. It is highly probable that these experiences have had significant impacts on teachers like increasing their anxiety and burnout levels. This has directly influenced the quality of education and the EFL context is no exception. The purpose of this study is determine to what extent EFL teachers feel anxious about educational technologies and burnout during the Covid-19 pandemic as well as revealing any possible relation between these constructs. Also, it intends to reveal the Turkish EFL teachers' particular experiences in relation to their anxiety towards educational technologies and burnout during the Covid-19 pandemic.

This is a descriptive study with a mixed-method approach combining both qualitative and quantitative data collection techniques. The quantitative part of the study consisted of 314 EFL teachers working at different educational levels from pre-school to tertiary education, whereas the qualitative part included 10 participants selected among the 78 volunteers for the interviews on Zoom sessions. In this study, the quantitative data collection procedure was carried out via the background questionnaire, the Educational Technology Anxiety Scale (ETAS), and the Maslach

Burnout Inventory-Educators Survey (MBI-ES) on Google Forms. The data obtained from scales were transferred to SPSS software and then analyzed with Pearson Correlation Test, independent samples t-test, One-way ANOVA along with Tukey and LSD as posthoc tests. However, the interviews were carried out on Zoom for the qualitative data, and a descriptive content analysis was conducted with the qualitative data gathered from the interviews.

The results have revealed that Turkish EFL teachers experienced a medium level of emotional exhaustion, a low level of depersonalization, and a high level of personal accomplishment. It has also been found that Turkish EFL teachers felt a moderate level of anxiety towards educational technologies during the pandemic. This study indicated that there is a statistically significant and positive correlation between the EFL teachers' burnout and their anxiety towards educational technologies. Furthermore, this study has demonstrated that there are some factors triggering the EFL teachers' burnout and anxiety for educational technologies such as their age, undergraduate program they studied, institution type they work at, their previous online teaching experience, trainings for educational technologies, overall teaching experience, and work-related responsibilities.

Additionally, Turkish EFL teachers' experiences during distance education due to the Covid-19 pandemic have uncovered several situations affecting their burnout and anxiety towards educational technologies. Among these are dramatic changes in communication, difficulty in time management, affective issues, learner-related factors, and disadvantages regarding teaching English online during distance education.

Key Words: EFL Teachers, Job Burnout, Educational Technology Anxiety, Covid-19 Pandemic, Distance Education

DEDICATION

Dedicated to my beloved family.

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LIST OF ABBREVIATIONS

- MBI-ES:** Maslach Burnout Inventory-Educators Survey
- ETAS:** Educational Technologies Anxiety Scale
- TPACK:** Technological Pedagogical Content Knowledge
- TK:** Technological Knowledge
- PK:** Pedagogical Knowledge
- CK:** Content Knowledge
- TCK:** Technological Content Knowledge
- TPK:** Technological Pedagogical Knowledge
- PCK:** Pedagogical Content Knowledge
- ICT:** Information and Communication Technologies
- EFL:** English as a Foreign Language
- EE:** Emotional Exhaustion
- DP:** Depersonalization
- PA:** Personal Accomplishment
- BA:** Bachelor of Arts
- MA:** Master of Arts
- Ph.D.:** Doctor of Philosophy
- PC:** Personal Computer
- EBA:** Eğitim Bilişim Ağı (Education Information Network)
- PSESSC:** Perceived Self- Efficacy in Eliciting Social Support from Colleagues
- PSESSP:** Perceived Self-Efficacy in Eliciting Social Support from Principals
- SUEPPI:** State University Preparatory Program Instructors
- PUEPPI:** Private University Preparatory Program Instructors

AWS: Areas of Work-life Survey

TESL: Teaching English as a Second Language

CARS: Computer Anxiety Rating Scale

IAS: Internet Attitude Scale

EST: Elementary School Teaching

PST: Pre-School Teaching

TLT: Turkish Language Teaching

CEIT: Computer Education and Educational Technology

ELT: English Language Teaching

GPC: Guidance & Psychological Counseling

CPD: Continous Professional Development

1. INTRODUCTION

This study aims to determine Turkish EFL teachers' anxiety towards educational technologies and burnout level during the Covid-19 pandemic as well as revealing any possible relation between these constructs. It is also aimed to have a closer look into the participant teachers' particular experiences in relation to their anxiety towards educational technologies and burnout during the Covid-19 pandemic. Accordingly, this chapter presents an overview of the current study. First, the constructs of burnout and educational technology anxiety are described within the scope of available literature. Second, the problem is explained, and the purpose is provided along with the research questions addressed in the study. Third, the limitations are clarified. Finally, the definitions for the key concepts and explanations for the abbreviations included in this study are given.

1.1 Background of the Study

Today many countries aim to provide individuals with a high-quality education in which technology is utilized since it is perceived as a must to access, use, produce and share knowledge (Halis, 2002). Thus, it has become difficult to separate the concepts of education and technology (Efe & Efe, 2016). Educational technology is “a complex, integrated process involving people, procedures, ideas, devices, and organization, for analyzing problems and devising, implementing, evaluating, and managing solutions to those problems, involved in all aspects of human learning” (Force, 1977: 1). However, teachers who are capable of utilizing educational technologies in their classrooms seem to be quite scarce (Kozma, 2003) due to various obstacles such as cost, access, time, lack of knowledge regarding the best way to use technology (Kurt, 2019, para. 1) or difficulty in keeping pace with current developments concerning technology use in education (Efe et al., 2016).

Among the above-mentioned difficulties or problems, anxiety towards educational technologies has drawn more attention in educational research in the last decades. Although it is intertwined with computer anxiety and is also referred to as “computer anxiety” or “technology anxiety” in the literature, educational

technologies anxiety is a negative emotional state specifically related to integrating information and computer technologies into teaching processes. Educational technologies anxiety overlaps computer anxiety since it is associated with users' (teachers') fears or unpleasant experiences gained during the technology courses or such fears that surface when they think about using technology (Chua, Chen & Wong, 1999). Moreover, educational technologies anxiety can be defined as a person's prejudices or fears about utilizing instructional technology or thinking about the outcomes of using instructional technology (Marcoulides, 1989), or as teachers' discomfort, nervousness, and fear of dealing with ICT instruments, as well as uneasiness in anticipation of unfavorable outcomes from computer-related operations (Chang, 2005).

As a multi-dimensional construct, computer anxiety generally stems from various factors which can be categorized into three groups as psychological, operational, and sociological causes (Baloglu & Cevik, 2009; Beckers, Wicherts & Schmidt, 2007; Goldstein et al., 2002; Gordon et al., 2003). First, psychological sources of computer anxiety include negative attitudes towards computers, negative self-perceptions, and low self-efficacy (Efe et al., 2016). Second, operational factors regarding previous computer experiences may result in computer anxiety (Beckers & Schmidt, 2003). Finally, sociological factors like gender, age, or socio-economic status are indirectly but significantly related to computer anxiety (Bozionelos, 2004; Chien, 2008). There are various effects of anxiety for computers or educational technologies on teachers. First, certain physical (chronic fatigue, exhaustion, dizziness, lightheadedness, racing heart, inability to relax), psychological (short-term memory loss, difficulty in thinking or speaking, feeling overwhelmed, short-term learning impairment, fear) and behavioral symptoms (avoiding computers and locations with computers, being excessively cautious with computers, developing negative attitudes towards computers) can be observed (Dupin-Bryant, 2002). Moreover, teachers may have hesitations for the integration of technology in teaching (Ceyhan, 2006) since their anxiety harms their ability to use technology and to perform effectively in technology-related tasks (Doyle, Stamouli & Huggard, 2005). Most importantly, over-anxious teachers due to the increasing demands on the use of educational technologies face burnout syndrome consequently (Freudenberger,

1974) which hurts their dedication in pedagogical contexts (Fernández-Batanero et al., 2021) and decreases the quality of their teaching in the long run.

Obviously, millions of teachers all over the world faced challenges emerging from distance education since they had to handle online teaching without sufficient preparation due to the sudden shift from face-to-face teaching to distance education. Therefore, a serious consequence of educational technology anxiety could be teachers' feeling occupational burnout during the Covid-19 pandemic. The first definition for the *burnout* concept was provided by the American psychiatrist Freudenberger (1974: 159) in order to describe such situations as "emotional depletion, lack of motivation, and loss of commitment in the employees who are exposed to prolonged and intense stress in human services and health care". The concept of burnout has its roots in the investigations within the scope of the job-related or occupational atmosphere, that is, when it comes to the relationship of a provider and a recipient (Maslach et al., 2001).

Maslach and Jackson (1981: 99) provided a widely accepted and more comprehensive definition for job burnout: "a syndrome of emotional exhaustion and cynicism that frequently occurs among individuals who do 'people work' of some kind". In this particular definition, burnout is conceptualized as a multidimensional construct consisting of three key dimensions: *emotional exhaustion (EE)*, *depersonalization (DP)*, and *personal accomplishment (PA)*, which are conceptually different but empirically related. According to Maslach (2006: 38), *emotional exhaustion* refers to "feelings of being overextended and depleted of one's emotional and physical resources". When they experience emotional exhaustion due to the excessive demands and stress, people tend to distance themselves emotionally and cognitively from their work to deal with the workload (Maslach et. al., 2001) which is termed as *depersonalization*, and which makes up the second dimension of burnout. Extreme levels of detachment and reduced ability to meet job demands may lead to inability to work effectively (McKenzie, 2009) and may result in negative self-evaluation of *personal accomplishment* which is the third dimension of burnout. The reduced or diminished personal accomplishment is associated with employees' negative self-evaluations regarding their job performances. Maslach

(2006: 38) addresses this dimension as "feelings of incompetence and a lack of achievement and productivity at work".

The concept of burnout has attracted considerable attention in various organizations such as human services and healthcare occupations in which human relations are the core of the profession. In this sense, it is not surprising that burnout is one of the prominent problems in educational organizations. Teachers tend to develop "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) which means that they may come down with burnout.

Considered as the most affected group, teachers suffer from serious impacts of burnout in their professional and personal life (Friedman & Farber, 1992: 28). The main effects of burnout on teachers can be classified under three categories: physical (exhaustion, frequent headaches, weight loss), psychological (changeable mood, irritability, depression, loss of caring for people, clinical attitude), and behavioral problems (decrease in work performance and absenteeism) (Ceylan & Mohammadzadeh, 2016; Freudenberger, 1983). A different view considers the effects of burnout on teachers from a multidimensional perspective. First, teachers feel emotionally exhausted when they deplete their emotional resources (Paterson & Grantham, 2016) which in turn leads to weariness, lack of self-reliance (Brouwers & Tomic, 2014), decreased morale and occupational stress (Abel & Sewell, 1999). Second, depersonalization appears (Gann, 2020) when teachers distance themselves from others and feel dissatisfied with the organization in their work settings (Gavish & Friedman, 2010). Finally, teachers begin to develop negative self-evaluations of their job accomplishments, which makes it difficult for them to handle job demands (Brouwers & Tomic, 2014).

As for the sources of job burnout among teachers, organizational conditions and personal factors can be highlighted. Firstly, organizational factors are specific to the institutional system in which teachers work (Schwab et al., 1986) such as role conflicts and role ambiguity, low autonomy in their workplace, occupational stress, the absence of a support group etc. A second category for the sources of burnout is referred to as individual factors. The most significant one of these factors is the

expectations that one holds for the things to be achieved (Schwab et al., 1986). Furthermore, lack of desirable personality traits such as extroversion, openness, emotional stability, agreeableness, and conscientiousness is closely related to burnout. Such demographic factors as age, gender, marital status, teaching experience, and educational background are highly significant in terms of the levels of burnout experienced by teachers (Gaines, 2011; Schwab et al., 1986; Yorulmaz & Altinkurt, 2018). In the same vein, anxiety can be regarded as one of the factors contributing to burnout. Individuals who are more emotionally exhausted, cynical and less efficient towards their occupations report higher levels of anxiety (Ding et al., 2014; Turnipseed, 1998).

1.2 Statement of the Problem

The outbreak of Covid-19 brought about the implementation of distance education all over the world. This process has revealed several problems regarding teaching, and educators had to cope with these problems while teaching in the course of the pandemic. First, the teachers had to adapt their lessons to distance education by means of certain educational technologies in a very short time. Adapting the lessons into online education and learning technological tools/apps quickly were among the biggest challenges for the EFL teachers in Turkey because of the nature of language teaching. Second, the teachers were exposed to extremely intense communication with administrators, colleagues, students, and parents via WhatsApp groups, emails etc. The teachers were expected to be available at any time of the day and this situation had a negative impact on their work-life balance. Third, the students were also affected by the challenges arising from the sudden distance education process. Most students were not accustomed to the use of technological platforms that are used for online education, and this made their adaptation process difficult. Therefore, the teachers needed to support their students in terms of using technology effectively so that they could benefit from the online education process, which increased the teachers' workload. In relation to workload, it can be said that some other factors such as preparing more detailed lesson plans, poor management/planning, teaching extra hours, and giving more detailed feedback for homework made the teachers work more when compared to face-to-face education.

In short, teachers have had to deal with a number of challenges as a result of the sudden transition to distance education with the emergence of the Covid-19 pandemic, and they were expected to use educational technologies extensively during this time, which may have increased their anxiety about educational technologies and thus their level of burnout.

It is quite obvious that teachers have gone through challenging experiences during this pandemic process. It is highly probable that these experiences have had significant impacts on teachers' anxiety for educational technologies and burnout levels. Since burnout and anxiety among teachers will influence the quality of education, these concepts are quite significant. For this reason, it is crucial to investigate anxiety for educational technologies and teacher burnout during the pandemic since it is a period when the quality of education is continuously questioned in Turkey as well as in other parts of the world. More specifically, the case is unclear for EFL teachers who are expected to design interactive and communicative lessons to support L2 development. In other words, how the EFL teachers in the Turkish context perceived teaching a foreign language through distance education and in what ways this experience affected their feelings of anxiety towards educational technologies and burnout has not been clearly presented. Therefore, this problem is addressed within the scope of this study.

1.3 Purpose of the Study

In line with the problem put forward above, this study aims to determine Turkish EFL teachers' anxiety towards educational technologies and burnout level during the Covid-19 pandemic as well as revealing any possible relation between these constructs. In addition, it is also aimed to examine the participant teachers' particular experiences in relation to their anxiety towards educational technologies and burnout during the Covid-19 pandemic.

1.4 Research Questions

With the purposes stated above in mind, this study has been designed to seek for answers to the following research questions:

- 1) To what extent do the EFL teachers feel burnout during the Covid-19 pandemic?

- 2) To what extent do the EFL teachers feel anxious about educational technologies during the Covid-19 pandemic?
- 3) Is there a statistically significant relationship between the teachers' anxiety towards educational technologies and their burnout level?
- 4) Is there a significant difference in the teachers' burnout or anxiety about educational technologies in terms of:
 - a. their age,
 - b. their gender,
 - c. their marital status,
 - d. the number of their kids,
 - e. their graduation program,
 - f. the institution type they are employed at,
 - g. the educational level they are teaching,
 - h. their teaching experience,
 - i. their previous online teaching experience,
 - j. their previous training for educational technologies,
 - k. the number of people at their house,
 - l. the average time they are online per day,
 - m. their work-related responsibilities,
 - n. their weekly teaching load, or
 - o. the number of students they teach?
- 5) What do the EFL teachers think about teaching online during the Covid-19 pandemic?

1.5 Significance of the Study

This study is significant in many ways. First, the constructs of burnout and anxiety for educational technologies have become the subject of various studies; however, the research regarding EFL teachers' burnout is very limited in the Turkish context. Second, it is understood that the majority of the studies focus on pre-service teachers' computer anxiety and their perceptions about computer use. This points out a gap in the literature for research on in-service EFL teachers' educational technologies anxiety in the Turkish context. Third, studies conducted with in-service

teachers generally focus on a particular educational level. Therefore, this study is also significant in that it aims to compare EFL teachers from all educational levels from preschools to higher education. Fourth, no research addressing the relation between EFL teachers' burnout and educational technologies anxiety specifically during the Covid-19 pandemic has been found in the literature. Finally, most studies have only a quantitative research design; however, this study is designed as mixed-method research combining both qualitative and quantitative data collection procedures.

1.6 Limitations of the Study

This study has several limitations. First, it is limited to the data collected from 314 Turkish EFL teachers working at different educational levels from pre-school to tertiary education during the first few months of the Covid-19 pandemic. Second, this study is limited to the data collected via the Educational Technology Anxiety Scale (ETAS) and the Maslach Burnout Inventory-Educators Survey (MBI-ES), and the interview questions. Third, the findings reflect the participant teachers' perceptions, and it is assumed that the participant teachers understood and answered the scales correctly and they were sincere with their responses in the interviews.

1.7 Definitions of the Terms

The following terms are used in the study, so they are defined as follows:

Burnout: It refers to "an erosion of a positive psychological state" (Schaufeli, Leiter & Maslach, 2009: 204).

Job Burnout: It is described as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people work' of some kind" (Maslach and Jackson, 1981: 99).

Teacher burnout: It is defined as teachers' tendency to develop "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).

Emotional Exhaustion: It refers to "feelings of being overextended and depleted of one's emotional and physical resources" (Maslach, 2006: 38).

Depersonalization: It is regarded as one's tendency to distance himself/herself emotionally and cognitively from his/her work to deal with the workload (Maslach et al., 2001)

Personal Accomplishment: It is described as "feelings of incompetence and a lack of achievement and productivity at work" (Maslach, 2006: 38).

Anxiety: It refers to "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the automatic nervous system" (Spielberger, 1972: 482)

Educational Technology Anxiety: It is defined as a person's prejudices or fears about utilizing instructional technology or thinking about the outcomes of using instructional technology (Marcoulides, 1989).

2. THEORETICAL FRAMEWORK

This section presents the theoretical framework concerning teacher burnout and educational technology anxiety. First, definitions for burnout, job burnout, and teacher burnout are provided. Second, dimensions of burnout are explained, and finally, possible causes and effects of this syndrome are listed. Likewise, the second part presents definitions for educational technologies and anxiety in general, as well as anxiety towards educational technologies in particular. In addition, the importance of educational technologies is explained as well as the causes, and possible consequences of anxiety teachers experience while utilizing educational technologies.

2.1. Burnout

The emergence of the term "burnout" goes back to the early 1960s when Greene described the phenomenon in his novel, *A Burn-out Case*, in which the main character feels emotionally exhausted, lacks motivation for work, and isolates himself in the jungle (Greene, as cited in Maslach et al., 2001). This first use of the term led this phenomenon to be regarded as a sign of despair that is experienced by individuals having no other option in their case (Azeem & Nazir, as cited in Gaines, 2011). However, it was not until the 1970s that major issues and themes related to the concept of "burnout" appeared in the initial articles. Since then, it is a topic that has attracted various researchers, psychologists, and scholars, although there is no consensus over its definition.

The first definition for the concept was provided by the American psychiatrist Freudenberger (1974: 159) in order to describe such situations 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". Then, burnout syndrome was examined based on observations, so from a rather subjective perspective and labeled as lack of required resources in individuals to be able to handle their work demands (Freudenberger, 1974: 161).

Burnout as a concept gained more popularity when it was studied by the social psychologist Maslach (1976) who was interested in emotions experienced in work environments. Defining it as a phenomenon experienced within workplaces

rather than focusing on individual factors, Maslach and Leiter (1999) conceptualized *burnout* as the stress within the context of social relations. Thus, burnout was stated to consist of individuals' self-perceptions as well as impressions of others (Maslach & Leiter, 1999). Then, similar definitions and conceptualizations were provided by various other researchers. For instance, Byrne (1999: 15) described burnout as "a response to the chronic emotional strain of dealing with others in need". In addition, Edelwich and Broadsky (1980, as cited in Louis, 1981: 373) defined it as "a progressive loss of idealism, energy, and purpose experienced by people in helping professions as a result of the conditions of their work." As stated by Pines and Aronson (1983), burnout is a state in which individuals feel physical, emotional, and mental exhaustion because of the involvement in emotionally demanding situations for long periods. Capel (1991: 36) considered burnout as "one of the negative responses to long-term stress". Moreover, burnout was regarded as "an erosion of a positive psychological state" (Schaufeli, Leiter & Maslach, 2009: 204). Considering these different definitions, burnout can be regarded as emotional depletion, decreased motivation and commitment, extreme physical and mental exhaustion experienced by individuals who are exposed to long-term stress and demanding work conditions.

2.1.1. Job Burnout

As can be understood from the definitions, the concept of burnout is related to various fields of study. However, it has its roots in the investigations within the scope of the job-related or occupational atmosphere, that is, when it comes to the relationship of a provider and a recipient (Maslach et al., 2001). For instance, Maslach (1976) referred to burnout syndrome as one's psychological distancing from their work. Similarly, the phenomenon was limited to a work-related syndrome by Farber (1991a), claiming that burnout is mostly caused by direct involvement with people who need assistance. As a result, it is significant to give a definition for "*job burnout*" as a separate concept.

Observing the "series of attitudinal and emotional reactions", Schwab et al. (1986: 14) define job burnout "as a psychological process that an employee goes through as a result of job-related and personal experiences". Likewise, Cherniss (1980) considers job burnout a reaction to difficulty in coping with work-related

stress. That is, burnout occurs when employees feel emotional and physical exhaustion in response to job-related stressors. According to Friedman (1995), burnout can be described as a reaction to how a person perceives the difference between the effort s/he puts in at work and the reward s/he gets in turn (e.g., the amount of appreciation or recognition). Finally, Maslach and Jackson (1981: 99) provided a widely accepted and more comprehensive definition for job burnout: "a syndrome of emotional exhaustion and cynicism that frequently occurs among individuals who do 'people work' of some kind". In this particular definition, burnout is conceptualized as a multidimensional construct consisting of three key dimensions: *emotional exhaustion (EE)*, *depersonalization (DP)*, and *personal accomplishment (PA)*, which are conceptually different but empirically related.

2.1.2. Dimensions of Burnout

Since burnout became the focus of research in the 1970s, various concepts and theories have been suggested to explain major factors causing individuals to experience burnout as well as certain outcomes of burnout syndrome. In this study, Maslach Model as the most widely accepted conceptualization will be referred to explain this multidimensional construct.

2.1.2.1 Emotional Exhaustion (EE)

This first dimension which refers to individuals' emotional and physical depletion is the basic component of burnout (Comerchero, 2008). People suffering from burnout mostly state that they feel drained and experience physical and emotional exhaustion (Jackson et al., 1986). According to Maslach (2006: 38), emotional exhaustion refers to "feelings of being overextended and depleted of one's emotional and physical resources". In other words, employees feel worn out because of the excessive emotional and psychological demands made on them, and they lack energy to overcome the challenges at work each day (Huberman & Vandenberghe, 2009).

2.1.2.2 Depersonalization (DP)

Although it is accepted as the fundamental component, burnout is not solely based on emotional exhaustion. When they experience emotional exhaustion due to excessive demands and stress, people tend to distance themselves emotionally and

cognitively from their work to deal with the workload (Maslach et. al., 2001) which is termed as *depersonalization*, and which makes up the second dimension of burnout. Simply put, depersonalization is a situation in which individuals develop negative attitudes towards the service recipients and become indifferent to their needs (Maslach & Jackson, 1986). According to this understanding, employees perceive individuals that they serve as though they were objects (Yorulmaz & Altinkurt, 2018), and they tend to have a cynical, cold, and distant attitude (Brouwers & Tomic, 2014; Brown & Roloff, 2011). Extreme levels of detachment and reduced ability to meet job demands may lead to inability to work effectively (McKenzie, 2009), and may result in negative self-evaluation of personal accomplishment which is the third dimension of burnout.

2.1.2.3 Personal Accomplishment (PA)

The (reduced or diminished) personal accomplishment is associated with employees' negative self-evaluations regarding their job performances. Maslach (2006: 38) addresses this dimension as "feelings of incompetence and a lack of achievement and productivity at work". According to Jackson et al. (1986), it is a condition causing people to evaluate themselves negatively in relation to their successes in the work environment. Consequently, they develop a sense of inadequacy, lose their confidence, and stop trying to make a difference thinking it is pointless to put any effort.

Although the literature highlights that there is a strong relationship between emotional exhaustion and depersonalization since the latter is considered as a strategy to cope with the former, personal accomplishment is also related to these two dimensions in a complicated way (Maslach et al., 2001). While there is a sequential relationship among these three dimensions in certain work situations, personal accomplishment may emerge in parallel to the other two dimensions in other occupational contexts (Leiter, 1993). In other words, a work situation requiring overwhelming demands leads to an increase in one's exhaustion and cynicism, which may result in ineffectiveness. Therefore, it is difficult for employees to develop a sense of accomplishment when they experience excessive emotional and physical exhaustion or when they feel detached from the individuals who receive the service.

On the other hand, lack of relevant resources seems to bring about a lack of efficacy, whereas emotional exhaustion and detachment arise from the workload and social conflict that employees go through (Maslach et al., 2001).

2.1.3. Teacher Burnout

The concept of burnout has attracted considerable attention in various organizations such as human services and healthcare occupations in which human relations are the core of the profession. In this sense, it is not surprising that burnout is one of the prominent problems in educational organizations. It is highly possible for teachers to deplete their emotional resources since teaching requires love, affection, and a strong emotional connection with learners. Moreover, educators in today's societies are expected to deal with various issues such as meeting student needs, managing their classroom, devoting time and effort for work both at home and school, planning and grading assignments, carrying out institutional responsibilities in addition to a heavy teaching schedule. In this respect, teachers tend to develop "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) which means that they may come down with burnout.

Moreover, Maslach and Leiter (1999) separate teaching from other human service professions in that teachers must develop a close relationship with a relatively large group of recipients (i.e., students) in classrooms, contrary to the many others in which clients are more individually dealt with. As a result of the poor-quality teacher-student relationship and unfavorable job contexts, teachers become vulnerable to burnout (Maslach & Leiter, 1999). As presented in Figure 1, Maslach and Leiter (1999) suggested a working model of teacher burnout to provide a clear understanding of the phenomenon.

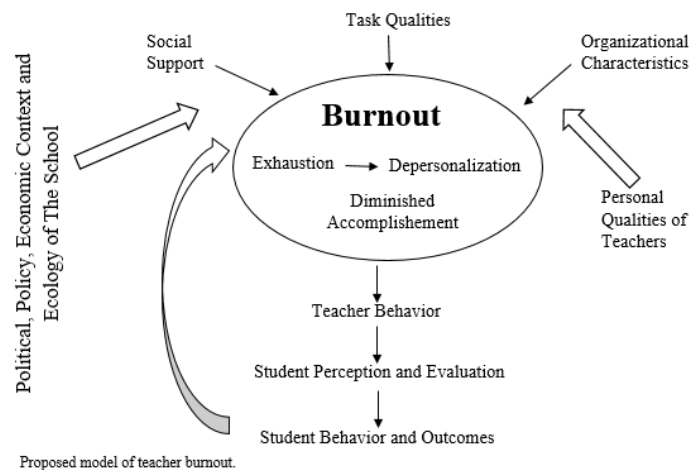


Figure 1. Teacher Burnout Model (See Maslach & Leiter, 1999: 297)

According to Maslach and Leiter's (1999) model of teacher burnout, burnout is made up of emotional exhaustion, depersonalization, and diminished accomplishment, although they did not refer to the interrelationships of these dimensions. The model also suggests that burnout is a contributing factor to both teacher and student behaviors determining their experiences. In addition, it is a construct influenced by various factors such as social and school environment, the nature of the teaching profession as well as teachers' and students' personality traits. Besides, Leiter (1993) proposed one of the most supported models in teaching to clarify how these three dimensions are related to each other. In this regard, it is suggested by Leiter (1993) that emotional exhaustion is the first situation appearing in individuals, and it is sequentially connected with the emergence of depersonalization, whereas reduced personal accomplishment occurs separately. In other words, he highlights the causal relationship between the first two components in his model. On the other hand, when the available literature is examined, it is seen that there are primary factors leading to feelings of burnout syndrome among teachers which can be grouped under two categories: organizational and individual factors.

2.1.4. Sources of Burnout

As mentioned above, teachers might feel burnout due to organizational conditions and personal factors. The factors under each category regarding teachers' burnout are explained briefly in the following paragraphs.

2.1.4.1. Organizational Factors

First, organizational factors are specific to the institutional system in which teachers work (Schwab et al., 1986) such as role conflicts and role ambiguity which contribute to occupational stress and trigger burnout among teachers (Rizzo, House & Lirtzman, 1970; Schuler, Aldag & Brief, 1979). Occupational stress can be described as "the experience of unpleasant emotions, such as anger, frustration, tension, depression, and anxiety" (Gann, 2020: 22). Besides, role conflict occurs when there are simultaneous two or more inconsistent expected behaviors from teachers, whereas role ambiguity is linked to unclear or inconsistent information concerning rights, duties, and responsibilities and obscurity in how to implement them (Rizzo et al., 1970). From this point of view, teachers who are faced with role conflict and role ambiguity tend to have high levels of job stress and possibly feel burned out.

Low autonomy is another significant organizational factor that is associated with burnout (Maslach & Pines, 1977; Pines, Aronson & Kafry, 1981). Autonomy is a sort of control shaping employees' perceptions regarding how they influence the decision-making process in their work schedule or what role they play in generating policies that directly affect their workplace (Schwab et al., 1986). According to Jackson and Schuler (1983), job-related stress is prevented or decreased if employees are allowed to participate in decision-making processes actively to increase their control over the work environment.

Additionally, job burnout appears in the absence of a support group (Pines et al., 1981) that "provide emotional comfort, confront the individual in human ways when the individual's behaviors are inappropriate, provide technical support in work-related areas, present technical challenges that encourage individual growth, serve as active listeners and share similar values, beliefs and perceptions of reality" (Salamat et. al., 2017: 1089). These support groups may come from teachers' institutions such

as administrators, colleagues, or from other people in their lives (Schwab et al., 1986). In this respect, low collegiality or absence of these support groups may result in burnout among teachers. In a similar vein, lack of positive feedback about their performance or lack of management, supervision, and work pleasure also causes teachers to feel burnout (Savicki & Cooley, 1987).

Moreover, a considerable amount of literature confirms that such organizational factors as mobbing (Alkan, 2011; Ergel, 2014), external control (Huberman, 1993; Surgen, 2014; Byrne, 1994), and organizational discrimination (Çelik, 2011) enhance teacher burnout. On the other hand, having commitment, trust justice and a positive climate in the organizational contexts, and classroom management in a democratic and effective way (Yorulmaz & Altinkurt, 2018) decreases the frequency and intensity of teacher burnout. Finally, other stressors that particularly stem from the organizational conditions regarding teachers include lack of resources, inappropriate class sizes, excessive workload, extensive administrative matters, and undesirable student behavior (Abel & Sewell, 1999; Brouwers & Tomic, 2014). The teacher-student relationship is significant since students' problematic behaviors such as being disruptive might be stressful for teachers leading to burnout (Brouwers & Tomic, 2014). Likewise, disrespectful student behavior directly contributes to feelings of burnout, particularly dimensions of emotional exhaustion and reduced personal accomplishment (Friedman, 1995; Hastings & Bham, 2003).

2.1.4.2. Individual Factors

A second category for the sources of burnout is referred to as individual factors. The most significant one of these factors is the expectations that one holds for the things to be achieved (Schwab et al., 1986). In other words, professionals employed in human services like teachers start their profession with a commitment, and they expect to make a significant change in the lives of those who are served. When this change is not achieved, they put the blame on themselves and feel like a failure. Regarding this issue, career goals make up an important part of teachers' expectations (Schwab et al., 1986). Maslach and Jackson (1981) put forward that setting unrealistic career goals and failing to reach result in low personal accomplishment.

In addition, personality traits are closely related to teachers' burnout as indicated in the literature. For example, those with desirable personality traits such as extroversion, openness, emotional stability, agreeableness, and conscientiousness are better at coping with stressful and adverse situations (Ghorpade et al., 2007; Yong & Yue, 2007). In other words, it is possible to consider personality as a coping mechanism with burnout (Ghorpade et al., 2007). Likewise, teachers regulating their own moods easily through positive beliefs regarding their personality and profession usually report lower levels of burnout and distress at work (Mearns & Cain, 2003). Consequently, irrational beliefs such as inadequacy, authoritarianism, and frustration tolerance are among the personality traits that are directly linked to burnout (Calvete & Villa, 1999, as cited in Comerchero, 2008). Teachers with strong inadequacy and low frustration tolerance or authoritarian attitudes towards their students tend to experience emotional exhaustion more often. In addition, personality factors such as sense of control (Farber, 1984), self-esteem (Hogan & Hogan, 1982), and self-efficacy (Brouwers & Tomic, 2000) are highly correlated with burnout; therefore, lacking these personality traits paves the way for higher levels of burnout among teachers.

Besides, the demographic background is another aspect of the personal factors that lead to teachers' burnout. Such factors as age, gender, marital status, teaching experience, and educational background are highly significant in terms of the levels of burnout experienced by teachers, although it is difficult to make generalizations in terms of their relation to burnout (Gaines, 2011; Schwab et al., 1986; Yorulmaz & Altinkurt, 2018). For instance, older teachers tend to experience emotional exhaustion less frequently than younger teachers (Anderson & Iwanicki, 1984; Byrne, 1999), and younger human service workers experience higher levels of depersonalization, but lower levels of personal accomplishment when compared to their older colleagues (Maslach & Leiter, 1997). Therefore, it is possible to conclude that individuals at the beginning of their career are at risk of experiencing burnout more often since age is usually parallel with work experience (Maslach et al., 2001) and because teachers often suffer from anxiety and stress during their early years of teaching (Fives et al., 2007).

As another demographic factor, gender seems to play an important role in the levels of burnout among teachers, although it is not possible to be precise. That is, some studies show that burnout levels differ in terms of gender in favor of male teachers in all sub-dimensions (Anderson & Iwanicki, 1984), whereas some other studies suggest that gender does not lead to any significant difference in teachers' burnout (Russell, Altmaier & Velzen, 1987).

As for marital status, married teachers tend to feel less stressed than single ones (Gold, 1985). Accordingly, teachers experience higher levels of personal accomplishment (Russell et al., 1987) and lower levels of emotional exhaustion and depersonalization (De Haus & Diekstra, 1999) if they are married compared to their single colleagues.

As the final demographic factor, educational background is also remarkably related to burnout among teachers. That is, those with higher education tend to develop higher levels of burnout in comparison to those less educated. This is mainly because of greater responsibilities and expectations from more educated employees which increases their work-related stress (Maslach et al., 2001).

2.1.5. Effects of Burnout

Considered as the most affected group, teachers suffer from serious impacts of burnout in their professional and personal life (Friedman & Farber, 1992: 28). In addition, job burnout may result in negative consequences both for the organization and teachers (Jackson & Maslach, 1982; Schwab, 1983). The main effects of burnout on teachers can be classified into three categories: physical, psychological, and behavioral problems. Physical problems teachers experience due to their burnout include exhaustion, frequent headaches, weight loss, sleeplessness, and lingering cold. On the other hand, changeable mood, irritability, depression, loss of caring for people, clinical attitude, increased frustration, and feeling of helplessness are among the most frequent psychological effects of burnout. Finally, behavioral problems teachers deal with due to their burnout include a decrease in work performance and absenteeism (Ceylan & Mohammadzadeh, 2016; Freudenberger, 1983).

Furthermore, withdrawal which refers to spending less time on the job as much as possible, taking longer breaks, distancing oneself from the job, is a serious

consequence of burnout not only for teachers but also for the institution they work for (Schwab et al., 1986). Withdrawal is explained by teachers' being present at work physically but not mentally, and it is closely related to attitudes towards the job as well as relationships with family and friends (Jackson & Maslach, 1982). Feeling burnout, teachers tend to lose sympathy towards students, become less attentive in lesson planning, develop a lower frustration tolerance for dealing with students, and exhibit depressed, anxious, irritable reactions in general (Farber, 1991b). What is more, they are likely to lack self-confidence and become impatient towards changes (Perlman & Hartman, 1982). Also, their job satisfaction, motivation, and effectiveness in achieving educational objectives decrease, and the rapport with their students diminish (Abel & Sewell, 1999).

A different view considers the effects of burnout on teachers from a multidimensional perspective. According to this perspective, educators experience burnout either as a combination of three dimensions -emotional exhaustion, depersonalization, and reduced personal accomplishment- (Gann, 2020) or they suffer from at least one of these factors (Steiner, 2017). First, teachers feel emotionally exhausted when they deplete their emotional resources (Paterson & Grantham, 2016) which in turn leads to weariness, lack of self-reliance (Brouwers & Tomic, 2014), decreased morale and occupational stress (Abel & Sewell, 1999). As a result of these negative situations, teachers are likely to leave their positions (Azeem & Nazir, 2008; Hanson, 2006). Second, depersonalization appears (Gann, 2020) when teachers distance themselves from others and feel dissatisfied with the organization in their work settings (Gavish & Friedman, 2010). This alienation leaves teachers with loneliness, high social anxiety, anger, depressed moods, and low psychological health (Cenkseven-Önder & Sari, 2009). Finally, teachers begin to develop negative self-evaluations of their job accomplishments, which makes it difficult for them to handle job demands (Brouwers & Tomic, 2014). They feel like not performing effectively and successfully because of organizational expediency, leading to a failure for the teacher and the learner. In other words, reduced personal accomplishment experienced by teachers demotivates them, and this results in low student academic success (Gavish & Friedman, 2010).

In short, it is understood that any sort of anxiety-provoking conditions trigger teachers' burnout. With the outbreak of the Covid-19 pandemic, teachers have had to deal with several challenges emerging from the sudden transition to distance education, and they were expected to use educational technologies intensely within this period which might have increased their anxiety towards educational technologies, and so the level of burnout they experience.

2.2. Educational Technologies

Technology has become an indispensable part of human life. It includes several social and economic activities and organizations and requires the application of technical knowledge to life practices. For instance, it allows the whole world to easily access a large body of knowledge. In this sense, it is possible to define technology as the implementation of principles and innovations in the field of science to provide solutions for problems in an attempt to make life easier (Efe & Efe, 2016).

Technology holds an important place in various contexts such as communication, science, commerce, agriculture, and transportation in today's world. Consequently, educational systems are also affected by technological developments, and in many countries or societies, it is aimed to provide individuals with a high-quality education in which technology is utilized since it is perceived as a must to access, use, produce and share knowledge (Halis, 2002). Thus, it has become difficult to separate the concepts of education and technology (Efe & Efe, 2016). In this respect, educational technology can be defined as “a complex, integrated process involving people, procedures, ideas, devices, and organization, for analyzing problems and devising, implementing, evaluating, and managing solutions to those problems, involved in all aspects of human learning” (Force, 1977: 1). As an organized and systematic process, educational technology conceptualizes the implementation and evaluation of the whole teaching process (Lazar, 2015).

There is a wide range of educational technologies utilized by teachers; however, they are categorized into three groups as the internet, software, and hardware technologies. First, the internet contains a variety of websites like blogs, social networks, online games, voice and text chat, video sharing, news, instant

messaging, and voice forums. Second, the software category is related to the use of apps, power-point presentations, email, e-books, quiz-creating software, word processors, and music software. Different technological tools can be used for hardware such as computer rooms, laptops, DVDs, CD-ROMs, mp3 players, webcams, cameras, tablets, flash drives, and mobile phones. Still, all three groups involve the use of computers; therefore, the term "computer" is often used to refer to any of these categories (Stanley, 2013).

2.2.1. Benefits of Educational Technologies

Facilitating teaching and learning through innovations the advancement of information and communication technologies (ICT) has led to significant changes in different facets of education and provided several benefits for learners and teachers (Mumtaz, 2000). Integrating technology into education brings in high student motivation, more engagement, and collaboration and provides hands-on learning opportunities at all levels, and boosts learners' confidence and academic achievement (Costley, 2014). First, educational technologies increase learner motivation and promote learner engagement since students display higher levels of interest in learning strategies including computers (Baggott La Velle, McFarlane & Brawn, 2003). In addition, the use of various technological properties in education attracts their attention to the subject matter and enables them to internalize knowledge through an interactive learning environment with active participation in the learning process (Efe et al., 2016). Second, educational technologies give students rich learning experiences and chances for collaboration with peers. In other words, they gain personal knowledge, inquire, create learning materials, express themselves better, and exchange experiences thanks to educational technologies (Baek et al., 2008; Buzzard et al., 2011; Garris et al., 2002). Third, students develop their scientific reasoning and link their theoretical knowledge to practice when technology is utilized (McFarlane & Sakellariou, 2002) which in turn contributes to their academic success (Celik & Yesilyurt, 2013).

In a similar vein, technology integration in L2 teaching has attracted attention since the 1960s due to its various advantages. First, technology-enhanced language classrooms have significant contributions regarding experiential learning, students'

motivation and success, access to authentic materials, high interaction among students, individualized learning, opportunity to access a wide range of information sources, and increasing global understanding among students (Lee, 2000). In addition, it is possible to save class time and enrich the content in language classrooms via technology in comparison to traditional teaching, where students are passive receivers of input. Therefore, technology offers an atmosphere where students can develop their communicative competence with an increase in exchange between the teacher and students (Shyamlee & Phil, 2012). Another major benefit of technology is that it encourages collaboration among students, which is one of the most important components of language learning (Riasati, Allahyar & Tan, 2012). Thus, language learners are provided with more opportunities for communication and feel less anxious by cooperating with others (Ozerol, 2009).

Besides, utilizing technology is also advantageous for teachers in many aspects like classroom organization and management, the subject matter, and its presentation to students. Moreover, their attitudes, confidence, and instructional applications improve when technology is effectively utilized in the classroom (Sorensen, Twidle, Childs & Godwin, 2007). All these benefits demand teachers to be competent enough to integrate educational technologies in their teaching. In other words, they need to be capable of integrating content, pedagogy, and technology.

2.2.2 Technological- Pedagogical-Content Knowledge (TPACK)

Based on Schulman's theory for the pedagogical content knowledge (PCK), Mishra and Koehler (2006) suggested a framework called TPACK to address the complex relations and interactions among pedagogy, content, and technology in teaching. TPACK is a framework that combines TK (technological knowledge), PK (pedagogical knowledge), and CK (content knowledge) to focus on the use of specific technological tools such as computers for better instruction and guidance to boost students' comprehension of the subject matter (Kurt, 2019, para. 3). The model is depicted in Figure 2 below.

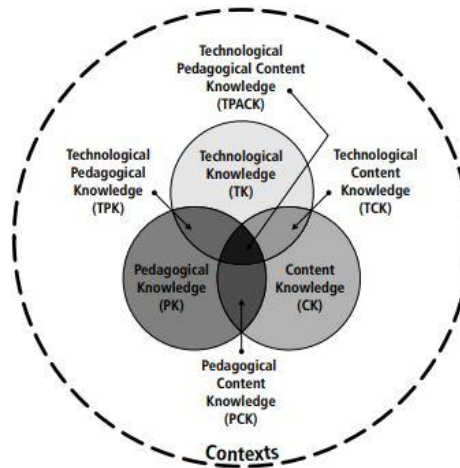


Figure 2. The TPACK Framework Model and Its Knowledge Components

This model of TPACK Framework consists of three major components regarding teachers' knowledge: content, pedagogy, and technology. In the model, the interactions between and among these constructs are presented as PCK (pedagogical content knowledge), TCK (technological content knowledge), TPK (technological pedagogical knowledge), and TPACK (technological pedagogical content knowledge). Accordingly, PCK is based on the concept of pedagogy that is adaptable to any particular teaching content, and it involves the basics of teaching, learning, curriculum, assessment, and reporting such as the conditions enhancing learning and the connections among curriculum, assessment, and pedagogy. TCK, on the other hand, necessitates teachers to be experts at the application of specific technologies to address subject matter rather than simply provide the content for the learners. Likewise, TPK is closely related to understanding how particular technologies can change teaching and learning. Therefore, it is important to know the pedagogical affordances and restrictiveness of technological tools. However, TPACK, as a more comprehensive form of knowledge, differs from all three constructs individually since it constitutes the basis of how to utilize technology effectively in teaching with appropriate concepts and pedagogical methods. It requires using technologies in a constructive way to provide content. TPACK enables teachers to develop an understanding of the concepts that make learning difficult or easy and use technology to respond to learner problems and build on their prior knowledge (Koehler, Mishra & Cain, 2013).

However, teachers who are capable of utilizing educational technologies in their classrooms seem to be quite scarce (Kozma, 2003) since they face certain obstacles such as cost, access, time, lack of knowledge regarding the best way to use technology (Kurt, 2019, para. 1). Moreover, it may be difficult for teachers to keep pace with current developments concerning technology use in education (Efe et al., 2016). In the same vein, computer anxiety is considered a significant factor affecting technology integration in teaching.

2.2.3. Educational Technologies Anxiety

Anxiety can be defined as "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the automatic nervous system" (Spielberger, 1972: 482). It can be described as an unpleasant emotional state which makes individuals feel weak and powerless when confronted with danger or threat (Aydın & Zengin, 2008). Anxiety as an affective state can be categorized into three types. *Trait anxiety* is regarded as an aspect of personality, and it relates to a person's ongoing inclination to be nervous (Scovel, 1978). In addition, it is consistent and predictable, regardless of the situations people are experiencing, because it is linked to cognitive components of anxiety. *State anxiety* occurs when people feel nervous for a short period of time in a certain situation (Spielberger, 1983). It is associated with definite situations that are anxiety-provoking such as important tests. The last one, *situation-specific anxiety* refers to the pervasiveness and complexity of some anxieties (MacIntyre & Gardner, 1991). It is linked to apprehension aroused by a unique situation or event such as public speaking, examinations, or class participation (Ellis, 1994). In this regard, educational technology anxiety can be regarded as a kind of situation-specific anxiety since it occurs as a result of situations that require use of technology in educational settings.

Although it is intertwined with computer anxiety and also referred to as "computer anxiety" or "technology anxiety" in the literature, *educational technologies anxiety* is a negative emotional state specifically related to the integration of information and computer technologies into teaching processes. Computer anxiety is the complex emotional reactions that appear in people who

perceive computers as personally dangerous (Raub, 1981). Likewise, Howard and Smith (1986) refer to computer anxiety as a person's inclination to experience a degree of discomfort when working with computers, whereas Kanfer and Heggstad (1997) explain it as an emotional fear of possible undesirable results such as damaging the equipment or being perceived as foolish by others rather than just an unpleasant feeling. On the other hand, educational technologies anxiety can be defined as a person's prejudices or fears about utilizing instructional technology or thinking about the outcomes of using instructional technology (Marcoulides, 1989), or as teachers' discomfort, nervousness, and fear of dealing with ICT instruments, as well as uneasiness in anticipation of unfavorable outcomes from computer-related operations (Chang, 2005). Educational technologies anxiety overlaps computer anxiety since it is associated with users' (teachers') fears or unpleasant experiences gained during the technology courses or such fears that surface when they think about using technology (Chua, Chen & Wong, 1999).

2.2.4. Sources of Educational Technologies Anxiety

Although computer-assisted instruction holds an important place in educational settings, not all teachers are capable enough to benefit from technology due to their anxiety (Rahimi & Yadollahi, 2011). However, this is not without reason. As a multi-dimensional construct, computer anxiety generally stems from various factors which can be categorized into three groups as psychological, operational, and sociological causes (Baloglu & Cevik, 2009; Beckers, Wicherts & Schmidt, 2007; Goldstein et al., 2002; Gordon et al., 2003).

First, psychological causes of computer anxiety include negative attitudes towards computers, negative self-perceptions, and low self-efficacy. Technology self-efficacy is associated with one's judgments concerning their capability to utilize technology in different areas and to deal with related challenges (Efe et al., 2016). This suggests that low self-efficacy in computer use leads to computer anxiety, which may also yield negative outcomes in educational settings. That is, people who perceive themselves as technologically impaired tend to get anxious when they are expected to use it. As a result, they are likely to develop negative attitudes towards computers, and consequently, they get more anxious about technology. In other

words, computer anxiety emerges as a reflection of their negative attitudes towards computers (Chien, 2008). Second, operational factors regarding previous computer experiences may result in computer anxiety. It is positive experiences rather than the amount of computer experience that decrease the level of anxiety for computer use (Beckers & Schmidt, 2003). Finally, sociological factors like gender, age, or socio-economic status are indirectly but significantly related to computer anxiety. A particular age or gender group may experience higher levels of computer anxiety due to their social-economic status within their community. When people are socially and economically privileged, they have easy access to computers, increasing their computer experience (Chien, 2008). That is, individuals with higher social-economic status are more likely to have a computer at home, to receive education at schools equipped with better computer systems, and to have more competent teachers concerning computers (Bozionelos, 2004). Thus, those individuals have higher self-efficacy and develop more positive attitudes which help to lower their anxiety. This means that people who lack the above-mentioned experience due to their low social-economic status tend to have lower self-efficacy develop negative attitudes which will eventually provoke their anxiety for computers and technology.

As for teachers, in particular, the sources of anxiety towards computers and educational technologies are not completely different. It is of considerable importance for teachers to gain positive attitudes towards computer use during their pre-service training (Celik & Yesilyurt, 2013). However, pre-service teachers receive very limited training on how to use computers in their instruction which constitutes a barrier to successful technology integration (Cox, Preston & Cox, 1999). Teachers tend to get anxious when they have inadequate knowledge of how to perform a task involving computer use or when they are afraid of damaging the software or hardware by mistake. In line with this, teachers are often afraid of getting offended or embarrassed in front of other people and their students when they make such a technology-related mistake. Likewise, when they are required to use computer systems which are unfamiliar to them, teachers start to perceive technology as intimidating, disappointing, and confusing, and they feel anxious about educational technologies (King, 2002). In short, computer anxiety may arise among teachers because of increased demands on technology use, integration of technology into

teaching methods without being aware of the didactic advantages offered by technology, or inadequate educational technology training (Fernandez-Batanero et al., 2021).

On the other hand, the amount of anxiety towards computers and technology integration felt by teachers is also related to various demographic factors like their gender, teaching experience, age, and social-economic background. For instance, female teachers tend to get more anxious in terms of computer use than their male colleagues (Becta, 2004; Brosnan, 1998; Chua, Chen, & Wong, 1999). Similarly, teaching experience helps teachers develop more positive attitudes towards educational technologies and lower their computer anxiety (Ursavas & Karal, 2009). However, younger teachers are generally less technophobic (Pamuk & Peker, 2009) since older ones have relatively limited computer use and experience (Combs, 2005). In short, teachers in certain social groups get fewer chances to experience technology which eventually triggers their anxiety.

2.2.5. Effects of Educational Technologies Anxiety

Mostly in negative ways, computer anxiety emerges in different forms which are linked to human psychology (Orr, 2009 as cited in Setyarini, 2015). The effects of computer anxiety can be observed as physical, psychological, and behavioral symptoms (Dupin-Bryant, 2002). First, physical manifestations include blanching, blushing, flushed skin, changes in body temperature, burning sensations on the body, chest pain, chronic fatigue, exhaustion, dizziness, lightheadedness, heart palpitation, racing heart, excess energy, inability to relax, perspiration, dampening of hands, stomachache, difficulty in breathing or a sense of suffocation, and lip tension (Cırakoglu, 2004). As for psychological symptoms, people may suffer from short-term memory loss, difficulty in thinking, speaking, or formulating thoughts, fear of losing control, impending sense of doom, feeling overwhelmed, short-term learning impairment, difficulty in acquiring new knowledge, apprehension, or fear. In addition, there is a tendency for anger, embarrassment, disappointment, and fear of ambiguity. Finally, computer anxiety may lead to such behavioral effects as a tendency to avoid computers and locations with computers, be excessively cautious

with computers, develop negative attitudes towards computers, and reduce the time for computer use (Maurer & Simonson, 1984).

In addition to all the mentioned negative effects of computer anxiety, teachers suffer from some other issues related to their anxiety about using educational technologies. First, they may have hesitations for integrating technology in teaching (Ceyhan, 2006) since their anxiety harms their ability to use technology and perform effectively in technology-related tasks (Doyle, Stamouli & Huggard, 2005). Accordingly, teachers with high anxiety for technology integration display a high apprehension about their performances (Brosnan, 1998). Thus, they tend to show reluctance to learn anything related to technology (Efe, 2016). Moreover, over-anxious teachers due to the increasing demands on educational technologies face burnout syndrome (Freudenberger, 1974), which hurts their dedication in pedagogical contexts (Fernández-Batanero et al., 2021) and decreases the quality of their teaching in the long run.

2.3 Literature Review

This section reviews the related literature on burnout among EFL teachers and anxiety towards educational technologies. First, it provides a review of the level of EFL teachers' burnout with possible variables that have an effect on teacher burnout. Second, it reviews studies about the level of teachers' anxiety towards educational technologies including factors leading to anxiety among in-service and pre-service teachers.

2.3.1. Burnout among EFL Teachers

When the related literature is considered, it is seen that there are various studies investigating burnout among Turkish EFL teachers. Additionally, these studies tend to explore teacher burnout in relation to their self-efficacy, emotional intelligence, personality traits, and organizational socialization.

A considerable amount of research is conducted to investigate burnout among Turkish EFL teachers in terms of certain demographic and personal factors such as age, gender, marital status, educational background, number of students, and teaching experience. For instance, the study carried out by Mede (2009) aimed at revealing the possible impacts of age, teaching experience, and gender on the three

dimensions of burnout (emotional exhaustion-EE, depersonalization-DP, and reduced accomplishment-RA) among Turkish EFL teachers. The data were obtained from 63 Turkish EFL teachers at a Preparatory School of a university in Istanbul via three scales; an adapted version of the Maslach Burnout Inventory-Education Survey, the Perceived Self- Efficacy in Eliciting Social Support from Colleagues (PSESSC) and the Perceived Self-Efficacy in Eliciting Social Support from Principals (PSESSP). The findings revealed that younger teachers had a higher burnout level than older ones. In addition, female teachers had significantly higher scores than males regarding reduced accomplishment. Finally, more experienced teachers got the lowest scores in emotional exhaustion and the highest in depersonalization and reduced accomplishment dimensions. In a similar study conducted with 28 instructors employed at Eskişehir Osman Gazi University preparatory school, Ozkanal and Arıkan (2010) found that such variables as gender, age, marital status, the number of children they have, experience, weekly workload, position in the workplace, and educational background had low or no significant effect on the participants' burnout levels. It was found that all the instructors' burnout was at significant levels in all the dimensions.

In the same vein, Hismanoglu and Ersan (2016) carried out another study with 230 Turkish EFL teachers through the administration of the Maslach Burnout Inventory- Educators' Survey (MBI-ES). The data analysis showed that the participants had a higher level of personal accomplishment, a moderate level of emotional exhaustion, and a low level of depersonalization. In addition, related to teaching experience and institution (state vs. private), it was found that there was a significant relationship between these variables and Turkish EFL teachers' levels of emotional exhaustion and personal accomplishment. That is, there was no difference in the levels of depersonalization between experienced and inexperienced EFL teachers. However, the results showed that more experienced EFL teachers felt more burnout than novice ones. Similarly, the findings revealed that Turkish EFL teachers' burnout levels in terms of emotional exhaustion dimension differ with respect to monthly income and living in a big/small city. The results illustrated that Turkish EFL teachers living in a big city had a moderate level of burnout in terms of the emotional exhaustion dimension, whereas the ones living in a small city experienced

emotional exhaustion at low levels. It was also seen in the results that the participants' sense of personal accomplishment correlates with the department they work in and whether they have an administrative duty. In other words, Turkish EFL teachers who are employed at the Basic English Department exhibited a lower level of burnout related to personal accomplishment dimension when compared to those who work at the Modern Languages Department. On the other hand, the participants' burnout levels in terms of emotional exhaustion and depersonalization did not differ due to the department they work. Additionally, when the mean scores of Turkish EFL teachers with administrative duties and those without administrative duties were examined, it was found that there was no significant difference in the levels of burnout with respect to emotional exhaustion and depersonalization dimensions between these two groups. However, the results revealed that Turkish EFL teachers with administrative duty experienced a moderate level of burnout with regard to personal accomplishment, whereas those without administrative duty showed a high level of burnout in relation to the subscale of personal accomplishment. On the other hand, it was seen that their burnout levels did not vary significantly in terms of their age, gender, educational background, or weekly course load. In addition, it was found in the study conducted by Ozkara (2019) that experienced teachers scored more in personal accomplishment, whereas younger teachers felt emotional exhaustion more. However, there was no significant difference in the teachers' burnout level in terms of their gender.

Ceylan and Mohammadzadeh (2016) also examined the burnout levels of 37 Turkish EFL instructors employed at the School of Foreign Languages at Celal Bayar University in terms of their gender, marital status, total teaching experience, working duration in the institution, contract type, weekly course load, and monthly income. The findings revealed that male teachers suffer from emotional exhaustion more than females. Although there were no significant relations, females experience lower levels of depersonalization and personal accomplishment in comparison to males. Second, single participants reported a higher level of emotional exhaustion, and it was found that there was no difference in depersonalization and personal accomplishment dimensions in terms of their marital status. Third, the regular instructors had a lower depersonalization level when compared to the contracted

ones. Further, the results indicated that the levels of personal accomplishment were found lower among teachers working at the institution for over four years in comparison to those working for 0-3 years. Likewise, in the analysis, the participants with 40 hours course load per week had a lower level of personal accomplishment when compared to the ones having 20-30 hours.

In short, the studies in the literature aim at revealing the possible relations between Turkish EFL teachers' burnout levels and various demographic and personal factors such as age, gender, teaching experience, marital status, administrative duty, both the institution and department they work, contact type, teaching load, educational background, etc. Although mixed results exist, it can be concluded that Turkish EFL teachers' burnout in terms of all the dimensions varies with respect to their age, gender, teaching experience, marital status. When most of the studies summarized above are examined, it can be concluded that Turkish EFL teachers experience varying degrees of burnout. Also, the younger, female, experienced, and single teachers tend to feel burnout more in contrast to their counterparts.

Second, there are numerous studies that focus on Turkish EFL teachers' burnout regarding work-related factors such as: receiving social support from colleagues and principals, stress at the workplace, the type of the institution, administrative issues and duties, students' misbehaviors, and lack of motivation, job satisfaction, and organizational context. For instance, Mede (2009) carried out a study to determine the relationship between the perceived self-efficacy in getting social support (from colleagues and principals) and burnout among Turkish EFL teachers at a university in Turkey. According to the results, perceived self-efficacy in social support (from colleagues and principals) was a predictor factor of burnout. The results also indicated that the teachers were more likely to suffer from emotional exhaustion and depersonalization due to the lack of support from their colleagues, whereas lack of support from their principals led them to experience depersonalization and reduced personal accomplishment. However, no correlation was found between social support from colleagues and reduced personal accomplishment and social support from principals and emotional exhaustion. Similarly, in the study conducted by Ozkanal and Arıkan (2010), the results revealed

the perceived level of stress at the workplace was an important contributor to burnout. The instructors had a high level of emotional exhaustion, moderate levels of depersonalization, and personal accomplishment when they experienced high stress at work.

Moreover, some other studies have concluded that the type of institution teachers are employed at has an impact on their burnout level. For example, Kimsesiz (2019) carried out a study with 74 EFL teachers from public schools via Maslach Burnout Inventory (1981). The results reported high levels of burnout among the participants, and the primary school teachers' levels of emotional exhaustion, depersonalization, and reduced personal accomplishment were found to be higher in comparison to those working at secondary and high school. In a similar study with 64 EFL instructors by Bal (2019), it was aimed to investigate burnout in terms of university type (private or state), and post-graduate degree as well as to reveal possible reasons for teacher burnout. The results showed that the instructors employed at private universities had higher levels of emotional exhaustion and depersonalization, whereas personal accomplishment dimension showed no difference. In addition, the analysis of the interview data revealed that the following factors increase burnout among teachers: work demands, role ambiguity, lack of administrative and collegial support, students' behaviors and attitudes, and administrative issues. In a similar vein, Atmaca (2017) aimed to find out possible sources of burnout among English teachers. The participants consisted of 42 in-service English teachers from different types of institutions in Turkey. For the qualitative data, open-ended questions in the Written Interview Protocol were utilized while two instruments, namely Minnesota Job Satisfaction Inventory and Maslach Burnout Inventory, were used for the quantitative data to measure job satisfaction and burnout. The results indicated that the burnout level increases when the teachers' job satisfaction decreases. Furthermore, it was found that the following factors play an important role in teacher burnout: self-efficacy, physical and social environment of the school and shareholders, students, parents, colleagues, administrators, policymakers, teachers. Likewise, Kulavuz-Onal and Tatar (2017) conducted a study to examine the level of burnout and participation in professional learning activities of Turkish EFL instructors working at English preparatory

programs. A questionnaire including three sections and the Maslach Burnout Inventory for Educators were used to collect data from 224 Turkish EFL instructors. The findings showed that there was a significant difference between state university instructors (SUEPPI) and private university instructors (PUEPPI) regarding the level of personal accomplishment and participation in professional learning activities. The analysis of the findings revealed that PUEPPI felt more successful and participated in professional learning activities more often than SUEPPI. Also, neither emotional exhaustion nor depersonalization was predicted in terms of the overall difference in working conditions (state vs. private) in this study.

In addition, Kazımlar and Dollar (2015) examined burnout among EFL instructors working at foundation universities in İstanbul and tried to uncover whether the organizational context that they work in affects their burnout levels. The participants consisted of 81 instructors, and the data collection tools were The Maslach Burnout Inventory – Educators Survey (MBI-ES), Areas of Work-life Survey (AWS), and semi-structured interviews. According to the results, the participants mostly reported moderate and high levels of emotional exhaustion and depersonalization, whereas the sense of personal accomplishment was higher for only a quarter of the participants. Furthermore, EFL instructors with high degrees of burnout had a considerably negative perception of the organization where they worked. More specifically, the relationship between EFL instructors' burnout levels and the six areas of work-life (workload, control, reward, community, fairness, and values) was examined, and it was found that lower levels of emotional exhaustion led significantly higher match between their expectations and present work conditions in terms of all areas except for community. Also, the match between teachers' expectations and work-related conditions concerning reward, fairness, control, and values was weaker when they had a high level of depersonalization. However, there was no significant relationship between the subscale of depersonalization and workload and community dimensions. Last, the results indicated a weaker match between the instructors' expectations and conditions related to control, reward, community, and fairness dimensions due to a lower level of personal accomplishment.

In brief, the studies in the literature conclude that Turkish EFL teachers' burnout levels vary in terms of various work-related factors such as stress at the workplace, type of institution and context, social support from colleagues and principals, administrative issues, students' misbehaviors, and lack of motivation and job satisfaction. More clearly, the studies mentioned above indicated Turkish EFL teachers suffer from burnout when they have unfavorable work conditions, lack support from people around, lower job satisfaction levels, and lack of motivation.

Third, the literature also includes some studies on burnout among EFL teachers in relation to other constructs like self-efficacy, emotional intelligence, personality traits, and organizational socialization levels. For instance, the study by Ozkara (2019) investigated whether Turkish EFL teachers' self-efficacy beliefs and burnout levels are related as well as the impacts of gender, age, teaching experience and the average number of students in classrooms on teacher burnout and self-efficacy. The study included 118 Turkish EFL teachers from different educational levels; primary, secondary, high schools, and universities. The results revealed that the participant teachers had a low level of burnout when they had a high level of self-efficacy and high personal accomplishment. The results also indicated that the teachers experienced emotional exhaustion more when they had a low level of self-efficacy. In the same perspective, Kimav (2010) conducted a study to examine the interrelationship among Turkish EFL teachers' burnout levels, individual and collective teacher efficacy. According to the analysis of the data, feeling of depersonalization was less frequent than emotional exhaustion, and the most frequent feeling was the sense of personal accomplishment. Also, the results uncovered that the major sources of burnout among the participant teachers were work-related factors, work environment, and administrative issues. It was also found in the study that there was no correlation between personal teaching efficacy and the emotional exhaustion dimension. However, personal teaching efficacy positively correlated with personal accomplishment and was negatively correlated with depersonalization. Furthermore, it was seen that there was a positive correlation between collective teacher efficacy and personal accomplishment, but a negative correlation with emotional exhaustion and depersonalization.

In another study, Durhan (2019) investigated whether there is a relationship between Turkish EFL teachers' emotional intelligence and their levels of burnout. Assessing Emotions Scale and Teacher Burnout Scale were administered to 166 Turkish EFL teachers working at public schools. The results of the study indicated that the teachers' emotional intelligence level was high, whereas they had a low level of burnout. In this sense, the findings showed that there was a negative relationship between the participants' burnout level and their capability of managing and utilizing their own emotions as well as others. Additionally, this study revealed that emotional intelligence could be a predictor of burnout. Unaldi et al. (2013) also carried out a study to determine the relationship between occupational burnout and personality traits of Turkish EFL teachers. The data were collected from 224 Turkish EFL teachers through two questionnaires; the Maslach Burnout Inventory and the Five-factor Personality Inventory. According to the findings, the teachers were more likely to experience occupational burnout when they had to deal with too many students and had additional responsibilities along with teaching and coped with administrative problems. In addition, the level of depersonalization among the participants was found higher due to intense involvement in the students' problems, which in turn makes them less caring. Moreover, the results also demonstrated that personality traits such as extraversion and conscientiousness were negatively correlated with the depersonalization dimension and burnout, whereas there was a positive correlation between the personal accomplishment and extraversion, agreeableness, conscientiousness, and openness. It was also seen in the analysis that openness was negatively correlated with only depersonalization. However, neuroticism positively correlated with burnout and depersonalization, whereas there was a negative correlation between neuroticism and personal accomplishment. In another study, Güneş and Uysal (2019) aimed at investigating the EFL teachers' burnout and organizational socialization levels in addition to revealing any possible relationship between these two constructs. The quantitative data were obtained via Teacher Burnout Scale and Organizational Socialization Scale. Furthermore, a semi-structured interview as a qualitative tool was employed to determine the causes of teacher burnout and unsuccessful organizational socialization. 507 Turkish EFL teachers working at public schools participated in this study. The analysis of the

findings indicated that the teachers had a high level of burnout and a low level of organizational socialization. Moreover, the findings of the interviews revealed certain issues that contribute to burnout such as pre-service education, heavy workload, poor administrative and collegial support, and students' low motivation and misbehaviors.

In conclusion, the above-mentioned studies show that Turkish EFL teachers' levels of burnout differ in terms of various constructs such as self-efficacy, emotional intelligence, organizational socialization, and personality traits of teachers. It is highlighted in the studies that the teachers experience low levels of burnout when they have a higher level of self-efficacy, emotional intelligence, and organizational socialization. Moreover, the teachers' personality traits lead to differences in the levels of their burnout.

2.3.2 Anxiety towards Educational Technologies among In-Service and Pre-Service Teachers

There are many studies in the literature that focus on computer anxiety among teachers and various factors contributing to computer anxiety. Most of these studies include pre-service teachers as participants. However, there are a limited number of studies involving specifically in-service EFL teachers. Additionally, it is seen that the literature deals with teachers' anxiety for educational technologies regarding their attitudes, self-efficacy, demographic and personal features as well as other issues like ICT integration, concerns for the use of educational technologies for instructional purposes, personality characteristics, and possible causes and effects related to computer anxiety.

First, various studies have shown that certain demographic and personal variables such as age, gender, teaching experience, computer use, educational background, ICT training, and technology experience affect computer anxiety among pre-service and in-service teachers. For instance, in their study, Rahimi and Yadollahi (2011) intended to investigate Iranian EFL teachers' computer anxiety level and how it affects ICT integration in English classes and to what extent it is related to their personal characteristics. According to the analysis of the data obtained from 254 Iranian EFL teachers, there was a positive relationship between

teachers' level of computer anxiety and age. That is, the younger participants reported a lower level of computer anxiety, and thus, they utilized ICT tools in their teaching more than older teachers. On the other hand, there was no difference in the EFL teachers' computer anxiety in terms of their gender or teaching experience. Similarly, the study by Bolandifar and Noordin (2015) showed that female participants had higher computer anxiety when compared to their male counterparts.

In addition, the aim of the study carried out by Efe and Efe (2016) was to investigate pre-service science teachers' anxiety toward educational technologies in terms of the variables such as experiences related to educational technology, frequency of utilizing access to educational technologies. The subjects of this study consisted of 538 pre-service teachers from Dicle University Ziya Gokalp Education Faculty and the University of Teacher Education. According to the results, as Turkish and Swiss pre-service science teachers got more experienced with technology, they got more anxious about educational technologies. Moreover, a more frequent technology use results in a lower level of anxiety for educational technologies for Turkish participants, whereas for Swiss participants, a more frequent technology use means a higher level of anxiety for educational technologies. The results also revealed that Turkish pre-service science teachers' educational technology anxiety decreased with higher access to technology. On the other hand, Swiss pre-service science teachers' access to technology and their anxiety toward educational technologies increased concurrently. In addition, both the Turkish and Swiss participants with rich educational technology backgrounds displayed lower levels of technology anxiety.

Likewise, in another study conducted by Semerci and Aydin (2018), the findings illustrated that the ICT anxiety among the high school teachers was low and differed significantly in terms of their ICT experience and ICT training. The participants having 1-5 years of ICT experience had a higher level of anxiety towards ICT integration in teaching and learning compared to those with six years and more ICT experience. Additionally, the results demonstrated that when the teachers had no previous ICT training, they had a higher level of ICT anxiety compared to the ones receiving 4 to 6 ICT training.

Hong and Koh (2002) also carried out a study to examine the levels of computer anxiety concerning demographic and personal factors. The results illustrated that the teachers having less computer experience felt more anxious toward the computers than those with more computer experience and the ones who own a computer. The study also found that male teachers were less anxious toward computer hardware than female ones, although there was no difference in the overall anxiety levels towards computers in terms of gender. On the other hand, the results showed that there was no difference in the teachers' anxiety in terms of their access to technological equipment at their schools or the support from the school administrators for computer literacy.

Furthermore, Gurcan-Namlu and Ceyhan (2003) conducted a study to investigate the level of computer anxiety among teacher candidates regarding previous computer experience and demographic characteristics like gender, academic department, class level, living environment, and socio-economic level. One thousand ninety-one students from different departments of an Educational Faculty in the Turkish context participated in this study. According to the results, female participants had a higher level of computer anxiety than male ones. The anxiety toward computers was lower for the participant students studying at the Department of Computer and Instructional Technologies when compared to other departments i.e., Special Education, Fine Arts Education, and Primary Education. In addition, the results illustrated that the participants living in towns had a higher level of computer anxiety than those living in cities. In terms of the participants' socio-economic status, the findings revealed that the high socioeconomic status group had lower computer anxiety than the middle and lower groups. However, students' class levels did not lead to any difference in the computer anxiety levels of the teacher candidates. Moreover, the findings showed that the participants starting to use computers at university had higher levels of computer anxiety in comparison to those starting to use a computer earlier. Also, non-users were found to have the highest level of computer anxiety. Likewise, the participants having a computer had a lower level of computer anxiety than those without a computer. In respect to formal computer education, the results indicated that the students had the highest level of computer anxiety when they did not have formal education. Similarly, the ones who took three

or more computer lessons had a lower level of computer anxiety than those taking one or two lessons.

In the same vein, the study conducted by Hismanoglu (2011) examined computer anxiety in relation to computer attitude and background characteristics of prospective EFL teachers. The study consisted of 70 EFL teacher candidates studying at Lefke University. However, the researcher found that personal characteristics such as age, year of study, computer ownership, opportunity to access computers did not create any difference in the levels of computer anxiety and attitude in contrast to the other studies.

In brief, the studies referred above illustrate that certain demographic and personal factors could influence the levels of computer anxiety among in-service and pre-service teachers. It is concluded that both in-service and pre-service teachers have varying computer anxiety levels. Although mixed results exist in the related literature, it can be said that female and older teachers experience computer anxiety at a higher level in comparison to their counterparts. Also, when the teachers have high technology experience and use educational technologies frequently, they feel less anxious regarding educational technologies in their teaching. However, the results of the studies indicate that teaching experience and the department that teacher candidates study do not lead to any difference in the levels of computer anxiety.

Second, there are various studies that investigate computer anxiety among teachers in relation to their computer attitudes. For example, the study by Bolandifar and Noordin (2015) aimed at determining the levels of computer anxiety among Iranian postgraduate students and their overall attitudes toward using the Internet in English classes. 160 English language teachers studying TESL, English literature, and Linguistics were included in the study, and the data were collected via a questionnaire for demographic information, the CARS, and the IAS as well as a semi-structured interview. The results showed that the participants had a moderate level of computer anxiety and neutral attitudes toward using the Internet. In addition, the female participants displayed more negative attitudes towards using the internet in their classes, and the participants with higher levels of computer anxiety reported

more negative attitudes toward using the internet. In the same perspective, Efe and Efe (2016) investigated pre-service science teachers' anxiety toward educational technologies with respect to their attitudes to educational technologies. The findings indicated that both the Turkish and Swiss participants with more positive attitudes for future classroom use of educational technologies had higher levels of anxiety related to educational technologies. Similarly, Semerci and Aydin (2018) aimed at investigating what attitudes high school teachers have for ICT use in education. For this purpose, the teachers' attitudes were examined in relation to their ICT experience, ICT skills, ICT training, and personal variables such as gender, age, and years of teaching. The results of the study conducted with 353 high school teachers in Ankara indicated that they had highly positive attitudes for the use of ICT in their instructional practices, whereas it does not differ in terms of their gender, age, teaching experience, ICT experience, ICT skills, or ICT training. In another study, Hong and Koh (2002) examined the levels of computer anxiety and attitudes of teachers working at secondary levels in rural areas in the Malaysian context. The primary aim of this study was to reveal any possible relationships between computer anxiety and attitudes with respect to demographic characteristics. The analysis of the data obtained from 200 teachers from rural secondary schools indicated that the participants had lower levels of computer anxiety since they displayed positive attitudes toward the use of computers in education. In the same vein, Hismanoglu (2011) also found in the above-mentioned study that prospective EFL teachers had relatively moderate levels of computer anxiety and neutral attitudes toward computers.

In short, the studies reviewed here investigate the possible relationships between computer anxiety among in-service and pre-service teachers differ and their attitudes towards computers and somewhat educational technologies. When the results are considered, it is possible to conclude that those who have negative attitudes towards computers and the integration of ICT into education tend to experience higher levels of computer anxiety.

Third, another group of studies in the related literature intends to examine computer anxiety among teachers in relation to their self-efficacy in educational

technologies, and the results generally indicate that lacking self-efficacy is likely to result in higher levels of computer anxiety among teachers. In this regard, one of the above-mentioned studies by Efe and Efe (2016) showed that the pre-service teachers with more positive technology-related self-efficacy perceptions experienced a lower level of anxiety toward educational technology, whereas higher self-efficacy perceptions concerning technology corresponded higher levels of anxiety toward educational technologies for the Swiss participants.

Likewise, Ozturk (2013) conducted a study to investigate the relationship between computer anxiety and computer self-efficacy in relation to various demographic variables among pre-service teachers studying at Turkish and Science Education Departments in a university in Turkey. The data were collected from 366 teacher candidate students via the Computer Anxiety Scale and Computer Self Efficacy Scale and a questionnaire consisting of demographic questions. The data analysis revealed that the participants with higher computer self-efficacy had lower computer anxiety. Moreover, the male participants felt more efficient when compared to the female ones, whereas gender did not lead to any difference in the levels of participants' computer anxiety. The pre-service teachers of Science Education had a higher level of computer self-efficacy, but no difference was found in computer anxiety levels regarding the department. Likewise, neither computer anxiety nor self-efficacy levels differed in terms of the grade. In addition, it was seen that more frequent computer use decreased computer anxiety but increased computer self-efficacy and that the participants having a personal computer and more computer experience suffered from a low level of computer anxiety but had a higher level of computer self-efficacy. Additionally, Semerci & Aydin (2018) revealed in the results of their study that the level of anxiety towards ICT in education was higher among the teachers who were less skilled at ICT when compared to those who were more skilled.

Similarly, the study carried out by Ekizoglu and Ozcinar (2010) examined computer anxiety, internet anxiety, computer self-efficacy, and internet self-efficacy among pre-service teachers. The subjects of the study consisted of 590 teacher candidates from various departments in a university in Turkey such as Elementary

School Teaching (EST), Pre-School Teaching (PST), Turkish Language Teaching (TLT), Computer Education and Educational Technology (CEIT), English Language Teaching (ELT), Guidance & Psychological Counseling (GPC). According to the results, the students at the CEIT department had the lowest level of internet anxiety, whereas those studying at the TLT department had the highest level of internet anxiety. Furthermore, ELT students' computer anxiety level was the lowest, whereas CEIT students had the highest level of computer anxiety. Additionally, the results revealed that there was a positive and medium level of relationship between the participants' computer and internet anxiety levels. It was also found that computer anxiety was the only variable that predicted internet anxiety.

In brief, all the studies reviewed here illustrate the close relationship between teachers' computer anxiety and their self-efficacy for educational technologies. In this respect, it is possible to conclude that teachers tend to have lower computer anxiety when they feel efficient in using ICT or educational technologies.

In addition to all these variables above, some studies in the literature focus on computer anxiety among teachers from different perspectives such as ICT integration, concerns for the use of educational technologies for instructional purposes, personality characteristics, and possible causes and effects of computer anxiety. First of all, Rahimi and Yadollahi (2011) investigated computer anxiety and ICT integration and found that these two variables were negatively related. In other words, the participants with higher levels of computer anxiety were less likely to integrate ICT tools in their teaching. There were also negative correlations between ICT integration and age and teaching experience. The EFL teachers who were older and had more teaching experience tended to use ICT in their instructional practices less. However, there was no difference in terms of gender.

Secondly, Cabı and Ergun (2016) intended to determine teacher candidates' concerns for the use of educational technologies for instructional purposes. The participants of the study consisted of 68 undergraduate students from the Instructional Technology and Material Development course in the Faculty of Education in the Turkish context. The Educational Technologies Anxiety Scale developed by Yalcınalp and Cabı was administered as a pretest and a posttest before

and after a 14-week course. The results revealed that the teachers experienced anxiety due to institutional factors such as insufficient technological infrastructure, lack of technological devices, or encouragement for technology integration. Additionally, the results showed that the teachers felt anxious because of disadvantages regarding technology such as students' lack of knowledge and skills, misuse of technology, and lack of financial and physical support to integrate technology into teaching in their institutions. On the other hand, it was found that there was no significant difference in the levels of educational technologies anxiety for the factors of technical issues, technology integration, and management.

Thirdly, Gurcan-Namlu and Ceyhan (2003) examined teacher candidates' personality characteristics and found that the participants perceiving themselves as extroverts had higher scores on computer anxiety than those who think of themselves as introverts. In the same vein, Ceyhan (2006) also aimed at investigating teacher trainees' computer anxiety in terms of personality variables such as irrational beliefs, learned resourcefulness, optimism/pessimism/ and self-disclosure. The study consisted of 690 teacher trainees who were from various teacher training programs at an education faculty in Turkey. The results indicated that the teacher trainees who had higher levels of irrational beliefs scored higher on computer anxiety than those with lower levels of irrational beliefs. Additionally, the teacher trainees who regarded themselves as pessimistic had higher scores on computer anxiety when compared to those perceiving themselves as optimistic. In terms of self-disclosure, the results revealed that the teacher trainees who never disclose themselves had lower computer anxiety than the ones who always or sometimes disclose themselves. On the other hand, the teacher trainees' computer anxiety did not differ regarding learned resourcefulness.

Finally, Setyarini (2015) carried out a study to reveal possible explanations for computer anxiety among English teachers in the Indonesian context. This study conducted with 32 English teachers revealed that almost all of the participant teachers suffered from computer anxiety. Most of them reported low levels of computer anxiety, whereas 14 participant teachers displayed moderate to very high anxiety. The results also showed that computer anxiety caused various psychological

symptoms like feeling worried, unhappy, confused, and depressed and physical, such as rapid heartbeat, sweating, and burning sensation on the face and ears. In addition, it was found that computer anxiety was triggered by various factors such as social matter, psychological matter, teachers' ability, and technical matters. More clearly, it was seen that computer anxiety related to the social matter causes teachers to feel uncomfortable, embarrassed, and inferior to others since they are afraid of negative judgments from colleagues and students who are more knowledgeable about technology. In terms of the psychological matter, the findings showed that teachers' individual feelings such as fear of new educational technologies and losing concentration make differences in the levels of computer anxiety they experience. Additionally, the participants have reported that they feel more anxious when they think that they are not proficient in educational technologies and integrate these in their teaching. The results also revealed that teachers experience anxiety more when dealing with technical issues that cannot be avoided, such as power cuts and not functioning technical facilities.

In summary, apart from attitudes, self-efficacy, demographic and personal factors, some studies have investigated teachers' anxiety towards educational technologies in relation to ICT integration, concerns for the use of educational technologies for instructional purposes, personality characteristics, and possible causes and effects related to computer anxiety. It is highlighted in the studies that teachers' computer anxiety levels differ in terms of their personality, the amount of ICT integration in teaching, institutional factors such as insufficient technological infrastructure, lack of technological devices, or encouragement for technology integration.

All in all, the studies reviewed above address Turkish EFL teachers' burnout as well as in-service and pre-service teachers' anxiety towards educational technologies. However, no study was found investigating EFL teachers' burnout in relation to their anxiety towards educational technologies, specifically in the Turkish context during the Covid-19 pandemic.

3. METHOD

This section presents detailed information regarding the research methodology adopted to study EFL teachers' anxiety towards educational technologies and burnout level during the Covid-19 pandemic. First, the research design is explained and justified. Second, the participant teachers are introduced based on the information gathered via the background questionnaire. Then, detailed information is provided for the data collection tools and procedures utilized in the study. Finally, the data analysis processes are explained in detail both for the qualitative and quantitative parts of the research.

3.1. Research Design

This study aims to determine the levels of EFL teachers' anxiety towards educational technologies and burnout during the Covid-19 pandemic and reveal any possible relation between these variables. It is also aimed to look at the participant teachers' particular experiences in relation to their anxiety towards educational technologies and burnout during the Covid-19 pandemic. With these purposes in mind, both qualitative and quantitative data collection procedures have been utilized throughout the study. Here, it is intended to "describe the naturally occurring phenomena without any experimental intervention or manipulation" (Seliger & Shohamy, 1989: 124). Hence, this is a descriptive study with a mixed-method approach combining qualitative and quantitative data collection techniques. Mertens (2010: 293) defines a mixed methods research as "the use of both quantitative and qualitative methods to answer research questions in a single study, as well as those studies that are part of a larger research program and are designed as complementary to provide information related to several research questions, each answered with a different methodological approach".

First, the quantitative part of the study is planned to reveal EFL teachers' anxiety towards educational technologies and burnout level during the pandemic and to find out any possible relation between these variables. Therefore, a survey design which "provides a quantitative or numeric description of trends, attitudes, or opinions of a population" (Creswell, 2009: 145) is preferred for this part of the study. It is possible to collect data from a vast number of people based on their self-reports via a

survey design (Mertens, 2010: 173). Likewise, in this study, the data were collected with two Likert scales from the participant EFL teachers, and statistical analysis was conducted for the analysis.

Second, the qualitative part of the study aims to have a closer look into the EFL teachers' particular experiences in relation to their anxiety towards educational technologies and burnout. Qualitative research deals with "people's lives, their experiences, behaviors, emotions, feelings as well as social functioning, social movements, cultural events, and international relations" (Yıldırım, 2010: 79). As a qualitative research design, phenomenology intends to discover "the essence of human experiences about a phenomenon as described by participants" (Creswell, 2009: 30). Since it was not practical and possible to directly observe the context under the pandemic conditions, the EFL teachers were interviewed to elicit more information about their experiences with educational technologies and burnout during the Covid-19. In short, the quantitative part of the study takes a general picture of the anxiety towards educational technologies and burnout among EFL teachers, whereas the qualitative part provides an in-depth description.

3.2. Participants

The participants of this study are described separately for the quantitative and qualitative parts. First, the quantitative data was collected from 314 EFL teachers working with different educational levels from pre-school to tertiary education. The detailed background information about the participants is presented in Table 1.

Table 1. Background Information about the Participant Teachers

Groups		N	%	Groups		N	%
Gender	Female	273	86.9	Marital Status	Married	169	53.8
	Male	41	13.1		Single	145	46.2
Number of Children	0	189	60.2	Educational Status	Bachelor Degree	203	64.6
	1	68	21.7		MA/PhD Degree	38	12.1
	2-3	57	18.2		Postgraduate Student	73	23.2

BA Program	English Language Teaching (ELT)	227	72.3	Institution Type	State	246	78.3
	Other Language Departments	87	27.7		Private	68	21.7
Number of people at home	1	137	43.6	Time spent online	1-3 Hours	87	27.7
	2-3	155	49.4		4-5 Hours	79	25.2
	4 +	22	7		6 hours +	148	47.1
Previous Online Teaching Experience	Yes	111	35.4	Trained for Educational Technologies	Yes	192	61.1
	No	203	64.6		No	122	38.9
Trained for Educational Technologies During BA or MA	Yes	112	35.7	Trained for Educational Technologies by Institution	Yes	86	27.4
	No	83	36.4		No	109	34.7
Work Related Responsibilities	Teaching	212	67.5	Institution Level	Primary-Secondary School	162	51.6
	Teaching Along with Academic or Administrative Duty	67	21.3		High School	81	25.8
	Teaching Along with Academic and Administrative Duties	27	8.6		Tertiary Level	71	22.6
Variable	Mean	Min. – Max.		Variable	Mean	Min. – Max.	
Age	32.6	23-60		Number of Students	155	0-1500	
Teaching Experience	8 years	0-34 years		Average Weekly Teaching Load	22 hours	0-43 hours	

As can be seen in Table 1, 273 (86.9%) of the participants are female, and 41 (13.1%) of them are male. 169 (53.8%) of the teachers are married, whereas 145 (46.2%) of them are single. Furthermore, the number of teachers having no child is 189 (60.2%), while 68 (21.7%) of them have one child and 57 (18.2%) of them have 2-3 children. Their ages range from 23 to 60, and the mean age of the participants is 32.6. The participant group consists of teachers having different educational backgrounds. 227 (72.3%) of the teachers stated that they graduated from the Department of English Language Education, while 87 (27.7%) of them have a degree in other language-related departments such as Linguistics, Literature, and Translation. Besides, 203 (64.6%) of the participants have a bachelor's degree, whereas 38 (12.1%) have an MA/Ph.D. degree and 73 (23.2%) are postgraduate students. The participants also included teachers with different working conditions. 246 (78.3%) of the teachers work at state schools, and 68 (21.7%) of them work at private schools. Of these teachers, 162 (51.6%) work at the primary-secondary school level, 81 (25.8%) teach high school students, and 71 (22.6%) work at the tertiary level. Moreover, the participants differ in terms of their work-related responsibilities. 212 (67.5%) of the teachers have only teaching duty at their institutions while 67 (21.3%) of them have either an academic (e.g., student supervisor, member of assessment or evaluation center) or an administrative duty (e.g., head of the department or vice-principle) and 27 (8.6%) of them have both academic and administrative duties along with teaching. In addition, there are some teachers who have no teaching experience, which means they do not have any students or teaching load. However, as can be seen in the table, the highest teaching experience is 34 years, and the mean for teaching experience is eight years. The number of the students that they teach is 1500 at most, and the mean is 155. The table also indicates that the highest weekly teaching load is 43 hours, and the mean is 22.

Additional information is also collected about the participants' personal lives since it is likely to affect their burnout and anxiety during the Covid-19 pandemic. As shown in Table 1, 137 (43.6%) of the teachers stated that there is nobody who works or studies online in their house except for themselves; however, 155 (49.4%) of them stated that there are 2-3 people who work or/and study online

and 22 (7%) live with 4 and more people working or/and studying online other than themselves. The table also demonstrates that 87 (27.7%) of the teachers are online for 1-3 hours on a daily basis and 79 (25.2%) spend 4-5 hours online while the number of the teachers spending 6 hours and more online daily is 148 (47.1%). Furthermore, out of 314 teachers, 203 (64.6%) have no previous online teaching experience, whereas 111 (35.4%) have taught online before. It is seen that 192 (61.1%) of the participants are trained for educational technologies while 122 (38.9%) haven't had any training at all. However, of the 192 teachers, 112 (35.7%) received training for educational technologies during their bachelor's or master's degree, and 86 (27.4%) of them were provided training by their institutions.

Second, the participants for the qualitative part were determined via maximum variation sampling which aims to reach different groups of people experiencing a certain phenomenon. As a purposeful sampling technique, maximum variation helped to include the perspectives of different groups of teachers who have had diverse experiences in terms of the phenomenon under study (Yıldırım & Şimşek, 2016: 119). While collecting the quantitative data, the participant teachers were also asked to leave their contact info if they were voluntary to take part in the interview for the qualitative part of the study. Among the 78 volunteers, 10 were selected for the interview to achieve maximum variation based on the following criteria which are likely to influence their anxiety for educational technologies and burnout levels: gender, age, marital status, number of children they have, educational background, and teaching experience, levels they teach, average teaching hours, number of students taught and additional work-related responsibilities. Table 2 presents detailed information about the interviewees in terms of their gender, age, marital status, number of children they have, educational background, and teaching experience.

Table 2. Background Information about the Interviewees

Codes for Teachers	Gender	Age	Marital Status	Number of Children	Educational Background	Teaching Experience
T1	Female	31	Married	0	Translation and Interpretation Studies MA Student	7
T2	Female	28	Married	0	English Language and Literature	5
T3	Male	28	Single	0	English Language Education	1
T4	Male	36	Married	1	English Language Education	6
T5	Female	28	Single	0	Linguistics MA Student	5
T6	Female	31	Married	0	Department of English Language Education MA Student	9
T7	Female	37	Single	0	English Language Education Ph.D. Student	16
T8	Female	44	Married	1	English Language Education MA Student	23
T9	Female	26	Single	0	English Language Education M.A Degree	4
T10	Male	25	Single	0	English Language Education MA Student	3

As illustrated in Table 2, 10 of the EFL teachers were selected to interview for the qualitative part of the study. Each teacher was assigned a code like T1, T2 for confidentiality concerns. Of the interviewees, seven are female, and 3 are male teachers. Their ages range from 25 to 44, and the mean is 31.4. Half of the teachers (n=5) are married, and the other half (n=5) are single. 2 of the married teachers have one child. Moreover, the group includes teachers with different educational backgrounds. While seven teachers graduated from the Department of English Language Education, three of them have a degree in other language-related departments such as Linguistics, Literature, and Translation. Also, five teachers were doing their M.A degree and one teacher was a Ph.D. student at the time of data collection. Finally, their teaching experience varies between 1 and 23 years, and the

mean is 7.9 years. Table 3 presents further information about the levels they teach, average teaching hours, the number of students taught, and additional work-related responsibilities to portray their current work life.

Table 3. Background Information about the Interviewees' Current Work Life

Numbers of Teachers	Institution Level	Teaching Hours	The Number of Students	Additional Responsibilities
T1	Primary School-State	12	112	-
T2	Primary School-Private	27	35	-
T3	Secondary School-State	23	130	Assessment and Evaluation Student Supervisor Filiation Crew Member
T4	Secondary School-Private	33	145	Head of Department
T5	High School-State	29	200	Student Advisor Head of E-twinning Project
T6	High School-Private	18	70	Head of Department
T7	University-State	6	75	Vice-principal Coordinator of Intensive Language Department
T8	University-State	13	150	-
T9	University-Private	25	52	Reading Writing Centre Workshop Tutorial
T10	University-Private	12	120	Assessment and Evaluation Student Advisor

As can be seen in Table 3, teachers from different education levels and institution types were included in the qualitative part of the study. Four instructors employed at universities and 6 participants teaching at primary, secondary and high schools (two from each level) have been interviewed. Five of these work for private schools, whereas the other five teach at state schools. The table also shows that the highest weekly teaching load is 33 hours, whereas it is 6 hours lowest, and the mean is 19.8. The number of the students they teach varies between 35 and 200, and the mean is 108.9. Three of the participants are expected to teach only, whereas the other 7 have additional academic (e.g., student supervisor, member of assessment and evaluation center) and/or administrative duties (e.g., head of the department and vice-principle).

3.3. Data Collection Tools

As a mixed-method research, this study utilizes both quantitative and qualitative data collection tools. The quantitative data were collected via a background questionnaire, the Educational Technology Anxiety Scale (ETAS), and the Maslach Burnout Inventory-Educators Survey (MBI-ES), whereas the qualitative data were gathered with a semi-structured interview form. The consents for the use of the ETAS (See Appendix 6) and the MBI-ES (See Appendix 7) were taken from the researchers. A brief description is provided for each data collection tool below.

- **Background Questionnaire:** A questionnaire form (See Appendix 1) was devised by the researcher to interrogate the participants about the demographical variables and working conditions such as age, gender, marital status, the number of children they have, teaching experience, work-related responsibilities, educational status, undergraduate program, the type and level of their institution. Additionally, as a result of the review of the relevant literature, other possible variables affecting the teachers' educational technologies anxiety and burnout level during the Covid-19 pandemic were determined. Subsequently, the detailed questions regarding the number of people working/studying in the teachers' house, the time they spend online daily, previous online teaching experience, the average weekly teaching load and the number of students they have, the training they received for educational technologies were included in the questionnaire.
- **Educational Technology Anxiety Scale (ETAS):** The ETAS was utilized to measure the teachers' anxiety towards educational technologies (See Appendix 2). It was developed by Yalcinalp and Cabı (2015) and consisted of 24 items and five sub-dimensions including the possible variables to affect the teachers' anxiety towards educational technologies. These dimensions are called as "*anxiety resulting from institution*", "*anxiety resulting from technology drawback-constraint*", "*anxiety resulting from technology integration*", "*anxiety resulting from technology management*", "*anxiety resulting from technical issues*" respectively. Each of the items is assessed on a scale ranging from 5 to 1 (I certainly feel anxious=5, I feel anxious=4, I am neutral=3, I do not feel anxious=2, I certainly do not feel anxious=1). The

reliability coefficient of the scale was calculated as .89. It was found in the analysis that the internal consistency coefficient (Cronbach alpha) of ETAS was .92 whereas this varies between .92 and .70 for the factors. In this study, the reliability of the ETAS was calculated via Cronbach's Alpha Model. The reliability coefficient of the scale, calculated to be .91, showed a high level of reliability. Also, the reliability coefficient of the dimensions was found to vary between .91 and .73 in this study. In order to measure the validity of the scale used in this study, factor analysis was carried out and the results showed that the total variance of the scale with five factors is 66.88 %.

- **Maslach Burnout Inventory-Educators Survey (MBI-ES):** The MBI-ES (See Appendix 3) was employed to measure the teachers' burnout level during the Covid-19 pandemic in this study. The Maslach Burnout Inventory, was adapted to educators by Maslach, Jackson, and Schwab (1986), and it later was adapted to Turkish by Ince and Sahin (2015). The 7-point Likert type scale consists of 22 items under 3 dimensions (emotional exhaustion, depersonalization, and personal accomplishment) (See Appendix 3). The scale requires the participants to state how often they experience the given situation in the items. Each of these items is assessed on a scale ranging from 1 to 7 (never=1, a couple of times a year=2, once a month=3, a couple of times a month=4, once a week=5, a couple of times a week=6, every day=7). In the grading key of the form, the highest point for emotional exhaustion is 63, it is 56 for personal achievement, and 35 for depersonalization. High points obtained for emotional exhaustion and depersonalization equals a high level of burnout. On the other hand, the high point obtained for personal achievement dimension means that the person experiences a low level of burnout. The Cronbach Alpha value calculated by Ince and Sahin (2015) is .88 for emotional exhaustion, .78 for depersonalization, and .74 for personal achievement. The Cronbach Alpha coefficient analysis conducted with the data collected for this study has revealed a higher level of reliability for the scale. The calculated Cronbach Alpha value is .90 for emotional exhaustion, .81 for personal achievement, and .78 for depersonalization. Also, factor

analysis was performed for the validity of the scale and the results indicated that the scale accounted for 59.19% of variance.

- ***Semi-Structured Interview Form:*** For the qualitative part of the study, the researcher developed a semi-structured interview form (See Appendix 4) to use in the interviews planned with the volunteer teachers. The purpose of this form is to investigate the teachers' anxiety towards educational technologies and burnout level based on their experiences during the Covid-19 pandemic and to provide an in-depth description of these phenomena. After reviewing the relevant literature and determining the possible factors affecting EFL teachers' technology anxiety and burnout levels, nine main questions with supplementary questions were prepared. First, the questions were sent to 5 English teachers for feedback, and some revisions were made in the wording in accordance with their concerns and suggestions. After this first revision, the form was sent to two experts in English Language Teaching (one professor and one assistant professor), and the final version of the form was devised regarding their feedback and recommendations.

3.4. Data Collection Procedure

Before the data collection, Ethics committee approval (See Appendix 5) was obtained from Istanbul Medeniyet University Faculty of Educational Sciences Ethical Committee. Upon getting the ethical approval, the quantitative and qualitative data were collected, respectively.

For the quantitative part, the background questionnaire, the Educational Technology Anxiety Scale (ETAS), and the Maslach Burnout Inventory-Educators Survey (MBI-ES) were transferred to Google Forms for online data collection considering the Covid-19 pandemic. A brief introductory paragraph was also included to inform the participants about the purpose of the study and the data collection procedure. They were also ensured for the confidentiality of their identity. Moreover, a check box was added to the form to get their consent. The link for Google Forms was shared with EFL teachers on different platforms such as Instagram, e-mails, Facebook, and WhatsApp groups, and they were also asked to share the survey link with other colleagues. The link was left active between

December 2020, and February 2021, and all the quantitative data were collected in these three months.

For the qualitative data, the selected voluntary teachers were interviewed via Zoom due to the same concerns about the pandemic. The meetings were arranged according to the teachers' convenience and recorded with their consent. The interviews took between 23 minutes to 1 hour 17 minutes. The researcher also took notes about the teachers' responses during the interviews. All the interviews were conducted in February 2021.

3.5. Data Analysis

Different analysis procedures were utilized for the quantitative and qualitative data of the study. The quantitative data gathered via the background questionnaire and the scales were transferred to SPSS software and then analyzed with statistical tests. First, frequencies, percentages, means, minimum and maximum values were calculated for the variables in the background questionnaire. Second, the Cronbach Alfa coefficient was calculated for the scales and the factors to check reliability. Then, the level of anxiety for educational technologies and burnout levels were determined by computing means and standard deviations. A correlational analysis was conducted to find out the possible relations between the variables and the factors. Finally, ANOVA and t-test were conducted to reveal any significant differences in the anxiety and burnout levels in terms of the following factors: age, gender, marital status, the number of children they have, teaching experience, work-related responsibilities, educational status, undergraduate program, the type and level of their institution.

On the other hand, a descriptive content analysis was conducted with the qualitative data gathered from the interviews. Content analysis is defined as “a systematic examination of forms of communication used to objectively document patterns” and for this, “text is broken down into categories, and the presence of these categories is often quantified” (Given, 2008: 24). In this study, an inductive approach was adopted, and the categories mentioned above emerged from the research data. For this, the researcher listened to all the interviews and noted all the related ideas. Then, all these ideas were reviewed and organized for commonalities and patterns.

The interviews were listened again if needed. As a consequence of several reviews, main themes and sub-categories were determined, and a final code list was prepared for the analysis. The researcher coded all the interview data based on the final code list. A second coding was done by the researcher 20 days later to check the intra-rater reliability which refers to “the consistent manner by which the researcher codes” (Given, 2008: 445). The intra-coder reliability was calculated by using the following formula by Miles and Huberman (1994: 64):

$$\text{reliability} = \frac{\text{number of total agreements}}{\text{total number of agreements + disagreements}}$$

Based on this formula, the intra-coder reliability was calculated as .88 for this study with a total of 320 agreements and 40 disagreements between the first and second coding: $320 / (320+40)$. Miles and Huberman (1994) suggest that a reliability value closer to .80 ensures a high level of code-recode reliability which concludes that the qualitative data analysis of the study is highly reliable. Finally, the themes and categories were transferred to tables by adding frequencies for each category. Moreover, the patterns revealed by the themes and categories were narrated with striking quotations from the interviewees for each theme and category.

4. FINDINGS

This chapter presents the quantitative and qualitative data analysis results separately considering the five research questions addressed in the study. With this design, the findings concerning the first four research questions are presented based on the results obtained from the statistical analysis. Then, the final fifth research question is addressed by presenting the content analysis findings conducted with the interview data.

4.1. Findings for the First Research Question

The first research question aims to reveal “*to what extent the EFL teachers feel burnout during the Covid-19 pandemic*”. In order to answer this first question, the means and standard deviations for MBI-ES were calculated via descriptive statistics, and the findings are presented in Table 4.

Table 4. Means for the MBI-ES

Sub-dimensions of MBI-ES	$\bar{x}$	sd
<i>Emotional Exhaustion</i>	30.06	1.44
<i>Depersonalization</i>	9.75	1.12
<i>Personal Accomplishment</i>	24.24	.81

As can be seen in Table 4, the mean score ($\bar{x}$) for *emotional exhaustion* is 30.06, and this indicates that EFL teachers experience a medium level of burnout in terms of emotional exhaustion. In other words, they have developed some negative attitudes towards their occupations and feel demotivated a couple of times every month. Second, the mean score ($\bar{x}$) for *depersonalization* has been found as 9.75, which refers to a low level of burnout for this dimension. This indicates that EFL teachers can cope with the demands of their occupation and do not keep themselves distance from their students or have not become indifferent to their needs. In other words, they do not have a tendency to bear negative feelings or attitudes towards their students often. Finally, the mean score ($\bar{x}$) for *personal accomplishment* is 24.24 which suggests a high level of burnout for the EFL teachers in this dimension. That is, the teachers do not think that they can achieve much in their profession since they feel satisfied with their teaching only once a month.

4.2. Findings for the Second Research Question

The second research question aims to reveal “*to what extent the EFL teachers feel anxious about educational technologies during the Covid-19 pandemic*”. In order to answer this second question, the means and standard deviations for ETAS were calculated via descriptive statistics, and the findings are presented in Table 5.

Table 5. Means for the ETAS

Scale	$\bar{x}$	sd
<i>Factor 1: Anxiety Resulting from Institution</i>	3.08	1.07
<i>Factor 2: Anxiety Resulting from Technology Drawback-Constraint</i>	3.39	.77
<i>Factor 3: Anxiety Resulting from Technology Integration</i>	2.65	1.08
<i>Factor 4: Anxiety Resulting from Technology Management</i>	2.79	.81
<i>Factor 5: Anxiety Resulting from Technical Issues</i>	2.43	.95
<i>Educational Technologies Anxiety Scale (ETAS)</i>	2.94	.70

As shown in Table 5, the mean score (/) for ETAS is 2.94, indicating a medium level of anxiety towards educational technologies among the participant teachers. When the sub-dimensions of the scale are considered, it is understood that the main source of anxiety among the teachers is their perceptions about the negative effects of technology on students and the constraints of their school in terms of technology use ($\bar{x}=3.39$). In other words, they get anxious as they think students lack the necessary knowledge and skills, so they misuse technology and get lazy with it or because they believe their school is unable to provide enough financial and physical support to integrate technology into teaching. Likewise, the participant teachers feel fairly anxious towards educational technologies due to institutional factors ($\bar{x}=3.08$) such as insufficient technological infrastructure, lack of technological devices, or encouragement for technology integration. On the other hand, the participant teachers are less anxious about their capability to integrate technology into teaching ($\bar{x}=2.65$) and managing educational technologies ($\bar{x}=2.79$). Finally, the table shows that technical issues like operating certain devices or fixing some problems are the least influential source of anxiety towards educational technologies among the EFL teachers ($\bar{x}=2.43$).

4.3 Findings for the Third Research Question

The third research question aims to reveal “*if there is a statistically significant relationship between the EFL teachers’ anxiety towards educational technologies and their burnout level*”. The Pearson Correlation Test was conducted to answer this third question, and the findings obtained from the analysis are shown in Table 6.

Table 6. Results of the Pearson Correlation Test for ETAS and MBI-ES

	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		r	p	r	p	r	p
<i>Factor 1: Anxiety Resulting from Institution</i>	314	.20	.00*	.14	.01*	.59	.00*
<i>Factor 2: Anxiety Resulting from Technology Drawback-Constraint</i>	314	.27	.00*	.15	.00*	.72	.00*
<i>Factor 3: Anxiety Resulting from Technology Integration</i>	314	.16	.00*	.11	.03*	.84	.00*
<i>Factor 4: Anxiety Resulting from Technology Management</i>	314	.20	.00*	.15	.00*	.78	.00*
<i>Factor 5: Anxiety Resulting from Technical Issues</i>	314	.11	.05*	.15	.00*	.58	.00*
<i>Educational Technologies Anxiety Scale (ETAS)</i>	314	.26	.00*	.18	.00*	.93	.00*

*p<.05

As can be seen in Table 6, there is a high level of significant positive correlation between the EFL teachers’ anxiety levels for educational technologies and burnout levels for personal achievement ($p=.00$, $r=.93$). This indicates that the teachers’ burnout level for personal achievement is significantly related to their anxiety towards educational technologies. Interestingly, they feel more anxious as they experience more personal achievement, that is, the more anxious they get the less burnout they experience. Parallel results were obtained for the relations between the personal achievement and all the sub-dimensions of ETAS, namely, anxiety

resulting from institution ($p=.01$, $r=.59$), technology drawback-constraint ($p=.00$, $r=.72$), technology integration ($p=.03$, $r=.84$), technology management ($p=.00$, $r=.78$) and technical issues ($p=.00$, $r=.58$).

On the other hand, Table 6 shows that there is a low-level positive and meaningful correlation between the EFL teachers' anxiety levels for educational technologies and burnout levels for the dimensions of emotional exhaustion ($p=.00$, $r=.26$) and depersonalization ($p=.00$, $r=.18$). In other words, as the teachers feel more anxious about educational technologies, they experience more emotional exhaustion and depersonalization which results in a higher level of burnout. Additionally, the table points out a similar relation with all the sub-dimensions of ETAS for emotional exhaustion and depersonalization.

4.4 Findings for the Fourth Research Question

The fourth research question aims to reveal “*if there is a significant difference in the teachers' burnout or anxiety about educational technologies in terms of certain variables*”. The Pearson Correlation Test, t test, One way ANOVA along with Tukey and LSD as post-hoc tests were conducted for different variables and to answer this question. The findings obtained from the analysis are presented in tables and explained in detail below.

First, the Pearson Correlation test was performed to see the correlations between the teachers' burnout levels with the EFL teachers' age, teaching experience, average weekly teaching load, and the number of students they teach. The results of the analysis are given in Table 7.

Table 7. Results of the Pearson Correlation Test for MBI-ES and Age, Teaching Experience, Teaching Load, Number of Students

Variables	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		r	p	r	p	r	p
Age	314	-.16	.00*	-.18	.00*	-.09	.08
Teaching experience	314	-.12	.02*	-.10	.05	-.09	.11
Teaching load	314	.08	.11	.01	.76	.00	.90

<i>Number of students</i>	314	.09	.10	.04	.39	.06	.25
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*p<.05

As understood from Table 7, there is a low-level negative correlation between the teachers' age and the *emotional exhaustion* ($p=.00$, $r= -.16$) and *depersonalization* ($p=.00$, $r= -.18$) they experience, whereas there is no correlation with *personal achievement* ($p=.08$). These findings show that teachers' burnout levels decrease with age as they experience emotional exhaustion and depersonalization less often at older ages. In other words, younger teachers feel more emotionally exhausted and alienated from their students when compared to older ones. Likewise, teaching experience negatively correlates with *emotional exhaustion* ($p=.02$, $r= -.12$). This means that experienced EFL teachers feel less emotional exhaustion in comparison to less experienced ones. On the other hand, *depersonalization* ($p=.05$) and *personal achievement* ($p=.11$) do not correlate with teaching experience. Additionally, it is seen that neither the hours nor the number of students they teach makes a statistically significant difference in the *emotional exhaustion*, *depersonalization* or *personal accomplishment* the participant teachers experience.

Second, the independent samples t-test was conducted to see whether the teachers' burnout levels differ in terms of their gender, marital status, institution type, undergraduate program, previous online teaching experience or training for educational technologies during BA/MA or the ones provided by their institutions. The findings obtained from the analysis are presented in Tables 8 to 15.

Table 8. Results of Independent Samples t-test for Gender and MBI-ES

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Emotional Exhaustion</i>	Male	41	3.38	1.445	-.154	312	.87
	Female	273	3.34	1.446			
<i>Depersonalization</i>	Male	41	2.12	1.168	-1.074	312	.25
	Female	273	1.92	1.123			
<i>Personal Accomplishment</i>	Male	41	2.87	.774	1.319	312	.18
	Female	273	3.05	.823			

*p<.05

As understood from Table 8, the participant EFL teachers' gender does not make any significant difference in their burnout with respect to the levels of emotional exhaustion ($p=.87$), depersonalization ($p=.25$), or personal accomplishment ($p=.18$) they experience. However, when the mean scores are considered, it can be said that male teachers tend to have a higher level of emotional exhaustion ($\bar{x}=3.38$) and depersonalization ($\bar{x}=2.12$), whereas female ones feel more successful ($\bar{x}=3.05$). Therefore, it is possible to conclude that male teachers feel more demotivated and bear negative feelings towards both their students and occupations more often, although this slight difference is not statistically significant.

Table 9. Results of Independent Samples t-test for Marital Status and MBI-ES

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Emotional Exhaustion</i>	Married	169	3.40	1.418	.690	312	.49
	Single	145	3.25	1.476			
<i>Depersonalization</i>	Married	169	1.95	1.152	.000	312	1.00
	Single	145	1.95	1.105			
<i>Personal Accomplishment</i>	Married	169	3.08	.814	1.101	312	.27
	Single	145	2.98	.822			

* $p<.05$

According to Table 9, the teachers' marital status makes no significant difference in the level of burnout they experience in terms of emotional exhaustion ($p= .49$), depersonalization ($p= 1.00$), or feeling of personal accomplishment ($p= .27$). However, considering the mean scores, it is possible to say that married teachers feel emotional exhaustion ($\bar{x}=3.40$) and personal accomplishment ($\bar{x}=3.08$) more often than the single ones which is worth giving some thought.

Table 10. Results of Independent Samples t-test for Institution Type and MBI-ES

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Emotional Exhaustion</i>	State	246	3.23	1.371	-2.792	95.1	.00*
	Private	68	3.77	1.621			

<i>Depersonalization</i>	State	246	1.90	1.090	-1.334	312	.18
	Private	68	2.11	1.256			
<i>Personal Accomplishment</i>	State	246	3.04	.823	.607	312	.54
	Private	68	2.98	.802			

*p<.05

As shown in Table 10, the institution type at which the participants are employed makes a significant difference in the level of emotional exhaustion they feel ($p=.00$). That is, the teachers working at private schools ($\bar{x}=3.77$) feel more emotionally exhausted ($\bar{x}=3.23$) than the ones from state schools which could be explained by more demanding working conditions and heavier workload at private institutions. However, it is seen that there is not a statistically significant difference in the levels of depersonalization ($p=.18$) or sense of personal accomplishment ($p=.54$) in terms of the institution type.

Table 11. Results of Independent Samples t-test for Undergraduate Program and MBI-ES

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Emotional Exhaustion</i>	English Language Teaching	227	3.36	1.438	.249	312	.80
	Other Language Programs	87	3.31	1.464			
<i>Depersonalization</i>	English Language Teaching	227	2.02	1.186	1.983	195.3	.04*
	Other Language Programs	87	1.74	.940			
<i>Personal Accomplishment</i>	English Language Teaching	227	2.99	.819	-1.284	312	.20
	Other Language Programs	87	3.13	.813			

*p<.05

As understood from Table 11, the undergraduate program the participant teachers completed does not lead to any significant difference in the levels of emotional exhaustion ($p=.80$) or personal accomplishment ($p=.20$) they feel at work. On the other hand, the table shows that the level of depersonalization they experience differs in terms of the teachers' undergraduate program in favor of the ones who have a degree in English Language Teaching ($p=.04$, $\bar{x}=2.02$). These scores indicate that the teachers who graduated from an ELT department have a higher tendency to develop negative perceptions about their occupation and students and feel burnout

more often when compared to those who graduated from other language departments like English Language and Literature or Translation Studies.

Table 12. Results of Independent Samples t-test for Previous Online Teaching Experience and MBI-ES

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Emotional Exhaustion</i>	Yes	111	3.28	1.627	-.565	312	.57
	No	203	3.38	1.336			
<i>Depersonalization</i>	Yes	111	2.10	1.332	1.838	312	.06
	No	203	1.86	.993			
<i>Personal Accomplishment</i>	Yes	111	2.90	.812	-2.050	226.9	.04*
	No	203	3.10	.815			

*p<.05

As illustrated in Table 12, having online teaching experience or not does not make any significant difference in the levels of emotional exhaustion ($p=.57$) or depersonalization ($p=.06$) the EFL teachers experience at work. Nevertheless, the level of their personal accomplishment differs significantly depending on the teachers' previous online teaching experience ($p=.04$) in favor of the ones with no previous experience ($\bar{x}=3.10$). That is, the teachers who do not have any previous online teaching experience prior to the Covid-19 pandemic feel successful more often than those who have previous online teaching experience ($\bar{x}=2.90$).

Table 13. Results of Independent Samples t-test for Trained for Educational Technologies and MBI-ES

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Emotional Exhaustion</i>	Yes	192	3.22	1.360	-1.952	312	.05
	No	122	3.54	1.551			
<i>Depersonalization</i>	Yes	192	1.91	1.052	-.641	312	.52
	No	122	2.00	1.243			
<i>Personal Accomplishment</i>	Yes	192	2.95	.783	-2.257	226.3	.02*
	No	122	3.16	.857			

*p<.05

As shown in Table 13, whether the participant teachers are trained for educational technologies does not make any significant difference in the levels of emotional exhaustion ($p=.05$) or depersonalization ($p=.52$) they experience. However, there is a statistically significant difference in their sense of personal accomplishment depending on the educational technologies training they received ($p=.02$). The teachers who do not receive any training for educational technologies feel personal accomplishment more often ($\bar{x}=3.16$) in comparison to those who are trained for it ($\bar{x}=2.95$), and this difference is statistically significant.

Table 14. Results of Independent Samples t-test for Trained for Educational Technologies During Bachelor/Master's Degree and MBI-ES

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Emotional Exhaustion</i>	Yes	112	3.42	1.471	2.640	192.6	.00*
	No	83	2.91	1.134			
<i>Depersonalization</i>	Yes	112	2.11	1.209	3.369	182.9	.00*
	No	83	1.61	.695			
<i>Personal Accomplishment</i>	Yes	112	3.01	.832	1.534	193	.12
	No	83	2.84	.708			

* $p<.05$

According to Table 14, receiving training for educational technologies creates a meaningful difference in the participants' emotional exhaustion ($p=.00$, $\bar{x}=3.42$) and depersonalization ($p=.00$, $\bar{x}=2.11$) if taken during their undergraduate and/or graduate programs. In other words, the teachers who took courses for educational technologies in their undergraduate and/or graduate programs feel a higher level of emotional exhaustion and alienation than the ones who did not, which might stem from their consciousness about how to use educational technologies in their teaching. On the other hand, they also feel a higher level of personal accomplishment, indicating lower burnout even though this difference is not statistically significant ($p=.12$).

Table 15. Results of Independent Samples t-test for Trained for Educational Technologies by Institution and MBI-ES

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Emotional Exhaustion</i>	Yes	86	3.09	1.180	-1.016	193	.31
	No	109	3.29	1.484			
<i>Depersonalization</i>	Yes	86	1.90	1.087	.013	193	.99
	No	109	1.90	1.024			
<i>Personal Accomplishment</i>	Yes	86	2.82	.826	-1.893	193	.06
	No	109	3.03	.741			

*p<.05

As shown in Table 15, the training the teachers are provided for educational technologies by their institutions do not make any significant difference in the levels of their emotional exhaustion ($p=.31$), depersonalization ($p=.99$), or personal accomplishment ($p=.06$). Therefore, it is possible to say that the level of burnout the teachers experience does not differ significantly in terms of the training given at their schools to integrate technology into education. However, considering the slight differences between the groups for emotional exhaustion and personal accomplishment, it is also possible to conclude that the teachers who are not provided any training for educational technologies by their institutions have a relatively higher level of burnout, although the difference is not statistically significant.

Third, One-Way ANOVA test was conducted to reveal any possible variations in the EFL teachers' burnout levels in terms of the time they spend online per day, their work-related responsibilities, educational status, the number of their children, the number of people at their home or the educational level they teach. In addition, Tukey HSD was used as a posthoc test to determine the groups that create the significant differences in the burnout levels. The analysis has revealed that the level of burnout the participant teachers experience does not differ significantly for any of the sub-dimensions (namely emotional exhaustion, depersonalization, and personal accomplishment) in terms of their educational status, the number of their children, the number of people at their home, or the educational level they teach.

Therefore, the findings that have revealed statistically significant differences are included and explained to be precise, and they are presented in Tables 16 to 25 below.

Table 16. Results of One-Way ANOVA for Emotional Exhaustion and Time Spent Online

Variables	Groups	N	$\bar{x}$	Sd.	Std. Error Mean	F	P
<i>Time Spent Online</i>	1-3 Hours	87	3.12	1.42	.152	9.151	.00*
	4-5 Hours	79	2.93	1.27	.143		
	6 hours and above	148	3.70	1.46	.120		
	Total	314	3.34	1.44	.081		

*p<.05

As can be understood from Table 16, the level of emotional exhaustion the participant teachers experience differs significantly in terms of the time that they spend online per day (p=.00). Below are given the posthoc test results to check which groups create this significant difference.

Table 17. Results of Tukey HSD for Emotional Exhaustion and Time Spent Online

Time Spent Online(I)	Time Spent Online(J)	$\bar{x}$ (I-J)	Std. Error	P
1-3 hours	4-5 hours	.181	.218	.68
	6 hours and above	-.581	.190	.00*
4-5 hours	1-3 hours	-.181	.218	.98
	6 hours and above	-.763	.196	.00*
6 hours and above	1-3 hours	.581	.190	.00*
	4-5 hours	.763	.196	.00*

*p<.05

The results of the post-hoc test in Table 17 indicate that the significant difference in terms of the time spent online stems from the differences between the teachers who are online for 6 hours and more and the ones who spend 1-3 hours (p=.00) and 4-5 hours (p=.00) on a daily basis. In other words, the teachers who spend six and more hours online feel more emotionally exhausted in comparison to those using the internet 1-3 hours and 4-5 hours every day, and there is no statistically meaningful difference between the teachers who are online for 1-3 hours and 4-5 hours per day.

Table 18. Results of One-Way ANOVA for Depersonalization and Time Spent Online

Variables	Groups	N	$\bar{x}$	Sd.	St. E. Mean	F	P
<i>Time Spent Online</i>	1-3 Hours	87	1.97	1.21	.130	3.860	.02*
	4-5 Hours	79	1.65	.870	.097		
	6 hours and above	148	2.08	1.17	.096		
	Total	314	1.95	1.12	.063		

*p<.05

As can be understood from Table 18, the level of depersonalization the participant teachers experience differs significantly in terms of the time that they spend online per day ($p=.02$). Below are given the posthoc test results to check which groups create this significant difference.

Table 19. Results of Tukey HSD for Depersonalization and Time Spent Online

Time Spent Online (I)	Time Spent Online (J)	$\bar{x}$ (I-J)	Std. Error	P
1-3 hours	4-5 hours	.321	.173	.15
	6 hours and above	-.109	.151	.74
4-5 hours	1-3 hours	-.321	.173	.15
	6 hours and above	-.430	.155	.01*
6 hours and above	1-3 hours	.109	.151	.74
	4-5 hours	.430	.155	.01*

*p<.05

When the posthoc test results are considered in Table 19, it is seen that the significant difference in the level of depersonalization the participant teachers experience derives from the difference between the teachers who are online for 6 hours and more and the ones who spend 4-5 hours ($p=.01$) on a daily basis. In other words, the teachers who spend six and more hours online feel depersonalized more often in comparison to those using the internet for 4-5 hours every day, and there is no statistically meaningful difference when the teachers who are online for 1-3 hours per day are compared with the ones who use the internet for 4-5 ($p=.15$) or six and more hours ($p=.74$).

Table 20. Results of One-Way ANOVA for Emotional Exhaustion and Work-related Responsibilities

Variables	Groups	N	$\bar{x}$	Sd	St. E. Mean	F	P
<i>Work-Related Responsibilities</i>	Teaching	212	3.27	1.39	.095	3.544	.03*
	Teaching along with academic or administrative duty	67	3.31	1.40	.171		
	Teaching along with academic and administrative duties	27	4.05	1.76	.339		
	Total	306	3.35	1.44	.082		

*p<.05

As shown in Table 20, the level of emotional exhaustion the participant teachers experience differs significantly in terms of their work-related responsibilities ($p=.03$). Below are given the posthoc test results to check which groups create this significant difference.

Table 21. Results of Tukey HSD for Emotional Exhaustion and Work-related Responsibilities

Work-Related Responsibilities(I)	Work-Related Responsibilities(J)	$\bar{x}$ (I-J)	Std. Error	P
Teaching	Teaching along with academic or administrative duty	-.033	.200	.98
	Teaching along with academic and administrative duty	-.773	.292	.02*
Teaching along with academic or administrative duty	Teaching	.033	.200	.98
	Teaching along with academic and administrative duty	-.740	.325	.06
Teaching along with academic and administrative duty	Teaching	.773	.292	.02*
	Teaching along with academic or administrative duty	.740	.325	.06

*p<.05

As shown in Table 21, the post-hoc test results suggest that the significant difference in the level of emotional exhaustion the participant teachers experience stems from the difference between the teachers who are responsible for only teaching and the ones who have to teach in addition to other academic and administrative duties ($p=.02$). That is, the participant EFL teachers feel exhausted more often and experience a higher level of burnout when they have both academic and

administrative duties besides teaching than those who only teach. On the other hand, there is no statistically meaningful difference in the emotional exhaustion levels of the teachers who have either an academic or an administrative duty besides teaching and the ones who have both academic and administrative responsibilities ($p=.06$) or those who are expected to teach only ($p=.98$).

Table 22. Results of One-Way ANOVA for Depersonalization and Work-related Responsibilities

Variables	Groups	N	$\bar{x}$	Sd.	St. E. Mean	F	P
<i>Work Related Responsibilities</i>	Teaching	212	1.87	1.09	.075	.964	.02*
	Teaching along with academic or administrative duty	67	2.01	1.14	.140		
	Teaching along with academic and administrative duties	27	2.51	1.34	.258		
	Total	306	1.96	1.13	.065		

* $p<.05$

As presented in Table 22, the level of depersonalization the participant teachers experience differs significantly in terms of their work-related responsibilities ($p=.02$). Below are given the posthoc test results to check which groups create this significant difference.

Table 23. Results of Tukey HSD for Depersonalization and Work-related Responsibilities

Work Related Responsibilities(I)	Work Related Responsibilities(J)	$\bar{x}$ (I-J)	Std. Error	P
Teaching	Teaching along with academic or administrative duty	-.140	.158	.64
	Teaching along with academic and administrative duty	-.641	.230	.01*
Teaching along with academic or administrative duty	Teaching	.140	.158	.64
	Teaching along with academic and administrative duty	-.500	.257	.12
Teaching along with academic and administrative duty	Teaching	.641	.230	.01*
	Teaching along with academic or administrative duty	.500	.257	.12

* $p<.05$

As presented in Table 23, the post-hoc test results show that the significant difference in the level of depersonalization the participant teachers experience occurs due to the difference between the teachers who are responsible for only teaching and

the ones who have to teach in addition to other academic and administrative duties ($p=.01$). That is, the participant EFL teachers feel depersonalized more often and experience a higher level of burnout when they have both academic and administrative duties besides teaching than those who only teach. Therefore, these teachers tend to have negative perceptions about their profession and students more often, resulting in a higher level of burnout. On the other hand, there is no statistically meaningful difference in the depersonalization levels of the teachers who have either an academic or an administrative duty in addition to teaching and the ones who have both academic and administrative responsibilities ($p=.12$) or those who are required only to teach ($p=.64$).

Table 24. Results of One-Way ANOVA for Personal Accomplishment and Work-related Responsibilities

Variables	Groups	N	$\bar{X}$	Sd.	St. E. Mean	F	P
<i>Work Related Responsibilities</i>	Teaching	212	.13	.818	.075	5.293	.00*
	Teaching along with academic or administrative duty	67	2.78	.721	.140		
	Teaching along with academic and administrative duties	27	2.88	.882	.258		
	Total	306	3.03	.815	.065		

* $p<.05$

As shown in Table 24, the participant teachers' work-related responsibilities create a significant difference in their perceptions of personal accomplishment ($p=.00$). Below are given the post-hoc test results to check which groups create this significant difference.

Table 25. Results of Tukey HSD for Personal Accomplishment and Work-related Responsibilities

Work-Related Responsibilities(I)	Work-Related Responsibilities(J)	$\bar{X}$ (I-J)	Std. Error	P
Teaching	Teaching along with academic or administrative duty	.349	.112	.00*
	Teaching along with academic and administrative duty	.242	.164	.30
Teaching along with academic or administrative duty	Teaching	-.349	.112	.00*
	Teaching along with academic and administrative duty	-.107	.183	.82

Teaching along with academic and administrative duty	Teaching	-.242	.164	.30
	Teaching along with academic or administrative duty	.107	.183	.82

*p<.05

When the post-hoc test results presented in Table 25 are considered, it is understood that the significant difference in the level of personal accomplishment the participant teachers feel stems from the difference between the teachers who are responsible for only teaching and the ones who have to teach in addition to other academic or administrative duties ($p=.00$). That is, the participant EFL teachers feel personal accomplishment more often and experience a lower level of burnout when they are expected only to teach than those who have either academic or administrative duties besides teaching. However, it is also seen that there is no statistically meaningful difference in the personal accomplishment levels of the teachers who have both academic and administrative responsibilities in addition to teaching and the ones who have either an academic or an administrative duty ($p=.82$) or those who are required only to teach ($p=.30$).

Fourth, the Pearson Correlation Test was carried out to see the correlations between the teachers' anxiety towards educational technologies and their age, teaching experience, weekly teaching load and the number of the students they teach. The results obtained from the analysis are given in Tables 26 and 27.

Table 26. Results of the Pearson Correlation Test for ETAS with Age and Teaching Experience

Scale	Variables				
	Age			Teaching Experience	
	N	r	p	r	p
<i>Anxiety Resulting from Institution</i>	314	-.21	.00*	-.20	.00*
<i>Anxiety Resulting from Technology Drawback-Constraint</i>	314	-.22	.00*	-.22	.00*
<i>Anxiety Resulting from Technology Integration</i>	314	.02	.70	-.00	.92
<i>Anxiety Resulting from Technology Management</i>	314	-.05	.31	-.05	.37
<i>Anxiety Resulting from Technical Issues</i>	314	.05	.30	.06	.27
<i>Educational Technologies Anxiety Scale</i>	314	-.12	.03*	-.12	.02*

*p<.05

As shown in Table 26, there is a low-level negative but significant correlation between the teachers' anxiety level towards educational technologies and their age ($p=.03$, $r=. -12$) and teaching experience ($p=.02$, $r=. -12$). That is, as the teachers' age and teaching experience increase, they tend to feel less anxious about the use of educational technologies. Moreover, the table shows that there is a low-level negative correlation between the teachers' age and anxiety resulting from institution ($p=.00$, $r=. -21$) and technology drawbacks/constraints ($p=.00$, $r= -22$). These figures show that the teachers' anxiety level due to the institutions where they work and technological drawbacks decrease at older ages, which means younger teachers feel more anxious. Similarly, the teachers' teaching experience is negatively correlated with their anxiety level resulting from institution ($p=.00$, $r=. -20$) and technology drawbacks/constraints ($p=.00$, $r=. -22$). In other words, experienced EFL teachers feel less anxious due to the institutional factors and disadvantages regarding the use of educational technology when compared to the less experienced counterparts. On the other hand, the table also points out that neither teachers' age nor their teaching experience leads to a statistically significant difference in the other sub-dimensions of ETAS, namely anxiety resulting from technology integration, technology management, and technical issues.

Table 27. Results for the Pearson Correlation Test for ETAS with Number of Students and Teaching Load

Scale	Variables				
	Number of Students		Teaching Load		
	N	r	p	r	p
<i>Anxiety Resulting from Institution</i>	314	.16	.00*	.12	.02*
<i>Anxiety Resulting from Technology Drawback-Constraint</i>	314	.12	.02*	.08	.13
<i>Anxiety Resulting from Technology Integration</i>	314	.02	.71	-.08	.14
<i>Anxiety Resulting from Technology Management</i>	314	-.02	.61	-.00	.87
<i>Anxiety Resulting from Technical Issues</i>	314	-.01	.82	-.02	.61
<i>Educational Technologies Anxiety Scale</i>	314	.08	.15	.02	.65

* $p<.05$

As can be understood from Table 27, there is a low-level positive and meaningful correlation between the EFL teachers' anxiety resulting from institution ($p=.00$, $r=.16$) and technology drawback/constraints ($p=.02$, $r=.12$) and the number of students they teach. These findings indicate that teaching larger groups of students makes teachers feel more anxious because of the lack of adequate technological equipment and encouragement for the use of technology at their institutions as well as technological drawbacks such as negative impacts of technology on students' success. Likewise, there is a positive correlation between the EFL teachers' anxiety due to the institution they work in and their teaching load ($p=.02$, $r=.12$). That is, there is a tendency among the participant teachers to experience a higher level of anxiety arising from their institutions as their teaching load increases. However, their anxiety due to technological drawbacks/constraints does not correlate with the teaching load ($p=.13$, $r=.08$). Moreover, no significant correlation was found between the number of their students or their teaching load and their anxiety levels for educational technologies and the other remaining sub-dimensions of ETAS which are anxiety resulting from technology integration, technology management, and technical issues.

Fifth, the independent samples t-test was performed to see whether the EFL teachers' anxiety towards educational technologies differs in terms of their gender, marital status, institution type, undergraduate program, previous online teaching experience, or training for educational technologies during BA/MA or the ones provided by their institutions. The findings obtained from the analysis are presented in Tables 28 to 35.

Table 28. Results of Independent Samples t-test for Gender and ETAS

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Anxiety Resulting from Institution</i>	Male	41	2.97	1.133	.693	312	.48
	Female	273	3.10	1.069			
<i>Anxiety Resulting from Technology Drawback-Constraint</i>	Male	41	3.24	.760	1.286	312	.19
	Female	273	3.41	.778			

<i>Anxiety Resulting from Technology Integration</i>	Male	41	2.30	1.049	2.277	312	.02*
	Female	273	2.70	1.086			
<i>Anxiety Resulting from Technology Management</i>	Male	41	2.76	.862	.318	312	.76
	Female	273	2.80	.806			
<i>Anxiety Resulting from Technical Issues</i>	Male	41	2.18	.916	1.811	312	.07
	Female	273	2.47	.958			
<i>Educational Technologies Anxiety Scale</i>	Male	41	2.77	.682	1.688	312	.09
	Female	273	2.97	.706			

*p<.05

As shown in Table 28, the participant EFL teachers' gender makes a significant difference in their anxiety level resulting from technology integration ($p=.02$) in favor of the female teachers ($\bar{x}=2.70$). These results demonstrate that female teachers feel more anxious about integrating technology into teaching than their male counterparts ($\bar{x}=2.30$). However, it is seen that there is no statistically significant difference in their anxiety for educational technologies ($p=.09$) or in the other sub-dimensions of ETAS which describe their anxiety due to institution ($p=.48$), technology drawback-constraint ($p=.19$), technology management ($p=.76$), and technical issues ($p=.07$) in terms of their gender. Still, when the mean scores are considered, it can be said that the female teachers seem to feel more anxious in terms of all dimensions than the male ones.

Table 29. Results of Independent Samples t-test for Marital Status and ETAS

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Anxiety Resulting from Institution</i>	Married	169	3.09	1.041	.182	312	.85
	Single	145	3.07	1.121			
<i>Anxiety Resulting from Technology Drawback-Constraint</i>	Married	169	3.43	.736	.915	312	.36
	Single	145	3.34	.822			
<i>Anxiety Resulting from Technology Integration</i>	Married	169	2.67	1.135	.371	312	.71
	Single	145	2.62	1.035			
<i>Anxiety Resulting from Technology Management</i>	Married	169	2.79	.783	.002	312	.99
	Single	145	2.79	.849			

<i>Anxiety Resulting from Technical Issues</i>	Married	169	2.46	1.010	.619	312	.53
	Single	145	2.40	.893			
<i>Educational Technologies Anxiety Scale</i>	Married	169	2.96	.708	.565	312	.57
	Single	145	2.91	.703			

*p<.05

According to Table 29, the participant teachers' marital status does not make any significant difference in their anxiety level towards educational technologies ($p=.57$). Additionally, the table reveals a similar result for all the sub-dimensions of ETAS in terms of the teachers' marital status. However, considering the mean scores, it is possible to say that the married teachers feel more anxious regarding all the dimensions except anxiety resulting from technology management, which is equal for both groups. Therefore, it is possible to conclude that both married and single teachers have the same level of anxiety regarding their ability to manage technology effectively in teaching.

Table 30. Results of Independent Samples t-test for Institution Type and ETAS

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Anxiety Resulting from Institution</i>	State	246	3.17	1.065	3.042	312	.00*
	Private	68	2.73	1.055			
<i>Anxiety Resulting from Technology Drawback-Constraint</i>	State	246	3.44	.770	2.137	312	.03*
	Private	68	3.21	.781			
<i>Anxiety Resulting from Technology Integration</i>	State	246	2.68	1.125	.925	312	.35
	Private	68	2.54	.943			
<i>Anxiety Resulting from Technology Management</i>	State	246	2.77	.834	-1.094	312	.27
	Private	68	2.89	.726			
<i>Anxiety Resulting from Technical Issues</i>	State	246	2.42	.974	-.313	312	.75
	Private	68	2.47	.989			
<i>Educational Technologies Anxiety Scale</i>	State	246	2.97	.716	1.434	312	.15
	Private	68	2.83	.656			

*p<.05

As illustrated in Table 30, the participant teachers' anxiety resulting from their institution ($p=.00$) and technological drawbacks ($p=.03$) differ significantly in terms of their institution type. Accordingly, the teachers working at state schools have higher anxiety due to the institutional inadequacies in terms of technological equipment and their use ($\bar{x}=3.17$). Also, they feel more anxious because of their perceptions about the negative impacts of technology on students and the constraints of their school-related to technology use ($\bar{x}=3.44$). On the other hand, the institution type does not make any significant difference in their anxiety towards education technologies ($p=.15$) in general, or specifically in their anxiety due to technology integration ($p=.35$), management ($p=.27$), and technical issues ($p=.75$).

Table 31. Results of Independent Samples t-test for Undergraduate Program and ETAS

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Anxiety Resulting from Institution</i>	English Language Teaching	227	3.07	1.068	-.135	312	.89
	Other Language Departments	87	3.09	1.106			
<i>Anxiety Resulting from Technology Drawback-Constraint</i>	English Language Teaching	227	3.36	.810	-.941	312	.34
	Other Language Departments	87	3.45	.723			
<i>Anxiety Resulting from Technology Integration</i>	English Language Teaching	227	2.62	1.108	-.794	312	.42
	Other Language Departments	87	2.73	1.036			
<i>Anxiety Resulting from Technology Management</i>	English Language Teaching	227	2.72	.811	-2.617	312	.01*
	Other Language Departments	87	2.98	.789			
<i>Anxiety Resulting from Technical Issues</i>	English Language Teaching	227	2.35	.966	-2.535	312	.01*
	Other Language Departments	87	2.65	.903			
<i>Educational Technologies Anxiety Scale</i>	English Language Teaching	227	2.90	.700	-1.626	312	.10
	Other Language Departments	87	3.04	.710			

* $p<.05$

As it is clear in Table 31, the undergraduate program that the participant teachers completed makes a significant difference in their anxiety resulting from technology management ($p=.01$) and technical issues ($p=.01$). That is, the teachers

having a degree in other language departments have a higher level of anxiety regarding how to manage technology effectively in teaching ($\bar{x}=2.98$) and lack of knowledge in relation to technical issues ($\bar{x}=2.65$) when compared to those who graduated from an English Language Teaching program. On the other hand, there is not a statistically significant difference in the teachers' anxiety resulting from their institutions ($p=.89$), technology drawbacks/constraints ($p=.34$), technology integration ($p=.42$), or overall anxiety towards educational technologies ($p=.10$) in terms of their undergraduate program.

Table 32. Results of Independent Samples t-test for Previous Online Teaching Experience and ETAS

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Anxiety Resulting from Institution</i>	Yes	111	2.86	1.183	-2.725	312	.00*
	No	203	3.20	.997			
<i>Anxiety Resulting from Technology Drawback-Constraint</i>	Yes	111	3.18	.883	-3.637	312	.00*
	No	203	3.50	.720			
<i>Anxiety Resulting from Technology Integration</i>	Yes	111	2.51	1.062	-1.630	312	.10
	No	203	2.72	1.098			
<i>Anxiety Resulting from Technology Management</i>	Yes	111	2.78	.865	-.183	312	.85
	No	203	2.80	.784			
<i>Factor 5: Anxiety Resulting from Technical Issues</i>	Yes	111	2.37	.917	-.822	312	.41
	No	203	2.47	.978			
<i>Educational Technologies Anxiety Scale</i>	Yes	111	2.80	.737	-2.563	312	.01*
	No	203	3.01	.676			

* $p<.05$

As can be seen in Table 32, the participant teachers' anxiety towards educational technologies differs significantly in terms of their previous online teaching experience ($p=.01$). Accordingly, it can be said that the anxiety level for educational technologies is higher for the teachers without previous online teaching

experience ($\bar{x}$ =3.01) compared to the ones having previous online teaching experience ($\bar{x}$ =2.80). Further, previous online teaching experience makes a significant difference in their anxiety resulting from the institution (p =0.00) and technological drawbacks/constraints (p =0.00). That is, when the teachers do not have previous online teaching experience, they suffer from anxiety more because of the institutional factors such as lack of technological devices or encouragement for technology-supported teaching ($\bar{x}$ =3.20) and constraints such as students' lack of technology knowledge and skills ($\bar{x}$ =3.50). On the contrary, the teachers' previous online teaching experience makes no significant difference in the other dimensions of ETAS i.e., anxiety due to technology integration (p =0.10), management (p =0.85), or technical issues (p =0.41).

Table 33. Results of Independent Samples t-test for Trained for Educational Technologies and ETAS

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Anxiety Resulting from Institution</i>	Yes	192	3.01	1.094	-1.448	312	.14
	No	122	3.19	1.044			
<i>Anxiety Resulting from Technology Drawback-Constraint</i>	Yes	192	3.30	.774	-2.682	312	.00*
	No	122	3.53	.761			
<i>Anxiety Resulting from Technology Integration</i>	Yes	192	2.49	1.017	-3.262	312	.00*
	No	122	2.90	1.151			
<i>Anxiety Resulting from Technology Management</i>	Yes	192	2.74	.808	-1.392	312	.16
	No	122	2.87	.816			
<i>Anxiety Resulting from Technical Issues</i>	Yes	192	2.34	.884	-2.132	312	.02*
	No	122	2.58	1.047			
<i>Educational Technologies Anxiety Scale</i>	Yes	192	2.84	.673	-2.972	312	.00*
	No	122	3.09	.729			

* $p < .05$

As understood from Table 33, the teachers' anxiety towards educational technologies differs significantly in terms of their previous training for educational technologies ($p=.00$). The results show that teachers without training on educational technologies ($\bar{x}=3.09$) feel more anxious than those who were trained. Furthermore, these teachers without previous training have a higher level of anxiety due to technology constraint/drawback ($p=.00$, $\bar{x}=3.53$), technology integration ($p=.00$, $\bar{x}=2.90$), and technical issues ($p=.02$, $\bar{x}=2.58$). That is, the teachers who are trained for educational technologies feel less anxious in relation to these dimensions than those having no training. However, the previous training for educational technologies does not make any significant difference in their anxiety resulting from the institution ($p=.14$) or technology management ($p=.16$).

Table 34. Results of Independent Samples t-test for Trained for Educational Technologies during Bachelor/Master's Degree and ETAS

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Anxiety Resulting from Institution</i>	Yes	112	3.13	1.168	1.857	193	.06
	No	83	2.84	.956			
<i>Anxiety Resulting from Technology Drawback-Constraint</i>	Yes	112	3.35	.799	1.489	193	.13
	No	83	3.19	.737			
<i>Anxiety Resulting from Technology Integration</i>	Yes	112	2.52	1.050	.778	193	.43
	No	83	2.41	.970			
<i>Anxiety Resulting from Technology Management</i>	Yes	112	2.73	.863	-.106	193	.91
	No	83	2.74	.736			
<i>Anxiety Resulting from Technical Issues</i>	Yes	112	2.28	.931	-.939	193	.34
	No	83	2.40	.808			
<i>Educational Technologies Anxiety Scale</i>	Yes	112	2.88	.712	1.061	193	.29
	No	83	2.77	.618			

* $p<.05$

As shown in Table 34, the training for educational technologies during their undergraduate and/or graduate programs do not create a meaningful difference in the participant teachers' anxiety towards educational technologies ($p=.29$) in general or in any of the dimensions of the ETAS. Therefore, it is possible to state that training for educational technologies given in undergraduate or post-graduate programs do not lead to any significant change in the teachers' anxiety for technology integration in teaching and dealing with the possible challenges resulting from this.

Table 35. Results of Independent Samples t-test for Trained for Educational Technologies by Institution and ETAS

Scale	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Anxiety Resulting from Institution</i>	Yes	86	2.75	1.152	-2.838	193	.00*
	No	109	3.20	1.001			
<i>Anxiety Resulting from Technology Drawback-Constraint</i>	Yes	86	3.11	.810	-2.765	193	.00*
	No	109	3.42	.723			
<i>Anxiety Resulting from Technology Integration</i>	Yes	86	2.42	1.050	-.610	193	.54
	No	109	2.51	.970			
<i>Anxiety Resulting from Technology Management</i>	Yes	86	2.65	.832	-1.253	193	.21
	No	109	2.80	.788			
<i>Anxiety Resulting from Technical Issues</i>	Yes	86	2.34	.867	.170	193	.86
	No	109	2.32	.895			
<i>Educational Technologies Anxiety Scale (ETAS)</i>	Yes	86	2.72	.722	-2.148	193	.03*
	No	109	2.93	.621			

* $p<.05$

According to Table 35, the training provided for educational technologies by their institutions makes a meaningful difference in the participant teachers' anxiety for educational technologies ($p=.03$). In other words, the teachers who are trained about how to use educational technologies in teaching by their schools experience less anxiety in comparison to those who are not given such an opportunity ($\bar{x}=2.93$).

Besides, the teachers' anxiety due to their institution ($p=.00$) and technological drawbacks ($p=.00$) is significantly higher if their institutions do not provide the mentioned training. That is, the teachers feel more anxious about using educational technologies due to a lack of encouragement from their institutions ($\bar{x}=3.20$) and the perceived disadvantages related to technology use ($\bar{x}=3.42$). However, it is seen that the training provided by the institutions do not make any significant difference in their anxiety resulting from technology integration ($p=.54$), management ($p=.21$), or technical issues ($p=.86$).

Finally, One-Way ANOVA was conducted to reveal any possible variations in the EFL teachers' anxiety for educational technologies in terms of the time they spend online per day, their work-related responsibilities, educational status, the number of their children, the number of people at their home or the educational level they teach. In addition, Tukey HSD and LSD were used as post-hoc tests to determine the groups that create the significant differences in the anxiety levels. The analysis has revealed that the level of anxiety the participant teachers experience does not differ significantly for ETAS and any of the sub-dimensions in terms of their educational status, the number of their children, the number of people at their home, or the time they spend online. Therefore, the findings that have revealed statistically significant differences are included and explained to be precise, and they are presented in Tables 36 to 49 below.

Table 36. Results of One-Way ANOVA for ETAS and Number of Children, Educational Status, Number of People at Home, Time Spent Online, Work-related Responsibilities, and Educational Level

Variables	Groups	N	$\bar{x}$	Sd.	St.E. Mean	F	P
<i>The number of children</i>	0	189	2.92	.67	.049	.162	.85
	1	68	2.97	.74	.090		
	2-3	57	2.97	.74	.099		
	Total	314	2.94	.70	.039		
<i>Educational status</i>	Bachelor's Degree	203	2.99	.69	.048	1.613	.20
	MA/PhD Degree	38	2.83	.78	.126		
	Postgraduate Student	73	2.85	.67	.079		
	Total	314	2.94	.70	.039		

<i>The number of people at home</i>	1	137	2.96	.66	.057	.354	.70
	2-3	155	2.94	.73	.058		
	4 and above	22	2.82	.76	.163		
	Total	314	2.94	.70	.039		
<i>Time spent online per day</i>	1-3 Hours	87	2.85	.77	.082	1.718	.18
	4-5 Hours	79	3.05	.70	.078		
	6 hours and above	148	2.93	.66	.054		
	Total	314	2.94	.70	.039		
<i>Work-related responsibilities</i>	Teaching	212	3.04	.70	.048	3.409	.00*
	Teaching Along with Academic or Administrative Duty	67	2.71	.62	.076		
	Teaching Along with Academic and Administrative Duties	27	2.73	.76	.146		
	Total	306	2.94	.70	.040		
<i>Educational level</i>	Primary-Secondary School	162	2.96	.67	.053	2.203	.11
	High School	81	3.02	.73	.081		
	Tertiary Level	71	2.79	.72	.085		
	Total	314	2.94	.70	.039		

*p<.05

As can be understood from Table 36, the teachers' anxiety for educational technologies does not differ significantly in terms of the number of their children ($p=.85$), their educational status ($p=.20$), the number of people at their home ($p=.70$), the time they spend online per day ($p=.18$), or the educational level they teach ($p=.11$). However, there is a significant difference in their anxiety for educational technologies regarding their work-related responsibilities ($p=.00$). Below are given the post-hoc test results to check which groups create this significant difference.

Table 37. Results of Tukey HSD for ETAS and Work-related Responsibilities

Work-Related Responsibilities (I)	Work-Related Responsibilities (J)	$\bar{x}$ (I-J)	Std. Error	P
Teaching	Teaching along with academic or administrative duty	.329	.096	.00*
	Teaching along with academic and administrative duty	.307	.141	.07
Teaching along with academic or administrative duty	Teaching	-.329	.096	.00*
	Teaching along with academic and administrative duty	-.022	.157	.98

Teaching along with academic and administrative duty	Teaching	-.307	.141	.07
	Teaching along with academic or administrative duty	.022	.157	.98

*p<.05

As presented in Table 37, the findings of the post-hoc test indicate that the significant difference in the teachers' anxiety for educational technologies occurs due to the difference between the teachers who have only teaching load and the ones who have either academic or administrative duties in addition to teaching ($p=.00$). That is to say, the participant EFL teachers have a higher level of anxiety towards educational technologies when they have only teaching duty in comparison to those having either academic or administrative duty along with teaching. However, there is no significant difference in the anxiety levels of the teachers who have both academic and administrative responsibilities and the ones who have either academic or administrative duties in addition to teaching ($p=.98$) or those who are expected to teach only ($p=.07$).

Table 38. Results of One-Way ANOVA for Anxiety Resulting from Technology Drawback-Constraint and Work-related Responsibilities

Variables	Groups	N	$\bar{x}$	Sd.	St. E Mean	F	P
<i>Work-related responsibilities</i>	Teaching	212	3.50	.79	.054	7.764	.00*
	Teaching along with academic or administrative duty	67	3.12	.68	.084		
	Teaching along with academic and administrative duties	27	3.15	.73	.141		
	Total	306	3.39	.78	.044		

*p<.05

As it can be seen in Table 38, the participant teachers' work-related responsibilities create a significant difference in the level of their anxiety resulting from certain drawbacks and constraints in relation with technological issues ($p=.00$). Below are given the post-hoc test results to check which groups create this significant difference.

Table 39. Results of Tukey HSD for Anxiety Resulting from Technology Drawback-Constraint and Work-Related Responsibilities

Work Related Responsibilities (I)	Work-related Responsibilities (J)	$\bar{x}$ (I-J)	Std. Error	P
Teaching	Teaching along with academic or administrative duty	.383	.107	.00*
	Teaching along with academic and administrative duty	.351	.156	.06
Teaching along with academic or administrative duty	Teaching	-.383	.107	.00*
	Teaching along with academic and administrative duty	-.031	.175	.98
Teaching along with academic and administrative duty	Teaching	-.351	.156	.06
	Teaching along with academic or administrative duty	.031	.175	.98

*p<.05

When the results of the post-hoc test in Table 39 are considered, it is understood that the significant difference in the level of anxiety due to technology drawbacks and constraints the participant teachers feel stems from the difference between the teachers who are required only to teach and those who have either academic or administrative duties besides teaching ($p=.00$). That is, the EFL teachers with only teaching load feel more anxious due to technology constraints and drawbacks than those having either academic or administrative duty along with teaching. Therefore, these teachers tend to have negative perceptions about the adverse effects of technology on students and suffer from the constraints of their school in terms of technology use. On the other hand, there is no statistically meaningful difference in the anxiety levels of the teachers who have academic and administrative responsibilities and teaching and those who have either academic or administrative duty ($p=.98$) or those who are required only to teach ($p=.06$).

Table 40. Results of One-Way ANOVA for Anxiety Resulting from Technology Integration and Work-Related Responsibilities

Variables	Groups	N	$\bar{x}$	Sd.	St. E Mean	F	P
Work-related Responsibilities	Teaching	212	2.76	1.10	.075	3.613	.02*
	Teaching along with academic or administrative duty	67	2.37	.97	.119		
	Teaching along with academic and administrative duties	27	2.51	1.03	.199		
	Total	306	2.65	1.08	.061		

*p<.05

According to Table 40, it can be said that the teachers' work-related responsibilities make a significant difference in their level of anxiety resulting from technology integration ($p=.02$). Below are given the post-hoc test results to check which groups create this significant difference.

Table 41. Results of Tukey HSD for Anxiety Resulting from Technology Integration and Work-related Responsibilities

Work-related Responsibilities (I)	Work-related Responsibilities (J)	$\bar{x}$ (I-J)	Std. Error	P
Teaching	Teaching along with academic or administrative duty	.390	.150	.02*
	Teaching along with academic and administrative duty	.241	.218	.51
Teaching along with academic or administrative duty	Teaching	-.390	.150	.02*
	Teaching along with academic and administrative duty	-.148	.244	.81
Teaching along with academic and administrative duty	Teaching	-.241	.218	.51
	Teaching along with academic or administrative duty	.148	.244	.81

* $p<.05$

As shown in Table 41, the findings of the post-hoc test suggest that the significant difference in the participant teachers' anxiety resulting from technology integration arises from the difference between the teachers having either academic or administrative duty along with teaching ($p=.02$) and the ones who are expected only to teach. That is, the teachers who are responsible only for teaching get more anxious about how to integrate technology effectively in their teaching ($\bar{x}=2.76$) than those having either academic or administrative duties in addition to teaching ($\bar{x}=2.37$). However, it is also seen that there is no statistically significant difference in the anxiety level of the teachers who have both academic and administrative duties besides teaching and the ones having either academic or administrative responsibilities along with teaching ($p=.81$) or those who are required only to teach ($p=.51$).

Table 42. Results of One-Way ANOVA for Anxiety Resulting from Technology Management and Work-related Responsibilities

Variables	Groups	N	$\bar{x}$	Sd.	St.E Mean	F	P
<i>Work-related Responsibilities</i>	Teaching	212	2.88	.79	.054	3.659	.02*
	Teaching along with academic or administrative duty	67	2.63	.76	.094		
	Teaching along with academic and administrative duties	27	2.57	.92	.178		
	Total	306	2.80	.80	.046		

*p<.05

As presented in Table 42, the participant teachers' anxiety resulting from technology management differs significantly in terms of their work-related responsibilities ($p=.02$). Below are given the post-hoc test results to check which groups create this meaningful difference.

Table 43. Results of LSD for Anxiety Resulting from Technology Management and Work-related Responsibilities

Work-related Responsibilities (I)	Work-related Responsibilities (J)	$\bar{x}$ (I-J)	Std. Error	P
Teaching	Teaching along with academic or administrative duty	.251	.112	.02*
	Teaching along with academic and administrative duty	.306	.163	.06
Teaching along with academic or administrative duty	Teaching	-.251	.112	.02*
	Teaching along with academic and administrative duty	.055	.182	.76
Teaching along with academic and administrative duty	Teaching	-.306	.163	.06
	Teaching along with academic or administrative duty	-.055	.182	.76

*p<.0

The results of the post-hoc test in Table 43 show that the significant difference in the participants' anxiety for technology management derives from the difference between the teachers having either academic or administrative duty along with teaching and those who have only teaching duty ($p=.02$). In other words, the teachers having only teaching responsibility have a higher level of anxiety regarding how to manage technology effectively during their teaching ($\bar{x}=2.88$) when compared to those who have either academic or administrative duty besides teaching

($\bar{x}$ =2.63). On the other hand, it is also seen that there is no statistically meaningful difference in the anxiety levels of the teachers who have both academic and administrative responsibilities in addition to teaching and the ones who have either academic or administrative duty ($p=.76$) or those who are required to teach only ($p=.06$).

Table 44. Results of One-Way ANOVA for Anxiety Resulting from Technical Issues and Work-related Responsibilities

Variables	Groups	N	$\bar{x}$	Sd.	Std. E Mean	F	P
<i>Work-related Responsibilities</i>	Teaching	212	2.53	.97	.067	3.022	.05*
	Teaching along with academic or administrative duty	67	2.22	.81	.099		
	Teaching along with academic and administrative duties	27	2.29	1.07	.207		
	Total	306	2.44	.96	.054		

* $p<.05$

As illustrated in Table 44, the teachers' anxiety due to technical issues differs significantly in terms of their work-related responsibilities ($p=.05$). Below are given the post-hoc test results to check which groups create this meaningful difference.

Table 45. Results of LSD for Anxiety Resulting from Technical Issues and Work-related Responsibilities

Work-related Responsibilities (I)	Work-related Responsibilities (J)	$\bar{x}$ (I-J)	Std. Error	P
Teaching	Teaching along with academic or administrative duty	.309	.133	.02*
	Teaching along with academic and administrative duty	.236	.195	.22
Teaching along with academic or administrative duty	Teaching	-.309	.133	.02*
	Teaching along with academic and administrative duty	-.072	.217	.74
Teaching along with academic and administrative duty	Teaching	-.236	.195	.22
	Teaching along with academic or administrative duty	-.072	.217	.74

* $p<.05$

A closer examination of the results of the post-hoc test in Table 45 presents that the difference in the teachers' anxiety for technical issues arises from the

difference between the teachers having either academic or administrative duty besides teaching and the ones who have only teaching responsibility ($p=.02$). That is to say, the teachers feel anxious in relation to technical issues such as operating certain devices or fixing certain problems more when they are responsible for only teaching than those who have to teach in addition to either academic or administrative duties. However, the table also shows that there is no meaningful difference between teachers who are expected to teach along with both academic and administrative duties and the ones having either academic or administrative responsibilities ($p=.74$) or those required only to teach ($p=.22$).

Table 46. Results of One-Way ANOVA for Anxiety Resulting from Institution and Educational Level

Variables	Groups	N	$\bar{x}$	Sd.	Std. E. Mean	F	P
<i>Educational Level</i>	Primary-Secondary School	162	3.21	1.04	.081	6.507	.00*
	High School	81	3.17	1.04	.115		
	Tertiary Level	71	2.68	1.11	.132		
	Total	314	3.08	1.07	.060		

* $p<.05$

As can be seen in Table 46, the educational level at which the participant teachers teach makes a significant difference in the level of anxiety they experience resulting from their institution ($p=.00$). Below are given the post-hoc test results to check which groups create this meaningful difference.

Table 47. Results of Tukey HSD for Anxiety Resulting from Institution and Educational Level

Educational Level (I)	Educational Level (J)	$\bar{x}$ (I-J)	Std. Error	P
Primary-Secondary School	High School	.037	.144	.96
	Tertiary Level	.526	.150	.00*
High School	Primary-Secondary School	-.037	.144	.96
	Tertiary Level	.489	.172	.01*
Tertiary Level	Primary-Secondary School	-.536	.150	.00*
	High School	-.489	.172	.01*

* $p<.05$

According to the results of the post-hoc test in Table 47, it is understood that the significant difference in the teachers' anxiety due to their institution derives from the difference between the teachers who work at the tertiary level and the ones who are employed at primary-secondary schools ($p=.00$) and at high schools ($p=.01$). In other words, the teachers working at primary-secondary schools feel more anxious ($\bar{x}=3.21$) in comparison to those working at high schools ($\bar{x}=3.17$) and tertiary level ($\bar{x}=2.68$). Furthermore, the teachers who work at high schools have a higher level of anxiety than the ones working at the tertiary level. Nevertheless, there is no statistically meaningful difference between the teachers who work at primary-secondary schools and at high schools ($p=.96$).

Table 48. Results of One-Way ANOVA for Anxiety Resulting from Technology Drawback-Constraint and Educational Level

Variables	Groups	N	$\bar{x}$	Sd.	Std. E. Mean	F	P
<i>Educational Level</i>	Primary-Secondary School	162	3.48	.70	.055	7.551	.00*
	High School	81	3.47	.80	.089		
	Tertiary Level	71	3.08	.83	.099		
	Total	314	3.39	.77	.043		

* $p<.05$

When the findings in Table 48 are considered, it is seen that the educational level at which the participant teachers work creates a significant difference in their anxiety due to technological drawbacks and constraints ($p=.00$). Below are given the post-hoc test results to check which groups create this meaningful difference.

Table 49. Results of Tukey HSD for Anxiety Resulting from Technology Drawback-Constraint and Educational Level

Educational Level(I)	Educational Level (J)	$\bar{x}$ (I-J)	Std. Error	P
Primary-Secondary School	High School	.018	.103	.98
	Tertiary Level	.404	.108	.00*
High School	Primary-Secondary School	-.018	.103	.98
	Tertiary Level	.386	.123	.00*

Tertiary Level	Primary-Secondary School	-.404	.108	.00*
	High School	-.386	.123	.00*

*p<.05

As shown in Table 49, the significant difference in the level of anxiety the participant teachers experience results from the difference between the teachers working at tertiary level and the ones who work at primary-secondary schools ($p=.00$) and at high schools ($p=.00$). That is, the teachers working at primary-secondary schools have a higher level of anxiety ($\bar{x}=3.48$) when compared to the ones employed at high schools ($\bar{x}=3.47$) and tertiary level ($\bar{x}=3.08$). Moreover, the teachers who work at the tertiary level feel less anxious regarding technological disadvantages and constraints in comparison with the ones working at high schools. However, there is no statistically meaningful difference between teachers who work at primary-secondary schools and high schools ($p=.98$).

4.5 Findings for the Fifth Research Question

The fifth research question aims to reveal “*what the EFL teachers think about teaching online during the Covid-19 pandemic*”. For this purpose, an interview was conducted with the selected voluntary teachers by utilizing a semi-structured interview form consisting of 9 main questions with supplementary questions. As a result of the content analysis carried out with the interview data, nine main themes have been revealed along with several codes under each theme. The themes emerging from the qualitative analysis can be listed as follows: *changes in communication, time management, affective issues, changing perceptions and experiences for teaching, technical and technological issues, learner-related factors, teaching English online, increase in workload, opinions about distance education*. The following section presents the codes related to each theme with the frequencies for the teachers. In addition, detailed explanations and sample quotes from the participants are given.

Table 50. Theme 1: Changes in Communication

Theme 1: Changes in Communication	Teacher (f)
• Dramatic increase in communication with colleagues and administrators	10
• Difficulty in managing e-mail and message overload	10
• Dramatic increase in communication with students and parents	10

As it is seen in Table 50, the participant teachers have stated that there have been changes in communication with online teaching after the Covid-19 pandemic. When the codes under this theme are considered, it is understood that all of the interviewees think that there has been a dramatic increase in their communication with their colleagues and administrators (f=10) as well as with their students and parents (f=10). For instance, T1 has explained her experience with these words: *“I have to join the WhatsApp groups for each class. Too many messages are coming. The students are asking a lot of questions. ... Regarding classes, we started to work more at home than at school. ... The phone is like my third arm. I cannot get rid of the phone. The notifications are coming all the time. ... they [parents] can’t understand some things at one time and because they don’t read the messages, the same question is coming again and again”*. As a natural consequence of this dramatic increase, they have said that it got difficult to manage this e-mail and message overload (f=10). T6 has complained about this with these words: *“I am completely in an intense communication, especially WhatsApp groups. Separate WhatsApp groups with students and separate WhatsApp groups with colleagues and administrators. ... There is a flow of information and it is difficult to follow.”*. Likewise, T2 has said *“I can’t catch up with the messages and the rain of information. I can’t follow them. ... I receive e-mails and messages every hour.”*

Table 51. Theme 2: Time Management

Theme 2: Time Management	Teacher (f)
• Working unlimited hours	10
• Losing work-life balance	10
• Spending more time while planning a lesson	8
• Shortened teaching hours	5
• Saving time due to staying at home	3
• Priority in covering the curriculum	2

As understood from Table 51, the second theme emerging from the interview data is time management. That is, the participant teachers have mentioned various experiences related to time management during distance education after the pandemic. First, all the teachers have pointed out that they work unlimited hours (f=10) and there is no work-life balance anymore (f=10). T10 has described his experience with these words: *“Since the concepts like working place and hours have disappeared, I mean everything has intertwined. Work and personal life have intertwined. I mean a task is given by the institution regardless of the time. Therefore, you need to do the task by using your own personal time.”*. Likewise, T9 has described a similar process: *“It has been very busy because it is very systematic, and you must upload a lot of things. You upload feedback, announcements. In fact, this is never restricted to the classes. ... I participate in level meetings every week. It is obligatory. ... And I can’t spare time for myself.... I can’t rest... I can’t concentrate on my own staff.... There is no social life”*. Second, some teachers have complained that they have to spend more time to plan a lesson for online teaching (f=8) and they have to teach for a limited time in online sessions (f=5) which cause serious problems with their time management. For example, T1 has described her experience with planning and teaching as follows: *“I plan everything more for online classes. I will show this video at the beginning, then we will do these activities, then I will ask these questions and I adjust everything beforehand. I check whether they work. I don’t want any trouble. Is audio file okay? How is the sound of the video? I am more planned in virtual environment.”*. Additionally, two of the teachers have said that their first concern is to cover all the topics in their curriculum which is most probably a result of the shortened teaching time with online classes. On the other

hand, there are also few teachers who look at the time management issue from a more positive perspective stating that they save time since they stay at home (f=3). For instance, T9 has complained about the time spent for commuting and shared her opinions with these words: *“Well, one of the reasons that I like distance education is to be at home...In terms of commuting...In terms of transportation, you spend a lot of time for transportation especially in İstanbul”*.

Table 52. Theme 3: Affective Issues

Theme 3: Affective Issues	Teacher (f)
• Mental and physical exhaustion	10
• Feeling unhappy	8
• Feeling anxious/stressed	7
• Feeling nervous	7
• Lack of motivation	5
• Feeling desperate	4
• Feeling happy to help students	3
• Feeling frustrated/angry	3
• Yearning for school and students	3

It is clearly seen in Table 52 that the participant teachers have been going through various emotional states during distance education. When asked how they feel during distance education, they mostly came up with negative feelings. First, what all the teachers have agreed on is mental and physical exhaustion (f=10). In his sentences, T3 explained his feelings in this way: *“I teach 6 hours in the morning at school and 4 on-line classes in the afternoon, 10 hours... You get up at 7 a.m. There is no break until 6 p.m. There is no time to breathe. Well, frankly speaking, it is tiring. You have sore throat. It causes physical problems”*. As a result of feeling excessive mental and physical exhaustion, teachers indicated that their motivation level is quite low (f=5). Regarding this, T6 described her situation by these words: *“It is a fact that the process of on-line teaching has increased the mental exhaustion I am feeling.... Getting up and putting the laptop on your lap with zero energy at home and you have to be energetic. You have to be energetic without energy. That is quite hard”*. When the teachers compared their feelings in the virtual classroom with

their face-to-face lessons, they stated that they feel unhappy (f=8) and anxious/stressed and nervous (f=7) in-online classroom environment. For instance, T2 has said *“I feel nervous in on-line classroom, anxious about whether I can teach something. I realize that I reflect my tension to my students. They say I am different in the real classroom and in front of the screen and I feel unhappy”*. However, T4 approached the issue of feeling anxiety in a different way and expressed his feelings with these words: *“There has been anxiety of unemployment, maintaining a family during this process”*. In addition, four of the teachers emphasized that they sometimes feel desperate and T2 shared her feelings at the beginning of on-line teaching process with these sentences *“At first, I felt weak and desperate in front of the screen when we started first. And so, I felt anxious about how online education is going to be and how kids will handle. Both during and between my classes, I was thinking about my next classes. I was worried that I would have problems”*. A few teachers also pointed out that they have become more frustrated and angry as a result of distance education process (f=3). On the other hand, there are few teachers saying that they feel happy when they are able to help their students during on-line teaching but they have said that they still yearn for school environment and their students (f=3).

Table 53. Theme 4: Changing Perceptions and Experiences for Teaching

Theme 4: Changing Perceptions and Experiences for Teaching	Teacher (f)
• Realizing the importance of technology integration in education	10
• Low-perceived self-efficacy in teaching	8
• Learning how to use technology in teaching	8
• Losing pleasure in teaching	7
• Realizing the importance of face-to-face education	7
• Having trainings on distance education	6
• Increasing technology integration in education	5
• Reducing technology integration in education	5
• Learning about technology from students	3
• Realizing the difficulty of teaching as a profession	2
• Realizing that teachers should be open to innovations	2
• Negative attitudes towards teachers in the community	2

As can be seen in Table 53, the teachers have pointed out that their experiences during distance education have led to certain changes in their perceptions of teaching. To begin with, all the teachers have realized that it is important to integrate technology in education (f=10). For instance, T1 has described her opinion with these words: *“Educational technologies are considerably essential, and teachers should improve themselves about this issue. To attract attention [educational technologies are useful to attract the students’ attention] because students mingle with technology”*. However, it is understood that the teachers’ self-efficacy is low with the new system (f=8), and as a possible consequence, they don’t get pleasure in online teaching (f=7). While addressing these issues, T7 has said, *“All the time, it is like how I will do, how I will be able to do. As if I had just started to work. I mean I felt like an inexperienced teacher”*.

Moreover, the participant teachers have understood that it is important to learn how to use this technology effectively in their teaching (f=8). As a result, they participated in some trainings on distance education which were provided by their institution or they found with their personal effort (f=6). T8 has described this process as follows: *“I think I am a digital immigrant; I am unqualified in terms of technology and thus I tried to improve myself by getting trainings. All of these taught me a lot”*. Apart from the training, their students have helped some of the teachers to learn about technology and to solve technical problems during online classes (f=3). Therefore, some participants have understood that they should be open to innovations as teachers (f=2) and teaching is a difficult profession (f=2).

Besides, the teachers have mentioned a change in the amount of technology integration to their teaching. Whereas half of the teachers have observed an increase in comparison to face-to-face education (f=5), the other half have complained about a decrease in technology use due to several reasons such as shortened class hours (f=5). For example, T2 has said, *“I have never been into technology as an English teacher but I have started to use it with the pandemic”* while T4 has referred to a decrease with this explanation: *“That kind of technological activities [activities for listening and speaking tasks] are difficult right now I am teaching like a moderator”*.

Finally, the teachers have realized the importance of face-to-face education (f=7) after their experience with the online mode, and interestingly they have expressed disappointment with the negative attitudes towards their profession in the community (f=2). For instance, T5 has explained her case with these words: *“Humiliation and trivialization of the teachers in the social media affects me a lot. This makes me feel worthless.”*

Table 54. Theme 5: Technical and Technological Issues

Theme 5: Technical and Technological Issues	Teacher (f)
• Internet and power outage	6
• Students' lack of knowledge about online teaching platforms(EBA, Zoom, Blackboard etc.)	5
• Logging problems with online teaching platforms	3
• Inconvenience with group/pair work activities	3
• Audio and video problems in online teaching platforms	3
• Lack of access to a proper technology (a PC or internet connection)	2

As presented in Table 54, the participant teachers have faced some common technical and technological problems in the process of distance education. The most frequently stated issue is internet and power outage (f=6). Additionally, they have had trouble with logging into the online teaching platforms (f=3). For example, T9 has addressed these issues with this explanation: *“There are a lot of technical problems: internet outage, power outage. There are problems related to Blackboard. Computer is freezing. There are problems related to Zoom”*. Besides, the teachers have complained that their students are not familiar with the online teaching platforms (EBA, Zoom, Blackboard etc.) (f=5), and some have related this problem to the lack of access to the proper technology (a PC or internet connection) (f=2). T3 has described the case as follows: *“Students are not interested in technology because they don’t have an opportunity There is no internet or tablet etc. There are students who can’t join the classes when there are several students in a family”*. Another serious issue with language classes is the audio/video problems when used with online teaching platforms (f=2). The teachers also believe that these platforms

are inconvenient for group/pair work activities as the fundamental components of language teaching (f=3). For instance, T8 has explained her perspective as follows: *“Distance education is not compatible with the nature of English teaching, not at all. Language requires face-to-face interaction with people. Gestures are important as well. The class should be together. I think pair and group work is very effective in this case”*.

Table 55. Theme 6: Learner-Related Factors

Theme 6: Learner Related Factors	Teacher (f)
• Low participation in online classes	9
• Lack of motivation	8
• Difficulty in adapting to distance education	7
• Lack of autonomy	6
• Misperception of technology as games and social media	3
• Grade-oriented perspective	2
• Increase in autonomy	2
• Increase in motivation	2

According to Table 55, the participant teachers think that there are some learner-related factors affecting the efficacy of distance education. First, teachers have pointed out that there is a dramatic decrease in the students’ participation in online classes compared to face-to-face education (f=9). T9 has mentioned this issue in her interview: *“Students’ participation is a problem. They log in the system and leave”*. Second, the teachers agree that the students have lost their motivation, and this has negative consequences in terms of their performance (f=8). For example, T10 has made such a complaint: *“Students become distracted a lot and there is a lack of motivation. Therefore, I think students couldn’t adapt themselves to distance education”*. Third, just as stated by T10, some other participants have suggested that their students have had difficulty in adapting to distance education (f=7). As an example, T8 has expressed herself with these words: *“Students’ adaptation to distance education was much more difficult. They were deprived of their friends and teachers”*.

Furthermore, the teachers have addressed some problems possibly influencing the students' adaptation process. For instance, they have observed that some students lack the autonomy to manage their own learning (f=6), and they have a grade-oriented perspective, which might be the reason for the low participation (f=2). In addition, some teachers have put the blame on their students' perception of technology as games and social media (f=3). For instance, T6 has explained her students' relationship with technology as follows: *"Technology means phone applications, social media and computer games for the students. Except for this, they are not into technology"*. Interestingly, there are also fewer teachers who have witnessed an increase in their students' motivation and autonomy (f=2). For example, in her interview, T1 has stated *"Learner autonomy has started to appear. We have moved away from teacher-centered education"*.

Table 56. Theme 7: Teaching English Online

Theme 7: Teaching English Online	Teacher (f)
Category 1: Advantages	
• Adapting quickly to teaching online	6
• Convenience with material development	4
Category 2: Disadvantages	
• Lack of flexibility with lesson plans	10
• Lack of interaction with/among the students	9
• Difficulty in checking students' engagement in learning	8
• Decrease in efficacy	8
• Increase in boredom	7
• Difficulty in building rapport with students	6
• Partial suitability of distance education to teach language skills	6
• Difficulty in providing/getting feedback	4
• Difficulty in adapting to online teaching	4
• Tendency to assign more homework	2
• Tendency to have students take notes more	2

As can be seen in Table 56, the participant teachers' opinions about teaching English online fall under two categories: advantages and disadvantages. As for the advantages, some teachers have mentioned their quick adaptation to online teaching (f=6) and stated that it is convenient for material development (f=4) which has

possibly contributed to the adaptation process. For instance, T1 has expressed her opinion with these words: *“I didn’t experience any difficulty in terms of materials. Digital materials were much easier [to use and adapt]”*. Likewise, T8 has said *“We had trainings and they were quite effective. Everyone was helping. It was very easy to adapt”*.

On the other hand, some teachers find it difficult to adapt to online teaching (f=4) and others argue that distance education is partially suitable for teaching language skills (f=6). T2 has described her opinion about this issue with these words: *“Teaching English must be conducted face-to face. It is not compatible with online teaching. It is not effective ... especially for young learners”*. The interviewees including the ones stating a quick adaptation have also underlined various disadvantages of the process and referred to some problems emerging from online teaching. First, they have complained about the lack of flexibility with lesson plans (f=10). That is, it is easier to improvise in real classrooms as they can observe the students and change the course of the lesson if necessary. T10 has addressed this issue by comparing face-to-face and online classrooms as follows: *“Because of the improvisation factor in face-to-face education, you can plan some things in a way that you can change according to the flow of the lesson, but if you do everything in an on-line class, it requires to plan everything minute by minute”*. T9 has exemplified the same issue by saying *“As I said, you can quickly tell the students to speak for 2-3 minutes in the classroom. But you can’t do this in an online classroom because the time is restricted. ... Therefore, you are more planned”*.

According to the teachers, one of the main problems is the lack of interaction with/among students during online sessions (f=9). Therefore, it is difficult to check the students’ engagement in learning (f=8). T1 has described the case as follows: *“Online teaching is useful regarding listening and visuals, but it lacks communication and interaction in the classroom. This usually decreases the motivation to participate”*. Possibly as a result of these problems, the teachers believe that online lessons are less efficient (f=8) and much more boring (f=7). T10 has exemplified this case: *“...As I said, since the content planning is not suitable for online teaching, I bring simpler activities which will make me talk less and leave the*

stage to them [students] such as tests, fill in the blanks. ... I think this decreases the efficacy. ... I mean, as I said, I don't actually enjoy the lesson".

Another problem highlighted by the participant teachers is the difficulty in building rapport with students during online teaching (f=6). For instance, T1 has explained the importance of their relationship with the learners as follows: *"I feel like I am a robot teacher in the online classroom. I am much more than a teacher in a real classroom. I take care of them and build an emotional bond. We communicate a lot more [than this]"*. Likewise, the participants have complained that it is more difficult to provide feedback for assignments as well as to get feedback from the students during online lessons (f=4). As a result, they have developed a tendency to assign more homework (f=2) and make students take notes more often in lessons (f=2) to ensure their understanding and learning.

Table 57. Theme 8: Increase in Workload

Theme 8: Increase in Workload	Teacher (f)
• Preparing more detailed lesson plans for online teaching	8
• Assigning and checking homework	7
• Students lacking technological skills	6
• Increase in teaching hours	4
• Poor management and planning	4
• Training for online teaching	3
• Hybrid system	2
• Taking over administrative tasks	2

Table 57 shows that another significant theme emerging from the interview data is the dramatic increase in the teachers' workload with online teaching due to various additional issues they have to deal with. First, the teachers have said that they need to prepare more detailed lesson plans for online teaching (f=8). T8 has described her lesson planning process as follows: *"Right now, I prepare more things, and this takes more time. For example, maybe in a real classroom, I would prepare a lesson plan in one hour but now it takes around 3-4 hours to plan a lesson. My workload has increased in this way, I need to find more effective and different activities"*.

Another factor increasing the teachers' workload is the difficulty in assigning and checking homework (f=7). T9 has explained the problem regarding homework assignments and check as follows: *"Checking homework is never possible. It takes too much time"*. Likewise, T6 has said, *"It is tiring to assign homework and follow these assignments"*. In addition, the teachers have stated that they had to support the students with technical problems and improve their technological skills (f=6). T9 has described her observations: *"They (students) don't know how to use technology, how to use it effectively. ... This has increased my workload because I want them to learn and I spare extra time for this, too"*.

Some of the participant teachers have addressed poor management and planning problems during distance education for the increase in their workload (f=4). Thus, they have had to take over some administrative tasks (f=2), and their weekly course hours have been increased with distance education (f=4) or with the hybrid system adopted at their institution (f=2). T10 has shared his experience with these words: *"I had to change my contract to part time since the workload increased, teaching hours increased and classes were divided [into smaller and more groups to teach]"*. Finally, the teachers have complained that they had to figure out the online teaching system on their own because they haven't been provided trainings for this (f=3). For instance, T10 has described his situation as follows: *"We use the online teaching platform that our school has. Since I haven't been provided any orientation trainings, it was difficult to adapt at first...Not being provided any trainings about the system has created obscurity and led to lack of planning"*.

Table 58. Theme 9: Opinions about Distance Education

Theme 9: Opinions about Distance Education	Teacher (f)
• It is best to abandon distance education	5
• Distance education can be used to supplement face-to-face teaching	2

As seen in Table 58, the last theme emerging from the interview data is the teachers' opinions about distance education. When the codes under this theme are considered, it is understood that the teachers have come up with two options: it must

be abandoned totally (f=5) or should be used to supplement face-to-face teaching (f=2). For example, T6 has described her approach as follows: *“I absolutely say no to distance education. Maybe hybrid model. In that case, the number of days I see students face-to-face shouldn’t be one, it should be more than one, at least two days. ... I mean a face-to face model which I supplement with on-line teaching can work. This can be a bit more bearable and social”*. Additionally, it is notable that none of the participants have taken sides for full-time distance learning.

5. RESULTS, DISCUSSION, AND RECOMMENDATIONS

This study aimed to determine how anxious Turkish EFL teachers feel about educational technologies and to what extent they suffer from job burnout during the Covid-19 pandemic and reveal any possible relations between these variables. This section is reserved to give a summary of the findings by comparing the qualitative and quantitative results and to discuss the findings within the scope of the available literature.

5.1 Results and Discussion

The qualitative and quantitative results of this study are compared below. In line with this, the results of the available studies in the literature regarding burnout and educational technology anxiety among teachers are presented. First, the findings regarding the level of burnout experienced by the Turkish EFL teachers during the Covid-19 pandemic are discussed. Second, the results concerning the anxiety towards educational technologies experienced by EFL teachers during the Covid-19 pandemic are explained. Third, the relation between EFL teachers' job burnout and their anxiety towards educational technologies is reviewed. Finally, to what extent certain demographic and personal variables influence anxiety for educational technologies among EFL teachers is discussed.

5.1.1 Burnout among the EFL teachers during the Covid-19 pandemic

The findings from the quantitative part have revealed that the Turkish EFL teachers felt burnout at different levels for each dimension. First, they felt *emotional exhaustion* at a medium level which resulted in negative attitudes towards the occupation and lack of motivation. Second, they could cope with the demands of their profession and the needs of their students since they felt low *depersonalization*. Finally, they scored low in *personal accomplishment* which indicates that they were not satisfied with their achievements in their occupations increasing their burnout.

Moreover, the qualitative part has revealed various themes in line with the quantitative results above. First of all, the interviewees mentioned a dramatic increase in their workload with distance education during the pandemic since they

had to teach extra hours, use a hybrid system, prepare more detailed lesson plans, but lacked effective administrative support. Furthermore, the teachers had to assign more homework and spend more time on providing feedback to students. In addition, they could not manage their time effectively and lost their work-life balance as they had to be in extremely intense communication with their administrators, colleagues, parents, and students via separate WhatsApp groups and e-mails. Besides, they faced a serious challenge about demotivated students who did not attend the online classes. Moreover, it is obvious that the participant teachers went through negative emotional states as they referred to such feelings as unhappiness, nervousness, demotivation, desperation, emotional and physical exhaustion for teaching online during the pandemic. All these negative experiences and perceptions revealed by the qualitative analysis show that the teachers suffered from *emotional exhaustion*. Second, the interviews point out a dramatic decrease in the teachers' perceived self-efficacy in teaching as they felt like novice teachers with distance education. They admitted realizing the difficulty of teaching as a profession and lost pleasure in teaching in online lessons. Moreover, the participant teachers mentioned feeling worthless because of the increasingly negative perceptions about teachers in the community. Therefore, it is not very surprising that they felt a very low *personal accomplishment* as revealed in the quantitative analysis. Third, the interview data still supports the low *depersonalization* they experienced despite such a negative attitude towards the occupation. This is mainly because the teachers felt happy when they could help and support their students in difficult times and longed for their school and students wishing to see them in person again.

Likewise, these findings are consistent with various studies in the related literature which conclude that teachers may feel burnout due to certain organizational factors such as lack of resources, excessive workload, certain administrative issues, and undesirable student behaviors (Abel & Sewell, 1999; Brouwers & Tomic, 2014). As for the individual factors, it is seen that sense of control (Farber, 1984), self-esteem (Hogan & Hogan, 1982), and self-efficacy (Brouwers & Tomic, 2000) are highly correlated with burnout. Moreover, it is concluded that teachers feel extreme fatigue, frequent headaches, and sleeplessness and also display the clinical attitude, increased frustration, depression, low self-confidence and feeling of helplessness

(Ceylan & Mohammedzadeh, 2016; Freudenberg, 1983) due to their burnout which therefore decreases their work performance (Abel & Sewell, 1999).

This study has also concluded that the EFL teachers' burnout varies in terms of their age, graduation program, the institution type they work, previous online teaching experience, previous training for educational technologies, and the average time they spend online. First, the older teachers feel less emotionally exhausted and distant from their students in comparison to younger ones. This is consistent with several studies from the literature which show that younger teachers have a higher level of burnout compared to older ones (Mede, 2009; Ozkara, 2019), or that older teachers tend to experience emotional exhaustion less frequently than younger teachers (Anderson & Iwanicki, 1984; Byrne, 1999). On the other hand, there are other studies which indicate no relation between age and teacher burnout as well (Hismanoglu & Ersan, 2016; Ozkanal & Arkan, 2010).

Second, this study has shown that their undergraduate program leads to a difference in the EFL teachers' depersonalization. That is, the ELT graduate teachers tend to bear negative feelings towards their students and professions; thus, they feel burnout more often than their colleagues with a degree in other language-related departments (e.g., Literature and Translation Studies). It is possible to comment that the teachers graduating from an ELT program might have gained higher self-awareness for their professional responsibilities due to their pre-service education and might have felt more burnout while meeting the expectations. However, this finding is inconsistent with Hismanoglu and Ersan's (2016) study which did not reveal any significant difference in teacher burnout regarding educational background.

Third, the institution type plays a crucial role only in the EFL teachers' emotional exhaustion, but not in their depersonalization and sense of personal accomplishment. In other words, the teachers working at private schools felt more emotionally exhausted than their colleagues from state schools. It is possible to relate this difference to the demanding working conditions and heavier workload at private institutions especially during the Covid-19 pandemic. This is parallel to Bal's (2019)

study which showed that the instructors employed at private universities feel emotionally exhausted and keep themselves distant from their students.

Fourth, this study has revealed that the EFL teachers' emotional exhaustion differs regarding their teaching experience, whereas there is no significant difference in their feelings of depersonalization or personal accomplishment. Accordingly, experienced teachers feel less emotionally exhausted than the inexperienced ones. It is more likely for experienced teachers to manage their emotions and to deal with professional difficulties thanks to their strategic repertoire. The related literature presents inconsistent results regarding teacher burnout and experience. Some suggest that more experienced EFL teachers feel burnout more than novice teachers (Hismanoglu & Ersan, 2016), whereas others highlight that experienced teachers feel high levels of personal accomplishment (Ozkara, 2019) and low levels of emotional exhaustion (Mede, 2009).

Fifth, it has been found that the EFL teachers' emotional exhaustion or depersonalization does not vary in terms of their previous online teaching experience. However, it has been revealed that the teachers who had never taught online before the pandemic felt more personal accomplishment than those with previous online teaching experience. They probably did not worry about online teaching due to their lack of knowledge and awareness about the potential problems or difficulties. Likewise, when they were provided training for educational technologies, the EFL teachers felt more successful which led to a higher personal accomplishment. In a similar vein, it is interpreted that the teachers trained for educational technologies could foresee possible troubles and deal with them effectively. Thus, they felt higher personal accomplishment and lower burnout. In addition, this study has revealed that the EFL teachers who spend 6 hours and more online on a daily basis feel more emotionally exhausted and depersonalized in comparison to those using the internet for five hours and less. The amount of internet use has dramatically increased with distance education during the Covid-19 pandemic which naturally might have caused feelings of exhaustion and distance among teachers.

Sixth, this study has shown that the EFL teachers' burnout varies in all dimensions regarding their work-related responsibilities. Accordingly, the teachers having both academic and administrative duties along with teaching workload experienced more emotional exhaustion and depersonalization. On the other hand, those who did only teaching felt more successful and thus less burned-out. This is understandable since the teachers in the administrative and academic units had to make big adjustments in a very short time with the outbreak of the pandemic. Consequently, their workload increased, and they could not come up with the ideal outcomes under these stressful conditions which might have led to feelings of exhaustion and inefficacy. As suggested by Ozkanal and Arıkan (2010), the level of stress contributes to burnout among teachers. Likewise, Unaldi et al. (2013) found that the teachers were more likely to experience occupational burnout when they had to deal with too many students, have additional responsibilities, and teach and cope with administrative problems. In contrast, Hismanoglu and Ersan (2016) concluded that additional administrative duties did not significantly affect the teachers' emotional exhaustion or depersonalization.

Apart from the variables mentioned above, this study has also indicated that the level of burnout the Turkish EFL teachers felt does not differ in terms of their gender, marital status, the number of children they have, the educational level they teach, their weekly teaching load, educational status, the number of students they teach, previous trainings for educational technologies, or the number of people at their house. First of all, the mean scores indicate that female teachers experience emotional exhaustion and depersonalization less than their male colleagues although the difference is not statistically significant. Likewise, the related literature presents inconsistent findings regarding gender, although it is highlighted as an important factor for teacher burnout. That is, there are some studies revealing a significant difference in teachers' burnout in favor of males (Anderson & Iwanicki, 1984; Ceylan & Mohammed; 2016; Mede, 2009) whereas some other studies suggest that gender does not create any difference in teachers' burnout levels (Hismanoglu & Ersan, 2016; Ozkara, 2019; Russell, Altmaier, & Velzen, 1987)

Second, although the study did not reveal any significant difference regarding marital status, the mean scores indicate that the single teachers felt emotional exhaustion and personal accomplishment less often than the married ones. It is possible to comment that the married teachers might have felt emotionally drained and incompetent due to their additional responsibilities at home and extra expectations of their family members during the lockdowns. This finding seems inconsistent with the results of previously conducted studies before the pandemic suggesting that single teachers tend to feel more stressed than married ones (Gold, 1985). Normally, it is argued that single teachers experience lower levels of personal accomplishment (Russell et al., 1987) and higher levels of emotional exhaustion and depersonalization (De Haus & Diekstra, 1999) when they are compared to their married colleagues. This is generally explained by the existence of a support group in teachers' lives (Pines et al., 1981) which might have turned into a stressor under the pandemic conditions during the long lockdowns. In addition, it has been revealed that the number of children the EFL teachers have does not create any difference in the levels of their burnout which is also parallel with what Ozkanal and Arikan (2010) found in their study.

Finally, this research has not shown any difference in teachers' burnout regarding the level they are teaching, whereas Kimsesiz (2019) suggests that the levels of burnout in all dimensions are lower among teachers working at secondary and high schools than those teaching at the primary level. Likewise, no significant difference in teacher burnout has been revealed regarding the educational background in this study, whereas Maslach et al. (2001) suggest that less-educated teachers tend to develop lower levels of burnout when compared to those with higher education.

5.1.2 EFL teachers' anxiety towards educational technologies during the Covid-19 pandemic

The quantitative part of this study has concluded that the EFL teachers experienced a mid-level anxiety towards educational technologies, and their anxiety varies for the sub-dimensions. To begin with, the participant teachers felt anxious mostly because of the technological drawbacks and limitations. They had negative

perceptions about the adverse impacts of technology on students and suffered from institutional constraints in terms of technology use. Second, the teachers were rather anxious because of the institutional factors in relation to technology such as lack of sufficient technological infrastructure, devices, and encouragement for technology use in teaching. Third, certain technical issues like fixing the encountered problems and operating devices have contributed to their anxiety level towards educational technologies. However, the results have revealed that teachers were less anxious about technology integration and management of educational technologies.

In parallel to the quantitative results above, similar issues were addressed by the interviewees in the qualitative part of the study. To begin with, the participant teachers felt overwhelmed as the students lacked sufficient knowledge about online teaching platforms and technology skills, did not have access to proper technology, and perceived technology just as games and social media. Additionally, they mentioned certain disadvantages regarding teaching English online since they were not flexible with lesson plans. There was not sufficient interaction with/among the students. It was very difficult to check students' engagement in learning and build rapport with them. Therefore, they felt inefficient in teaching; the lessons were boring even for themselves and concluded that distance education was partly suitable for language teaching. Finally, they reported feeling anxious when dealing with technical issues such as internet/power outages, audio/video problems in online teaching platforms, and logging difficulties. What is more, the teachers perceived themselves technologically impaired due to the sudden transition to distance education during the Covid-19 pandemic and there was almost no time for training. Therefore, most of the time they had to figure out the above-mentioned technological issues on their own or with the help of their students which might have also decreased their self-efficacy.

In the same vein, Efe et al. (2016) suggest that low technology self-efficacy leads to anxiety towards educational technologies and negative outcomes in educational settings. Likewise, some other studies indicate that teachers with negative and low self-efficacy in terms of educational technologies demonstrate high computer anxiety (Ekizoglu & Ozcinar, 2010; Ozturk, 2013; Semerci & Aydin,

2018). Moreover, teachers are afraid of getting embarrassed, offended, disappointed, and intimidated by others thinking that they have inadequate technology knowledge since there is very limited training on technology use and integration during university education (Cox, Peterson & Cox, 1999).

5.1.3 EFL teachers' job burnout in relation to their anxiety towards educational technologies

This study has revealed a significant positive correlation between the EFL teachers' anxiety towards educational technologies and their sense of personal accomplishment, emotional exhaustion, and depersonalization. That is, the teachers with personal accomplishments felt more anxious about using educational technologies during the pandemic. The teachers might have felt stressed and exhausted to sustain their accomplishments under the unexpected and unpredictable pandemic conditions for educational institutions. These teachers had positive perceptions about their professional achievements, and so they might have worried about failure due to too much technology integration during the lockdowns. Likewise, Freudenberger (1974) suggests that teachers suffer from burnout as a consequence of their anxiety resulting from the increasing demands concerning the use of educational technologies. This situation decreases teachers' dedication to their occupations and leads to less effective teaching in the long run (Fernández-Batanero et al., 2021). In addition, the teachers might have depleted their emotional sources, so they felt emotionally exhausted while dealing with all the technological issues explained in the previous paragraphs. Moreover, the unexpected and increasing technology integration in this period might have caused them to feel and keep themselves distance from their students and so to develop negative attitudes towards their occupations. These findings are not surprising when compared with the other studies in the literature which concluded that a high level of anxiety is a predictor of a high level of burnout. For example, Cherniss (1980) illustrates that people who feel neurotic anxiety are prone to experience burnout more. Moreover, Gold and Micheal (1985) suggest that practice teachers with high levels of anxiety tend to experience high levels of emotional exhaustion and depersonalization. Likewise, Morgan and

Krehbiel (1985) found that the teachers who reported higher levels of anxiety suffered from burnout more than those with lower levels of anxiety.

5.1.4. EFL teachers' anxiety towards educational technologies in relation to certain demographic and personal variables

Considering the results of this study, it is seen that the Turkish EFL teachers anxiety towards educational technologies during the Covid-19 pandemic varies in terms of their age, teaching experience, the number of students they teach, weekly teaching load, gender, institution type they work, undergraduate program, previous online teaching experience, previous training for educational technologies and training provided by their institutions, work-related responsibilities, and educational level they teach. Each variable is discussed in detail and separately in the following paragraphs.

First, it has been found that older teachers feel less anxious about the use of educational technologies when compared to younger ones. Similarly, the institutional factors such as lack of technological infrastructure and drawbacks about the use of educational technologies like students' lack of technological knowledge increase the younger teachers' anxiety for educational technology use more than the older ones. This result is consistent several studies from the literature revealing that teachers feel more anxious when they are younger (Pamuk & Peker, 2009; Rahimi & Yadollahi, 2011) although it was found by Hismanoglu (2011) that teachers' age does not create any difference in their levels of anxiety for educational technologies.

Second, it has been demonstrated that the teachers' anxiety for educational technologies decreases with teaching experience. It is possible to comment that teaching experience might have helped these teachers to cope with the technological constraints and drawbacks during the pandemic. Moreover, the inexperienced EFL teachers feel more anxious because of certain institutional factors and disadvantages with respect to the use of educational technologies. On the other hand, Rahimi and Yadollahi's study (2011) showed that teaching experience does not relate to teachers' anxiety about educational technologies. Therefore, it is not possible to draw a certain conclusion about the role of general teaching experience anxiety for technology integration.

Third, this study has revealed that the number of students correlates positively with the anxiety resulting from institution and technology drawbacks. That is, the teachers tend to feel more anxious due to the institutional factors like lack of adequate technological equipment and encouragement for technology integration as well as technology-related disadvantages like negative effects on the students' success when they are expected to teach larger groups of learners which the qualitative results have also supported. The interviewees stated that their students lack the necessary technological skills and are affected negatively by technology because of their misperception of technology use during the online education process. Therefore, the teachers had to deal with their students' technological problems and teach them how to effectively use technological tools/apps, which increased their workload during the pandemic. As a result, it is highly possible to conclude that they felt more anxious as the number of their students increased.

Fourth, it has been found that the EFL teachers experience a higher level of anxiety resulting from their institutions as their teaching load increases. In other words, the teachers feel more anxious due to inadequate technological equipment and encouragement for the use of educational technologies at their institutions when they are required to teach extra hours. Since the teaching load with technology increased dramatically during the pandemic, teachers had to cope with these institutional factors more, which might have resulted in anxiety for educational technologies.

Fifth, this study has concluded that gender differences in EFL teachers' anxiety towards educational technologies. That is, male teachers feel less anxious about their capability to integrate technology into teaching in comparison to female ones. The literature presents consistent results indicating that female teachers are more anxious in terms of technology integration (Becta, 2004; Brosnan, 1998; Chua, Chen, & Wong, 1999; Hong & Koh, 2002; Namlu & Ceylan, 2003). In contrast, Rahimi and Yadollahi (2011) found in their study that there is no difference in the teachers' anxiety for educational technologies in terms of their gender.

Sixth, the institution type at which the teachers are employed creates a difference in their anxiety arising from their institution and technology drawbacks/constraints. More clearly, the teachers who work at state schools feel more anxious for educational technologies because of the lack of technology use and

equipment at their institutions as well as the negative perceptions regarding the impacts of technology on the students' academic success. There are several studies revealing that state schools lack sufficient technology infrastructure. For instance, the study conducted by Merç (2015) showed that more than half of 86 pre-service ELT teacher participants were not able to benefit from even basic technological equipment such as a language lab, TV/video player, projector, IWB, and a computer with an internet connection. When this result is considered, it can be concluded that state schools lack the necessary technological infrastructure more due to financial restrictions when compared to private schools with more opportunities for technological infrastructure and equipment. Therefore, it is natural that institutional constraints regarding technology use and equipment could increase anxiety for educational technologies among teachers working at state schools, especially during distance education.

Seventh, the EFL teachers' undergraduate program creates a difference in their anxiety arising from technology management and technical issues. It has been revealed that the teachers who graduated from the English Language Teaching program feel less anxious about managing technology effectively in their teaching and lack of technical knowledge compared to those with a degree in other language departments (e.g., Literature and Translation Studies). It is possible to comment that the teachers graduating from an ELT program might have been offered courses for educational technologies for language teaching. Although they did not study the relationship between undergraduate program and educational technology anxiety directly, Ekizoglu and Ozcinar (2010) found that ELT students' computer anxiety level was the lowest in their study when compared to those studying at following departments; Elementary School Teaching (EST), Pre-School Teaching (PST), Turkish Language Teaching (TLT), Computer Education and Educational Technology (CEIT), Guidance & Psychological Counseling (GPC).

Eighth, this study has revealed that the teachers are having previous online teaching experience feel less anxious regarding educational technologies when compared to those without previous online teaching experience. Additionally, this study has indicated that the institutional factors such as lack of technological devices or encouragement for technology-integrated teaching and the disadvantages

regarding technology make the teachers with no previous online teaching experience feel more anxious. Accordingly, it can be concluded that the teachers with previous experience are more capable of integrating and managing educational technologies while teaching online during the Covid-19 pandemic. This result shows consistency with the related literature as well. When teachers have high technology experience and use educational technologies frequently, they feel less anxious (Efe & Efe, 2016; Hong & Koh, 2002; Namlu & Ceylan, 2003; Semerci & Aydin, 2018; Ursavas & Karal, 2009).

Ninth, this study has revealed that the EFL teachers' anxiety towards educational technologies varies significantly regarding the training they received for educational technologies. Accordingly, the teachers who were provided training on educational technologies feel less anxious than the ones who were not trained. Furthermore, it has been found that the teachers without any training for educational technologies before the pandemic experienced anxiety more often in terms of technological drawbacks like students' lack of technology knowledge and skills, integration of technology in teaching, and dealing with technical issues. It is possible to relate this difference to the increased efficacy in educational technologies among trained teachers. Moreover, this study has investigated the teachers' anxiety for educational levels in terms of the providers of the training: current schools or bachelor/master's programs. It was found that the teachers' overall anxiety for educational technologies was lower when their schools provided training on how to use educational technologies in teaching. Likewise, the teachers in this study felt more anxious about technology integration and technological disadvantages when their institutions did not provide necessary training or encourage the teachers for educational technologies. In the same vein, some of the interviewees mentioned noticing the importance of technology integration in teaching and using educational technologies effectively during distance education thanks to the training provided by their schools. The change in their understanding and positive experiences they had after the training might have reduced their anxiety. In their study, Semerci and Aydin (2018) also concluded that teachers with no previous ICT training have a higher ICT anxiety level than those receiving ICT training. On the other hand, the training provided during bachelor/master's degree did not make any difference in the

teachers' anxiety for educational technologies. This could be because technology develops fast and those training get out of date after a while.

Tenth, the findings of this study have shown that the EFL teachers' anxiety for educational technologies varies in all dimensions in terms of their work-related responsibilities except for the institutional factors. More clearly, the teachers who are only responsible for teaching feel more anxious in terms of technology drawback-constraints, technology integration, technology management, and technical issues compared to those with either academic or administrative duties and teaching. This could be related to the teaching workload since teachers officially have a minimum teaching load when they have academic or administrative duties. Moreover, the technological platforms or infrastructures are generally chosen and introduced by the administrative and academic units at school which might have contributed to their confidence and reduced their anxiety.

Finally, this study has also revealed that the educational level at which the teachers work makes a significant difference in their anxiety arising from their institution. That is to say, the teachers who work at primary-secondary schools feel more anxious than the ones working at high schools and tertiary level. When this result is considered, it can be concluded that students at high schools and tertiary level are more conscious of their learning process, and this situation can make it easier for the teachers to manage the process. On the other hand, young learners need more concrete and experiential learning that needs face-to-face interaction, but it is impossible to provide such a learning environment with distance education. Thus, it might have become more challenging for students and teachers to deal with the distance education process and the Covid-19 pandemic.

Apart from the variables referred above, this study has also indicated that the Turkish EFL teachers' anxiety level during the Covid-19 pandemic does not differ in terms of their marital status, the number of children they have, educational status, the number of students they teach, the number of people at their house and the time they spend online. Though statistically insignificant, it is seen that single teachers feel less anxious regarding all the dimensions except technology management anxiety. Likewise, the level of anxiety among teachers with a bachelor's degree is slightly

higher than those with an MA/PhD and teachers spending 4-5 hours online have slightly higher anxiety than the ones spending 1-3 hours.

5.2 Conclusion

This study aimed to determine the Turkish EFL teachers' anxiety towards educational technologies and burnout level during the Covid-19 pandemic as well as revealing any possible relation between these variables. Based on the findings, it is possible to make the following conclusions. First, the EFL teachers experienced a medium level of emotional exhaustion, a low level of depersonalization, a high level of personal accomplishment, and a medium level of anxiety towards educational technologies during distance education under the pandemic conditions. Second, the EFL teachers' feelings of burnout and anxiety towards educational technologies are significantly correlated which means when they get more anxious for technology integration, they experience burnout more often. Finally, there are several factors contributing to EFL teachers' burnout and anxiety for educational technologies: their age, undergraduate program they studied, institution type they work at, previous online teaching experience, training for educational technologies, teaching experience, and their work-related responsibilities.

5.3 Practical Recommendations

Below are made some practical recommendations for teachers, policy makers, and further research in the light of the findings and discussion above.

5.3.1 Recommendations for Teachers

First, some practical recommendations are made for teachers. Since there is a connection between the time spent online and burnout, teachers can be recommended to benefit from some strategies to shorten their internet use. Additionally, it is seen that confidence reduces the amount of anxiety felt by the teachers. Therefore, EFL teachers should pursue in-service training opportunities to learn about technological tools and to integrate them into their teaching. Furthermore, EFL teachers can be recommended to cooperate with their colleagues in terms of the use of educational technologies in teaching. Teachers who are using particular tools can design workshops in their institutions to share their experiences with other teachers to support them with a practical perspective. This also means an opportunity to have

warnings about possible difficulties or challenges, learn about effective strategies to cope with them beforehand, and come up with more efficient solutions collaboratively. This practical and collaborative support and training will decrease teachers' anxiety and free them from burnout syndrome.

5.3.2 Recommendations for Policy Makers

Based on the above-mentioned results, it is suggested that initial teacher education (ITE) programs should offer compulsory and practical courses to contribute to TPACK for EFL teachers. Training pre-service teachers to integrate technology into their teaching rather than merely introducing certain tools or apps will increase their adaptability to innovations after graduation. In the same vein, the Council of Higher Education and CPD (Continuing Professional Development) units of the institutions should organize practical professional development events to train and support in-service English teachers on educational technologies used in their local contexts. Moreover, the students should also be provided with necessary training concerning the use of educational technologies to facilitate their learning and ease their orientation process during distance education. Besides, the use of technology should be encouraged and integrated more into the curriculum to increase the technology efficacy among both teachers and students. Additionally, the gap regarding the facilities offered by the schools needs to be eliminated to provide sufficient technology infrastructure for everyone.

On the other hand, increasing collegiality among teachers might decrease their burnout level. It is suggested that workshops or professional events should be organized to boost support among teachers. Furthermore, a sufficient number of teachers should be employed to maintain the workload at a normal level. In this way, teachers might not suffer from the symptoms of burnout syndrome in the extreme. Finally, there is a need for an effective system in which the teachers are supported and not left alone whenever they are expected to handle a comprehensive innovation or a sudden shift like the online education during the pandemic.

5.3.3. Recommendations for Further Research

This study has focused on EFL teachers' burnout and anxiety for educational technologies during the Covid-19 pandemic. New studies with more participants can

be conducted when the pandemic is over to observe any possible difference in the big picture. Additionally, experimental studies with pre-service and in-service teachers might bring a different perspective to the issues addressed here. Additionally, this study included participant teachers from different levels such as primary-secondary schools, high schools and universities as well as two types of institution private and state. Focusing on each group separately can provide deeper insight into each context. Finally, the literature does not make certain conclusions about the role of particular factors in anxiety or burnout, so further research is warranted to lighten those contributing factors better.

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APPENDICIES

Appendix 1. Background Information Form

Kişisel Bilgi Formu

Covid-19 Pandemi Sürecinde İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Eğitim Teknolojilerine Yönelik Kaygıları ile Mesleki Tükenmişlikleri Arasındaki İlişki.

İstanbul Medeniyet Üniversitesi Lisansüstü Eğitim Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında, Dr. Öğr. Üyesi Ferdane DENKÇİ AKKAŞ danışmanlığında bir tez çalışması yürütmekteyim. Bu çalışma kapsamında, Covid-19 pandemisi ile deneyimlenen uzaktan eğitim sürecinde Türkiye’deki İngilizce öğretmenlerinin eğitim teknolojilerine ilişkin kaygılarının ve mesleki tükenmişliklerinin ortaya konması ve varsa aralarındaki ilişkinin belirlenmesi amaçlanmaktadır.

Sizden, bu amaç doğrultusunda hazırlanan bir anket doldurmanız beklenmektedir. Verdiğiniz cevaplar bu çalışma dışında kullanılmayacaktır. Her bir soruya samimi bir şekilde cevap vermeniz veriler açısından önem taşımaktadır. Anket **Kişisel Bilgi Formu, Eğitim Teknolojileri Kullanımı Kaygı Ölçeği** ve **Maslach Tükenmişlik Envanteri** olmak üzere üç bölümden oluşmakta olup yanıtlama süresi toplamda yaklaşık 15 dakikadır.

Katkılarınız ve içten cevaplarınız için şimdiden teşekkür ederim.

Herhangi bir sorunuz varsa görüşmek için aşağıdaki iletişim bilgilerini kullanabilirsiniz.

Nazife KAYA

E-mail: kaya.nazfe@gmail.com

Gönüllü Katılım Beyanı:

() Çalışmaya gönüllü olarak katıldığımı onaylıyorum.

Aşağıdaki soruları size en uygun seçenekleri işaretleyerek ya da açıklamalar yazarak yanıtlayınız.

1. Yaşınız:

2. Cinsiyetiniz

() Kadın () Erkek

3. Medeni durumunuz

☐ Evli ☐ Bekâr

4. Çocuk

☐ Yok ☐ 1 ☐ 2-3 ☐ 4-5 ☐ 6 ve üzeri

5. Mesleki Kıdeminiz(....Yıl):

6. Şuan yürütmekte olduğunuz görevleriniz/sorumluluklarınız (Birden fazla seçenek seçilebilir.)

- ☐ İdari görevim var (Müdür, müdür yrd.,bölüm başkanı/koordinatörü vb.)
☐ Akademik görev(ler)im var. (Ölçme-değerlendirme ve/veya materyal geliştirme komisyon üyeliği vb.)
☐ Öğrenci danışmanlığı görevim var.
☐ Derse giriyorum.
☐ Diğer:

7. Mezun olunan program:

- ☐ İngilizce Öğretmenliği
☐ Diğer Dil Alanı Bölümleri (Mütercim-tercümanlık, İngiliz Dili ve Edebiyatı, Amerikan Kültürü ve Edebiyatı, Dilbilim vb.)
☐ Diğer:

8. Eğitim Durumunuz

- ☐ Lisans Mezunu
☐ Lisansüstü Eğitim Mezunu (Yüksek lisans ve/veya Doktora)
☐ Lisansüstü Eğitim Devam Ediyor (Yüksek lisans ve/veya Doktora)

9. Çalıştığınız kurum türü

- ☐ Kamu Kurumu ☐ Özel Kurum

10. Çalıştığınız Kurum Kademesi (Birden fazla seçenek seçilebilir)

- ☐ Anaokulu ☐ İlkokul ☐ Ortaokul ☐ Lise
☐ Üniversite

11. Haftalık ders yükünüz: saat

12. Ders verdiğiniz toplam öğrenci sayısı (yaklaşık bir sayı yazabilirsiniz):
.....

13. Yaşadığınız evde siz dahil evden çalışan/eğitim alan toplam kişi sayısı

- ☐ 1 ☐ 2-3 ☐ 4-5 ☐ 6 ve üzeri

14. İnternette (sosyal medya, iş, alışveriş, eğitim vb) günlük olarak geçirdiğiniz ortalama süre

☐1 saat ☐2-3 saat ☐4-5 saat ☐6 saat ve üzeri

15. Pandemi süreci öncesi uzaktan eğitim ile ders verme tecrübeniz oldu mu?

☐ Evet ☐Hayır

16. Daha önce eğitim teknolojilerine yönelik eğitim aldınız mı?

☐Evet ☐Hayır

Cevabınız evetse;

- ☐ Lisans eğitim sırasında aldım.
- ☐ Lisansüstü eğitimim sırasında aldım.
- ☐ Çalıştığım kurumda aldım.
- ☐ Kendi isteğimle kurslara/eğitimlere katıldım.

Appendix 2. Educational Technologies Anxiety Scale (ETAS)

Eğitim Teknolojileri Kullanımı Kaygı Ölçeği (ETKKÖ)

Bu ölçek öğretmenlerin kendi derslerinde eğitim teknolojisi kullanmaya ilişkin kaygı düzeylerini ölçmektedir.

Lütfen aşağıdaki ifadeleri okuduktan sonra her bir durum için ne düzeyde kaygılandığınızı belirten en uygun seçeneği işaretleyiniz. Seçenekler şu şekilde sıralanmaktadır:

5. Kesinlikle Kaygılanıyorum
4. Kaygılanıyorum
3. Kararsızım
2. Kaygılanmıyorum
1. Kesinlikle Kaygılanmıyorum

	Kesinlikle kaygılanıyorum	Kaygılanıyorum	Kararsızım	Kaygılanmıyorum	Kesinlikle Kaygılanmıyorum
Faktör 1 (Görev Yeri Merkezli Kaygı)					
1) Görev yaptığım okulun teknolojik altyapısının yetersiz olmasından					
2) Görev yaptığım okulda yeterli teknolojik araç-gerecin bulunmamasından,					
3) Görev yaptığım okulda, okul yönetiminin eğitimde yeni teknolojilerin kullanımını teşvik etmemesinden,					
4) Görev yaptığım okulda, okul kültürünün eğitimde yeni teknolojilerin kullanımını teşvik etmemesinden,					
Faktör 2 (Teknoloji Dezavantaj-Kısıtlılık Merkezli Kaygı)					
5) Eğitimde teknoloji kullanımının öğrenciyi rahata alıştırmamasından (tembelleştirmesi),					
6) Öğrencilerimin teknolojiyi kullanma konusunda yeterli bilgi ve becerilerinin olmamasından,					
7) Öğrencilerimin teknolojiyi amaç dışı kullanmalarından					

8) Okulun maddi yetersizliğinden dolayı eğitimde teknolojiyi kullanamamaktan,					
9) Okulun maddi yetersizliğinden dolayı teknoloji ürünlerini yenileyememek/bakım, onarım yaptıramamaktan,					
10) Kullanılan teknolojinin okul ortamında yüz yüze iletişimi engellemesinden					
11) Okul yönetiminin teknolojik ürünlerin temin edilmesinde isteksiz olmasından					
Faktör 3 (Teknoloji-Entegrasyonu Merkezli -Teknolojiyi Eğitim Sürecine Entegre Edebilme)					
12) Teknoloji kullanarak derste kullanacağım materyali hazırlayamamaktan,					
13) Gelişen teknolojiye ayak uyduramamaktan					
14) Teknolojiyi kendi amaçlarıma uygun olarak kullanamamaktan,					
15) Teknolojik gelişmeleri eğitimde kullanamamaktan					
16) Hangi öğrenme durumlarında hangi teknolojiyi kullanacağımı bilememekten,					
Faktör 4 (Teknoloji Yönetimi Merkezli Kaygı)					
17) Eğitimde kullandığım teknolojinin her öğrenciye hitap etmemesinden					
18) Eğitimde kullandığım teknolojilerin öğrencilerimin düzeyine uygun olmamasından					
19) Eğitimde teknolojiye bağımlı olmaktan (Teknoloji kullanmadan eğitim yapamamaktan					
20) Görev yaptığım okulda teknolojiden sorumlu olarak görülmekten,					
21) Meslektaşlarıma kıyasla teknolojik ürünleri etkili kullanamamaktan,					
Faktör 5 (Teknik Merkezli Kaygı)					
22) Eğitimde Teknoloji (İnternet, bilgisayar, video projeksiyon, yazıcı vb.) kullanımına ilişkin yeterli bilgi ve beceriye sahip olamamaktan,					
23) Öğrencilerimin teknoloji kullanımına ilişkin bilgisinin benden daha çok olmasından,					
24) Bozulan teknolojik araç-gereçleri öğrencimin önünde çalıştıramamaktan					

Appendix 3. Maslach Burnout Inventory-Educators Survey (MBI-ES)

Maslach Tükenmişlik Envanteri-Eğitimci Formu

Bu ölçek öğretmenlerin mesleki tükenmişlik seviyelerini ölçmektedir.

Lütfen aşağıdaki ifadeleri okuduktan sonra maddelerde belirtilen durumları ne sıklıkla hissettiğinize göre sizin için en uygun seçeneği işaretleyiniz. Seçenekler şu şekilde sıralanmaktadır:

0. Hiçbir zaman
1. Yılda birkaç kez
2. Ayda bir kez
3. Ayda birkaç kez
4. Haftada bir kez
5. Haftada birkaç kez
6. Her gün

	Hiçbir zaman	Yılda birkaç kez	Ayda bir kez	Ayda birkaç kez	Haftada bir kez	Haftada birkaç kez	Her gün
Duygusal Tükenme							
1) Öğretmenlikten duygusal olarak soğuduğumu hissediyorum.							
2) Okulda günü bitirdiğimde kendimi bitkin hissediyorum.							
3) Sabah kalkıp yeni bir iş gününe başlamam gerektiğinde kendimi yorgun hissediyorum.							
4) Bütün gün öğrencilerle çalışmak beni gerçekten zorluyor.							
5) Öğretmenliğin beni tükettiğini hissediyorum.							
6) Öğretmenlik mesleğinin beni hayal kırıklığına uğrattığını düşünüyorum							
7) Öğretmenlikte iş yükümün çok fazla olduğunu hissediyorum.							

8) Öğrencilerle çalışıyor olmak beni oldukça strese sokuyor							
9) Öğretmenliğe daha fazla dayanamayacakmışım gibi hissediyorum							
Duyarsızlaşma							
10) Bazı öğrencilere sanki nesnelermiş gibi davrandığımı hissediyorum.							
11) Öğretmenliğe başladığımdan beri öğrencilere karşı daha çok duyarsızlaştım							
12) Öğretmenliğin beni duygusal olarak katılaştırdığını düşünüyorum							
13) Bazı öğrencilere ne olduğunu gerçekten umursamıyorum							
14) Öğrencilerin bazı sorunlarından dolayı beni suçladıklarını hissediyorum.							
Kişisel Başarı							
15) Öğrencilerimin bir konu hakkında ne hissettiğini kolayca anlayabiliyorum							
16) Öğrencilerimin sorunlarıyla çok etkin bir şekilde ilgileniyorum.							
17) Bir öğretmen olarak öğrencilerin yaşamlarını olumlu bir şekilde etkilediğimi hissediyorum.							
18) Kendimi çok zinde hissediyorum.							
19) Rahat bir çalışma ortamını öğrencilerimle birlikte kolayca yaratabiliyorum.							
20) Öğrencilerimle iç içe gerçekleştirdiğim bir çalışmadan sonra içimin coşkuyla dolduğunu hissediyorum.							
21) Öğretmenlikte kayda değer pek çok şey başardım.							
22) İşimde karşılaştığım duygusal problemlerle oldukça sakin bir şekilde baş ediyorum.							

Appendix 4. Semi-structured Interview Form

GÖRÜŞME PROTOKOLÜ

Araştırma Konusu: Covid-19 Pandemi Sürecinde İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Eğitim Teknolojilerine Yönelik Kaygıları ile Mesleki Tükenmişlikleri Arasındaki İlişki

Yer:

Tarih/saat :

Görüşmeci :

Sayın Katılımcı,

“Covid-19 pandemi sürecinde İngilizceyi yabancı dil olarak öğreten öğretmenlerin eğitim teknolojilerine yönelik kaygıları ile mesleki tükenmişlikleri arasındaki ilişki” başlıklı çalışmamız için sizinle bir görüşme yapacağım. Araştırma kapsamında, Covid-19 pandemi sürecinde mesleki tükenmişlik ve eğitim teknolojileri kullanımına ilişkin kaygınızı ortaya koymak üzere çeşitli sorular yönelteceğim. Görüşmemiz yaklaşık 25-30 dakika sürecektir.

Amacımız:

Bu çalışmanın amacı, Covid-19 pandemisi ile birlikte deneyimlenen uzaktan eğitim sürecinde Türkiye’deki İngilizce öğretmenlerinin/öğretim görevlilerinin eğitim teknolojilerine ilişkin kaygılarını ve mesleki tükenmişliklerini ortaya koymak; kaygı ve tükenmişlik bağlamında deneyimlerini derinlemesine incelemektir.

Elde edilen veriler bilimsel bir çalışma dışında hiçbir amaçla kullanılmayacak ve bulgular paylaşılırken kimliğiniz gizli tutulacaktır. Ancak, görüşmeye katılmama veya katıldıktan sonra istediğiniz herhangi bir anda görüşmeden ayrılma hakkına da sahipsiniz. Katılımınız ve katkılarınız için şimdiden teşekkür ederiz.

Görüşme Soruları

1. Kısaca eğitim durumunuz ve mesleki deneyiminizden bahseder misiniz?
2. Şu an okulunuzdaki iş yükünüzden bahseder misiniz?
 - a. *Okulda ne gibi görev ve sorumluluklarınız var (ders yükü, idari veya komisyon görevleri vb)?*
3. Yukarıda bahsettiğiniz iş yükü bir öğretmen olarak size nasıl hissettiriyor? Neden böyle hissediyorsunuz?
 - a. *Kurum içi iletişim şekli (resmi yazılar, e-mail, Whatsapp grupları, mesajlaşma vb) bu hissiyatınızı nasıl etkiliyor?*
 - b. *Bu durum kişisel hayatınıza nasıl yansıyor?*

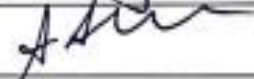
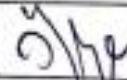
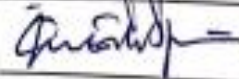
4. Covid-19 pandemisi ile birlikte uzaktan eğitime geçiş süreci bir öğretmen olarak okuldaki iş yükünüzü nasıl etkiledi?
 - a. *Geçiş sürecinde neler yaşadınız?*
 - b. *Yaşadıklarınız bir öğretmen olarak size neler hissettirdi?*
 - c. *Pandemi sonrası süreçte İngilizce öğretmeni olarak mesleğinize bakış açınız değişti mi? Neden?*
5. İngilizce öğretiminde eğitim teknolojilerinin kullanımına yönelik görüşleriniz nelerdir?
 - a. *Günlük yaşamınızda teknoloji ile ilişkinizi nasıl tanımlarsınız?*
 - b. *Bir İngilizce öğretmeni olarak teknoloji ile ilişkinizi nasıl tanımlarsınız?*
 - c. *Uzaktan eğitimi İngilizce eğitiminin doğasına ne düzeyde uygun buluyorsunuz? Neden?*
 - d. *Öğrencilerinizin teknoloji ile ilişkileri hakkında ne düşünüyorsunuz?*
6. Pandemi öncesinde (yüz yüze öğretim sırasında) derslerinizde eğitim teknolojilerinden ne kadar yararlanıyordunuz?
 - a. *Varsa kullandığınız uygulama ya da platformlardan bahseder misiniz? Ne sıklıkla ve ne şekilde kullanıyordunuz?*
 - b. *Bu eğitim teknolojilerini nereden öğrendiniz? Kendi öğretiminize/derslerinize entegre etmeye nasıl/neden karar verdiniz?*
7. Uzaktan eğitim süreci ile birlikte dersleriniz için kullanmanız beklenen eğitim teknolojilerine (uygulama veya platform) adaptasyon sürecinizi anlatır mısınız?
 - a. *Bu süreçte herhangi bir oryantasyon veya eğitim aldınız mı? Bu sizi nasıl etkiledi?*
 - b. *Derslerinizi uzaktan eğitime nasıl adapte ettiniz?*
 - c. *Süreçte herhangi bir sorun ya da güçlükle karşılaşırsanız nasıl çözüyorsunuz?*
 - d. *Öğrencilerinizin uzaktan eğitime uyum sürecini nasıl değerlendiriyorsunuz?*
8. Sanal sınıfta ve gerçek sınıfta ders işlerken hissettiklerinizi karşılaştırmanızı rica etsem neler söylersiniz?
 - a. *Yüz yüze ve uzaktan derslere hazırlanırken neler yapıyorsunuz?*
9. Eklemek istediğiniz başka bir şey var mı?

Appendix 5. The Ethics Committee Approval

 İSTANBUL MEDENİYET ÜNİVERSİTESİ	T.C. İSTANBUL MEDENİYET ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ETİK KURULU KARARI
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Tarihi 07/12/2020	Sayı 2020/04-03
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ARAŞTIRMA BAŞLIĞI	EFL Teachers' Anxiety Towards Educational Technologies in Relation to Teacher Burnout During Covid-19 Pandemic (Covid-19 Pandemi Sürecinde İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Eğitim Teknolojilerine Yönelik Kaygıları ile Mesleki Tükenmişlikleri Arasındaki İlişki)
ARAŞTIRMANIN TÜRÜ	Karma Yöntem
ARAŞTIRMACI(LAR)	Öğr. Gör. Nazife KAYA
KARAR	Etik açıdan uygundur.

Görevi	Kurul Üyeleri	İmza
Başkan	Prof. Dr. Halil İbrahim SAĞLAM	
Üye	Prof. Dr. Ahmet AKIN	
Üye	Prof. Dr. Özlem FEDAL	—
Üye	Prof. Dr. Çiğdem KILIÇ	—
Üye	Doç. Dr. Yeşim GÜLEÇ ASLAN	
Üye	Doç. Dr. Özge CENGİZ	
Üye	Doç. Dr. Özcan Erkan AKGÜN	
Üye	Av. Fevziye DOĞRUER	—

Appendix 6. The Permission for the Use of the Educational Technologies Anxiety Scale

" Eğitim Teknolojileri Kullanımı Kaygı Ölçeği (ETKKÖ)" kullanma izin talebi

Report message · Block user



Nazife Kaya

an hour ago

Hocam Merhaba,

Ben İstanbul Medeniyet Üniversitesi, İngiliz Dili Eğitimi programı tezli yüksek lisans öğrencisi Nazife Kaya. Dr. Ö. Üyesi Ferdane Denkci Akkaş danışmanlığında, Covid-19 pandemi sürecinde İngilizce öğretmenlerinin eğitim teknolojileri kullanım kaygıları konulu bir tez çalışması yürütmekteyim. Bu çalışma kapsamında (Yalçınalp, S., & Cabı, E. , 2015. Eğitim Teknolojileri Kullanımı Kaygı Ölçeği (ETKKÖ): Ölçek Geliştirme Çalışması. İlköğretim Online, 14(3).) sizin çalışmanızda geliştirdiğiniz Eğitim Teknolojileri Kullanımı Kaygı Ölçeği (ETKKÖ) ni referans göstererek kullanmak istiyoruz. Bu konuda yardımcı olursanız ve ölçeği kullanmamız için izin verirseniz çok memnun oluruz. İlginize teşekkür ederim.

Saygılarımla,
Öğr.Gör.Nazife KAYA



Emine Cabı to you

an hour ago

Sevgili Nazife,

Geliştirmiş olduğumuz ölçeği yapacağınız araştırmada referans vererek kullanmanızda bir sakınca yoktur. EK'te derecelendirme satırı ile ölçek maddelerinin yer aldığı dosya yer almaktadır.

Çalışmalarınızda kolaylıklar dilerim.

 ETKKÖ_tekn_kaygı.doc

Appendix 7. The Permission for the Use of the Maslach Burnout Inventory

"Maslach Tükenmişlik Envanteri-Eğitimci Formu" kullanma izin talebi Gelen Kutusu x



Nazife Kaya <kaya.nazfe@gmail.com>

Alıcı: nbaris.ince

26 Ekim Pzt 12:50 (5 gün önce)



Hocam Merhaba,

Ben İstanbul Medeniyet Üniversitesi, İngiliz Dili Eğitimi programı tezli yüksek lisans öğrencisi Nazife Kaya. Dr. Ö. Üyesi Ferdane Denkci Akkaş danışmanlığında, Covid-19 pandemi sürecinde İngilizce öğretmenlerinin mesleki tükenmişlikleri konulu bir tez çalışması yürütmekteyim. Bu çalışma kapsamında (İnce, N. B., & Şahin, A. E., 2015. Maslach Tükenmişlik Envanteri-Eğitimci Formu'nu Türkçe'ye Uyarlama Çalışması. Eğitimde ve Psikolojide Ölçme ve Değerlendirme Dergisi, 6(2), 385-399.) sizin çalışmanızda Türkçeye uyarlanan Maslach Tükenmişlik Envanteri-Eğitimci Formu'nu referans göstererek kullanmak istiyoruz. Bu konuda yardımcı olursanız ve ölçeği kullanmamız için izin verirseniz çok memnun oluruz. İlginize teşekkür ederim.

Saygılarımla,
Öğr.Gör.Nazife KAYA



Nuri Baris INCE

Alıcı: ben

30 Ekim Cum 23:46 (17 saat önce)



Sayın Kaya merhabalar, uyarlamasını yapmış olduğumuz envanteri sizin de vurgulamış olduğunuz makaleyi referans göstererek çalışmalarınızda kullanabilirsiniz. Etik duyarlılığınız için teşekkür eder, çalışmalarınızda başarılar dilerim.

--

Nuri Banş İNCE
Hacettepe Üniversitesi
Eğitim Fakültesi
Temel Eğitim Bölümü
Sınıf Eğitimi ABD
06800 Beytepe/Çankaya
Ankara/TÜRKİYE

ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı: Nazife KAYA

Uyruğu: T.C.

EĞİTİM

Derece	Kurum	Mezuniyet Yılı
Lisans	Boğaziçi Üniversitesi, Eğitim Fakültesi, ELT	2017
Yüksek Lisans	İMU, Lisansüstü Eğitim Enstitüsü, Yabancı Diller Anabilim Dalı	Devam ediyor

İŞ TECRÜBESİ

Tarih	Kurum	Görev
2017-2018	Kutlubey Okulları	İngilizce Öğretmeni
2018-2019	Amasya Dil Kursu	İngilizce Öğretmeni
2019-2021	Kapadokya Üniversitesi	Öğretim Görevlisi
2021-Devam	İstanbul Medipol Üniversitesi	Öğretim Görevlisi

YABANCI DİLLER

İngilizce	İleri Seviye
Almanca	Başlangıç Seviyesi
İspanyolca	Başlangıç Seviyesi

HOBİLER

Film izlemek, seyahat etmek, kitap okumak.