Back To School Feelings of Teachers of English: How Are They Doing in The School?

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Abstract

Like many other countries in the world, Turkey's education system is going through closures and re-openings of schools since the outbreak of the pandemic in 2020. In this paper, authors attempt to identify primarily how Turkish teachers of English feel during the most recent back to school ritual during what the Turkish government calls 'controlled normalcy' period. The data for the study were collected through a two-part questionnaire (see Appendix I) eliciting opinions of a total of 171 English language teachers practicing at state and private-run schools across Turkey. The first part of the questionnaire included questions corresponding to teachers' feelings about while the second part asked questions about the participants' professional concerns with regard to resuming teaching in person during the declared controlled normalcy. Findings of the research revealed that the participating teachers do have concerns about teaching face to face. Although there is no significant difference between the professional and emotional concern levels of the participants; the results of the research designated that teachers with 15 years of teaching experience have more professional concerns than other groups.

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Introduction

According to the Chaos Theory, small-scale events can have enormous results and an event happening anywhere in the world can give rise to another event. In this case, order causes disorder and the results of the triggering event can affect the whole system altogether. As stated in Chaos Theory, the flapping of a butterfly's wings in New Mexico can cause a worldwide storm (Lorenz, 1972). The Covid-19 pandemic which emerged in Wuhan, China in December 2019 created a worldwide storm and greatly affected the most important components of society such as health, economy, politics and education. According to the data of the World Health Organization (WHO, 2021), the pandemic, which was detected in a total of 115,289,961 people in 219 countries or regions around the world as of 05 March 2021, caused the death of 2,564,560 people.

Most governments around the world have taken extraordinary measures to prevent the spread of coronavirus and one of these measures was the temporary closure of schools. The closures applied by these countries have significantly affected hundreds of millions of students. Several other countries have applied localized closures affecting millions of additional students (UNESCO, 2021). According to data published by UNESCO on January 25, 2021, one year into the pandemic, the education of 800 million students worldwide, more than half of the students in the world, is hampered by the closure of schools. With the closure of schools, education continued through distance education so-called 'Education in emergency' (Pokhrel and Chettri, 2021) in many countries. While 31 countries are implementing full closure across the world, education is performed on a part-time basis in 48 countries (UNESCO, 2021) and the Covid-19 pandemic has caused the largest disruption of education in history, (UN, 2020).

Education in Turkey was greatly impacted by this outbreak. Lockdown and other preventing measures due to the COVID-19 pandemic have led to closures of schools in most countries as well as Turkey. The first case of COVID in Turkey was seen on March 11, 2020, and the important decision concerning education was announced and face-to-face education was suspended for two weeks. Then the Minister of National Education declared that the students would their education online. It was decided to continue education through TV broadcasts for three different education levels, namely primary school, middle school and high school through TRT (Turkish Radio and Television Corporation), and on the internet through EBA (the Education Information Network).

Literature Review

There is a rising concern about the mental health challenges of the general population (Kar et. al., 2020) and the teachers are the most affected professional group with regard to the pandemic (Diliberti et.al, 2021; Weale, 2020). As specified in earlier studies, being the most critical determinant of quality in education, teachers had to cope with various setbacks physically and mentally during this abnormal period. In addition to decision- makers, teachers also have been experiencing difficulties in the online education process (Demir & Gologlu Demir 2021). Hebebci, Bertiz, & Alan (2020) have conducted a study to discover the views of students and teachers on distance education activities generated in Turkey. 20 students and 16 teachers (5 English, 4 Turkish and 7 I.T. teachers) participated in the research. The teachers who participated in the study stated that the biggest problem with distance education is the lack of interaction. A survey of over 10,000 teachers detected that 92.8% of teachers experienced emotional fatigue, stress, anguish or anxiety due to lockdown and online education. Excessive bureaucratic duties, unclear instructions, lack of support from the school management and lack of technical means were the main problems identified by teachers (CSIF, 2020).

According to a study conducted by Arora and Srinivasan (2020), it was revealed that the reasons for lack of interaction were low participation in the course, lack of communication and connection problems. All these changes in education have assigned new roles for the teachers during Covid-19 pandemic. The traditional role of teacher has shifted from classroom to virtual teaching. This gave birth to an emerging need for digital pedagogy, and this has brought additional responsibility and concerns for the teachers (Barron et.al. 2021). Since the countries were not prepared for such calamity yet, the pandemic has exerted stress among teachers by leading to back-to-school concerns what might be called 'in limbo' period. This is one crucial finding disseminated by the Education Support (ES- 2020) of UK as well. According to ES 2020 report on Teacher Wellbeing Index, 62% of the participating teachers and education staff in the UK describe themselves as stressed (ES report 2020). In the same report, it was emphasised that this burnout is not simply the result of being overworked and underpaid conditions, but more of prolonged stress. To this end, the governments around the world, have been taking steps to help teachers in this unstable period. To exemplify, in the UK there is a mental and wellbeing helpline to help teachers during the sensitive period. Some other countries support their teachers with the technological facilities. For example, students in Sierra Leone, where the main distance learning channel is live radio, use the toll-free hotline to ask their teacher any questions (Barron et al., 2021).

According to a survey conducted in Brazil by Instituto Peninsula, 83% of teachers did not consider being prepared to teach remotely, 67% were anxious, 38% felt tired, and only less

than 10% were happy or satisfied. The pandemic has highlighted the need for flexibility and more time for student-teacher interactions. For example, in Estonia, to remedy the embedded hardships and alleviate the drawbacks, teachers were given autonomy to adjust the curriculum, lesson plans, and their time allocation. All these has provided a sort of freedom and lessened the concerns and stress of the teachers, (Barron et.al. 2021).

In another study conducted by Hebebci, Bertiz, & Alan (2020), it was explored that teachers think that distance education is not as effective as face-to-face education. What is noteworthy is that the teachers who state this have 10 years of teaching experience with relatively limited digital literacy. Besides, it has been revealed that most of the teachers who support this view had no experience in distance education.

The findings of another study implemented during the pandemic revealed that teachers urgently need to gain skills in educational applications and platforms as due to this, they are 'low in motivation to use distance education technologies' (Aytaç, 2020).

As a result of the problems experienced in the distance education process and the understanding that distance education cannot replace school, many countries have started planning to open schools and other institutions with minimum risk. These plans are primarily for schools to prevent the re-emergence of the epidemic and to prevent learning losses. Besides, preparations are also actualized for a possible future epidemic or emergency (Brooks et al., 2020). What calls for attention is even though the teachers are the ones who are expected to be implementing what has been dictated them through constantly changing educational decisions, they are excluded from the decision-making processes. Being the backbone of education, the teachers should be a part of the education-related decision-making process.

A substantial lesson learned during the pandemic is how crucial role teachers play in implementing curricular plans and ensuring continuity of education. When schools reopen, much will depend on teachers, such as ensuring that students can continue their education safely and healthily and make up for skills and knowledge that may have been lost (UNICEF, 2020). It will be necessary for policymakers and education leaders to provide teachers with the working conditions, required training and resources they need to fulfil their essential role as educators, which will certainly have a value aftermath of the pandemic (Garcia, 2020). To be able to provide these working conditions, necessary training and resources, policymakers need to focus on the ideas and concerns regarding the reopening of schools. In a national poll implemented by NPR/Ipsos (2020), it has been found that eighty-two percent of K-12 teachers say they are worried about returning face-to-face education, while two-thirds prefer to teach

primarily remotely. The results also indicate that 77% of teachers are concerned about risking their health. EMA (2020) also carried out a survey of K-12 teachers to find out how the COVID-19 pandemic impacted teaching in spring 2020 and learn about their concerns for the upcoming school year. The greatest concern of teachers about returning to school has been revealed to be related to the health of school staff (67%) and students (62%). Other concerns can be listed as follows: mental health of students (37%) and recovery of students' learning losses (41%), strict rules that require teachers or students to stay at home if they get sick (75%), strict measures for cleaning (71%). This research revealed that teachers additionally have professional concerns. According to the study, 41% of the teachers stated that they needed professional development in strategies to ensure the participation of students in distance education and the use of technological tools such as Zoom, Skype and other LMSs.

Compared to the general population, teachers are at risk for higher levels of psychological stress and lower levels of job satisfaction (Travers & Cooper, 2012). According to Kyriacou (1987), teacher stress is the teachers' experiences that arise from unpleasant emotions such as anger, anxiety, tension, frustration and depression brought about by the teaching profession itself. Brenner and Bartell (1984) suggested that teacher stress results from the combined effects of teacher and school characteristics, potential stress factors in the school environment, actual stress factors, generally perceived stress factors related to work, stress reactions, health status as well as personal traits. With regard to stress among teachers, it can easily lead to alienation, indifference and absenteeism and eventually interfere with students' success (Guglielmi & Tatrow, 1998). Various stressors in teachers' lives make their lives very difficult and negatively affect their physical, mental and social lives.

Recent studies have reflected that due to workload and the uncertainty of the situation teachers accumulated a high level of stress since the outbroke of the pandemic (Besser et al., 2020; Ozamiz et al., 2021). This has affected teachers to a greater degree when they are back to school during so called 'normalcy period'. As a result, the performance of the teacher and accordingly the performance of the education system decreases. For this reason, in order to maximize teachers' productivity, it is essential to minimize their stress level related to school concerns, which is one of the biggest challenges of teachers. In this context, considering the crucial role of the teacher within the education system, it is valuable to identify various stress factors in teachers' lives (Randhawa, 2009). Today, the most substantial issue which affects the professional lives of teachers, as well as their health is the emotional causes of COVID-19 pandemic. To Jones (2020), living in pandemic can cause feelings of uncertainty, especially when there is no treatment, and this makes it more urgent to understand the mental and

emotional causes on teachers. To Jones, understanding emotional cause of virus is more significant than finding a medication that will mask it. Similarly, in their study in the USA Diliberti et.al., (2021) stated that the teachers are facing the most challenging time in their career as the coronavirus disease 2019 (COVID-19) pandemic has added more stress to an already high-stress profession'. Therefore, apprehending and identifying the stress factors that may arise from COVID-19 and directly affect teachers and eliminate these factors is a must for the governments as this may eventually affect the entire education system.

To the best of researchers' knowledge, not many studies conducted during the 'normalcy period' measure the concerns of English teachers in Turkey but the studies that have been implemented suggest that they have psychological symptoms, and this reinforces the importance of reopening schools and universities (Kar, 2020; Aytaç, 2020, Ozamiz et al., 2021). A recent study has indicated that 'this crisis has caused teachers to suffer problems that are often related to a pandemic situation, such as anxiety, depression, domestic violence, and divorce, all of which restrict their ability to teach properly.', (Ozamiz et al., 2021).

As of March 2021, the Ministry of National Education government decided to reopen the schools 3 days a week with numbered students. As thus, teachers have resumed teaching in person after a year-long break (March to September 2020; and then November 2020 to March 2021). During the controlled normalcy period, as is commonly called, about one million teachers have started face to face teaching. Although there is a rumour that the lockdown period is in the air, at the time this study was conducted there was no account of lockdown. How teachers feel when they started face-to-face teaching during so called 'normalcy period' is worth to investigate.

In this empirical study, teachers were the main focus, one of the most vulnerable groups in the pandemic process, in Turkey and they were asked about their professional and emotional concerns and difficulties about the reopening of schools during the normalization process. The initial purpose is to explore the emotional and professional concerns of the Turkish teachers of English working at primary, lower secondary and high schools during 'normalcy period'.

Research questions

The current study was conducted to find answers to the following research questions:

1.   What emotional concerns do Turkish teachers of English have when they have resumed face to face teaching during the controlled normalcy period?

2.   What professional concerns do Turkish teachers of English have when they have resumed face to face teaching during the controlled normalcy period?

3.   Are there any differences in the participants' concerns with respect to gender, type of school, teaching experience?

Methodology

In the current study, an online survey method was utilized. Data for the study were collected during the second, third and fourth weeks of the reopening covering the time span from 5 March to 25 March, 2021. That is, it is assumed that the study reflects the initial concerns of the participating teachers when the schools were opened after a long period of time. The online questionnaire was shared in social media groups of the teachers. A total of 171 teachers teaching in distinct regions and cities throughout Turkey volunteered to respond to the online questionnaire.

The Participants

The study group of this research encapsulates 171 teachers teaching at public and private-run schools and was selected by means of a purposeful criterion sampling technique. All of the participants are delivering face to face lessons at the time of the data collection period at different grade levels in discrete provinces of Turkey in the 2020-2021 academic year. However, due to accessibility by researchers, the participants were mostly from Isparta, Hatay, Adana and Ankara. The characteristics of the participants are presented in Table 1.

Table 1. *Demographic Information About the Participants*

	GENDER		TYPE OF SCHOOL		YEARS OF EXPERIENCE				TEACHING LEVEL		
	Female	Male	State	Private	0-5 years	6-10 years	11-15 years	15 years +	Primary School	Secondary school	High school
Frequency	139	32	163	9	23	42	38	69	22	57	84
Percent	80,8	18,6	94,8	5,2	13,4	24,4	22,1	40,1	12,8	33,1	48,8

As can be seen from the above table, the study group embraces a total of 171 in-service teachers including 139 female and 32 male teachers currently teaching in Turkey. Of the teachers, the majority (40 % N= 69) have teaching experience over 15 years. The data displayed above reveal that the questionnaire was most responded to by high school teachers (N=84).

Data Analysis

The independent samples t-test was used to compare two independent variables. One-way analysis of variance ANOVA was used to compare multiple independent variables. Post Hoc tests were applied to know which of the multiple independent variables were significantly

different. In addition, descriptive statistical values of the data were incorporated in the study. Cronbach Alpha internal consistency method was applied to calculate the reliability coefficient of the scale. The reliability score of the scale was found to be 0,90.

Data Collection Tool

In order to collect data for the research, a questionnaire was constructed by the researchers. Once the initial item list was generated by the researchers, the items had to be adapted to a sample population in order to modify the list accordingly. For this purpose, a focus group were tasked with sharing their views on the pre-made items and generating additional ones. Finally, an interview was conducted with the focus group to collect the data. It was their second week at schools teaching. The majority of the items comprised in the questionnaire were generated based on this interview. The questionnaire embodied 3 parts; demographic information, emotional concerns, and professional concerns on a Likert scale with 1-5 degrees strongly disagree to strongly agree. In addition, 3 open-ended questions were included in the questionnaire (see Appendix A). The questionnaire was piloted with a data are normally distributed (Altunışık et al., 2012: 166).

Findings and Results

Emotional Concerns

The results of the normality tests related to the variables of the teachers' emotional concerns are given in Table 2. The table shows that the data have a normal distribution since the significance values of the Kolmogorov-Smirnov tests are higher than 0.05.

Table 2. Kolmogorov-Smirnov Results Showing the Normality of Teachers' Emotional Concerns Depending on All Variables

	GENDER		TYPE OF SCHOOL		YEARS OF TEACHING EXPERIENCE				TEACHING LEVEL		
	Female	Male	State	Private	0-5 years	6-10 years	11-15 years	15 years +	Primary School	Secondary school	High school
Statistic	0,062	0,094	0,059	0,260	0,121	0,076	0,107	0,126	0,157	0,122	0,105
Df	103	28	130	2	17	34	29	52	18	44	62
Sig.	,200*	,200*	,200*	,200*	,200*	,200*	,200*	,040	,200*	,098	,086

*This is a lower bound of the true significance.

Table 3 shows t-test results comparing teachers' emotional concerns concerning the gender and type of school. No significant difference is found between the teachers' emotional concerns with reference to the gender and type of school variables.

Table 3. T-Test Results Showing the Comparison of Teachers' Emotional Concerns Depending on the Gender and Type of School Variables

	GENDER	TYPE OF SCHOOL

F	,494	,574
Sig.	,483	,450
T	,910	-,925
Df	129	130

*p>0,005

One-way ANOVA test results indicate the comparison of teachers' emotional concerns in terms of the years of teaching experience and teaching level variables. The table designates no significant difference between the teachers' emotional concerns depending on the years of teaching experience. However, a significant difference has been discovered between the teachers' emotional concerns with regard to the teaching levels. The results of the Tamhane T2 test conducted to determine among which groups the emotional concerns of teachers differ depending on the teaching level variable are given in Table 4.

Table 4. One-way ANOVA Test Results Showing the Comparison of Teachers' Emotional Concerns Depending on the years of teaching experience and the teaching level variables.

	YEARS OF TEACHING EXPERIENCE	TEACHING LEVEL
Sum of Squares	1,471	4,992
Df	3	2
Mean Square	,490	2,496
F	,662	3,664
Sig.	,577	,029

According to the Tamhane T2 Test results, which was conducted to determine among which groups the emotional concerns of teachers differ according to the teaching level variable, the difference between emotional concerns is between the group teaching at the high school level and the group teaching at the secondary school level, and the difference is in favour of the group teaching at the secondary school level (Table 5).

Table 5. Tamhane T2 test results showing among which groups the emotional concerns of teachers differ depending on the teaching level variable.

Teaching level	Teaching level	Mean Difference	Std. Error	Sig.
Primary School	Secondary School	,24540	,29269	,795
	High School	-,19492	,29140	,883
Secondary School	Primary School	-,24540	,29269	,795
	High School	-,44031*	,14577	,010
High School	Primary School	,19492	,29140	,883
	Secondary School	,44031*	,14577	,010

Teachers who participated in the study had the following emotional concerns about returning to school in the new normalization period: 38% of them (n=66) felt that they were detached from their profession; 50% of them (n=86) felt lost between school and home life;

37% of them (n=65) had difficulties in adapting to school life, 41% of them (n=71) felt anxious about returning to school, 34% of them (n=60) had difficulty adapting to school routines, 55% of them (n=95) thought it was scary to return to school during the pandemic, 61% of them (n=105) found it difficult to adjust the social distance in the classroom, 65% of them (n=113) were very careful not to get close to the students, 47% of them (n=63) were discouraged by the lack of communication with the students.

Professional Concerns

The results of the normality tests related to the variables of the teachers' professional concerns are reflected in Table 6. When Table 6 is examined, it is concluded that the data is normally distributed in terms of gender, type of school and teaching levels. However, the significance level for 15+ years experienced teachers is below 0,05. As result, it can be concluded that the data is not normally distributed in terms of the years of teaching experience. As a result, no significant difference was detected between the teachers' professional concerns corresponding to the gender, type of school or teaching level variables. However, a significant difference ($p < 0.05$) was identified between the teachers' professional concerns depending on the years of teaching experience variable. When the results are examined, it can be concluded that teachers with 15 years of teaching experience have more professional concerns than the other groups.

Table 6. Kolmogorov-Smirnov Results Showing the Normality of Teachers' Professional Concerns Depending on All Variables

	GENDER		TYPE OF SCHOOL		YEARS OF EXPERIENCE				TEACHING LEVEL		
	Female	Male	State	Private	0-5 years	6-10 years	11-15 years	15 years +	Primary School	Secondary school	High school
Statistic	0,075	0,107	0,069	0,219	0,143	0,104	0,123	0,110	0,170	0,108	0,092
Df	139	32	163	9	23	42	38	69	22	57	84
Sig.	,055	,200*	0,57	,200*	,200*	,200*	,153	**,037**	,098	,096	,079

*This is a lower bound of the true significance.

T-test results in Table 7 displaying the comparison of teachers' professional concerns depending on the gender and type of school variable is examined, no significant difference is specified between the teachers' emotional concerns depending on the gender and type of school variables.

Table 7. T-Test Results Showing the Comparison of Teachers' Professional Concerns Depending on the Gender and Type of School Variable

	GENDER		TYPE OF SCHOOL	

F	,106	,001
Sig.	,745	,974
T	2,678	-,641
Df	169	170

*p>0,005

When Table 8 which displays the one-way ANOVA test results showing the comparison of teachers' professional concerns in connection with the years of teaching experience and teaching level variables is examined, no significant difference is found between the teachers' professional concerns with regard to the years of teaching experience and the teaching level variables.

Table 8. One-way ANOVA Test Results Showing the Comparison of Teachers' Professional Concerns Depending on the years of teaching experience and the teaching level variables

	YEARS OF TEACHING EXPERIENCE	TEACHING LEVEL
Sum of Squares	1,991	2,829
Df	3	2
Mean Square	,664	1,414
F	1,797	3,882
Sig.	,150	,023

Teachers who participated in the study had the following professional concerns about returning to school in the new normalization period: 83% of them (n=144) reflected that they were not ready to go back to school; 63% of them (n=108) denoted that they had the chance to use more visual resources while teaching at home. In addition, when asked for their opinions on distance education, 65% of the teachers (n=112) stated that distance education was more tiring than face-to-face education, and 45% (n=76) of them did not find the blackboard as practical as computers.

Significance of the Study

To the best of researchers' knowledge, this study is the only study conducted on the concerns of English language teachers during the normalcy period. Therefore, it is assumed that the findings of the study will inform the decision-makers about the concerns of the major stakeholders, that is, teachers. Informed by their concerns, the decision-makers may take some protective measurements relying on the findings of this empirical study.

Discussion and Recommendations

Since there have been no studies conducted on the current topic so far in Turkey, the researchers cannot discuss and compare the findings in light of the other studies. The present study investigated the emotional and professional concerns of the Turkish teachers of English during controlled normalcy period in which teachers returned schools for teaching subsequent

to a long period of distance education. The findings of the study demonstrated that 65% of the teachers are scared to get close to the students, more than half of the teachers were comprised in the survey find it scary to return to school during pandemic and for 61% of them it is difficult to adjust the social distance in the classroom. While 50% of them felt lost between school and home life, 65% found it difficult to adapt to school life. The latter finding is in harmony with the Education Support (ES) 2020 report on the Teacher Wellbeing Index which indicates that 65% of teachers had adversities in adapting to school life.

As it is seen from the findings above, the current study revealed the teachers' emotional and professional concerns about returning to school during the new normalization process. This knowledge and awareness of teachers' concerns will guide institutions and policymakers to provide the necessary and targeted support to teachers during the new normalization. To ensure the permanence of change, educators must be at the forefront of the design, evaluation, and implementation of such transitions (Martin et al., 2019). These transition processes inevitably cause concerns among teachers and these concerns should be taken into consideration when implementing intervention strategies.

In this new process, governments and ministry of education in particular should be aware of a wide range of issues affecting the mental health and wellbeing of teachers, therefore, while adapting the new changes the readiness of teachers needs to be ascertained and supported.

Like all professions, teachers are required to demonstrate the right behaviour for the benefit of others, but it is their greatest right to expect effective infection control while doing so. Teachers' fear of getting sick and worrying about returning to school is justified reactions since they endanger the lives of both themselves and their families by being physically at school in this process. Therefore, authorities should be aware that the decisions they make about opening and closing schools are a matter of life or death. Considering the challenges teachers are facing a few suggestions can be put forward, mental health-line to help both teachers and students, teacher training in digital tools and web resources (mental health related resources, educational resources websites and library sources) to help teachers in this turbulent time. Training sessions for mental health in schools should be another emergency plan to improve teacher's wellbeing.

Recommendation for Further Research

The current study investigated the concerns of the teachers at the beginning phase of the controlled normalcy period. The study might be replicated at a later time to see the

differences in concerns. Furthermore, it is advisable that students' concerns and emotions regarding the back school period may be investigated.

The Research and Publication Ethics Statement

The ethics committee approval has been obtained from Süleyman Demirel University on 21.09.2021 (111-12).

The Conflict of Interest Statement

In line with the statement of Committee on Publication Ethics (COPE), we hereby declare that we had no conflicting interests regarding any parties of this study.

Contributions of authors

We declare that all individuals listed as authors agree that they have met the criteria for authorship, agree to the conclusions of the study, and that no individual meeting the criteria for authorship has been omitted.

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The Psychological State of Teachers During the COVID-19 Crisis: The Challenge of Returning to Face-to-Face Teaching

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Appendix A

Turkish Teachers of English are in Limbo: Back to School Concerns

Dear Participant,

The purpose of this questionnaire is to obtain data about your feelings regarding your professional life during the controlled normalcy period. Your responses will be used only for research purposes. We appreciate your collaboration in advance.

1. Biographical information

   ☐ Female
   ☐ Male

1. Type of school you have been currently working

   ☐ State
   ☐ Private

3. Years of teaching experience

   ☐ 0-5 years
   ☐ 6-10 years
   ☐ 11-15 years
   ☐ 15 years +

4. Teaching level

   ☐ primary school
   ☐ lower secondary school
   ☐ high school

Emotional Concerns

In this part, you are asked questions to explore your emotional feelings

5. I am feeling detached from my profession.

	1	2	3	4	5	
strongly disagree	◯	◯	◯	◯	◯	strongly agree

6. I am feeling lost in between school and home life.

	1	2	3	4	5	
strongly disagree	◯	◯	◯	◯	◯	strongly agree

7. I am having difficulties in adapting to school life.

	1	2	3	4	5	
strongly disagree	◯	◯	◯	◯	◯	strongly agree

8. I am feeling anxious.

	1	2	3	4	5	
strongly disagree	◯	◯	◯	◯	◯	strongly agree

9. I am having difficulties in communicating with students.

	1	2	3	4	5	
strongly disagree	◯	◯	◯	◯	◯	strongly agree

10. I am feeling bored in the classroom.

	1	2	3	4	5	
strongly disagree	◯	◯	◯	◯	◯	strongly agree

11. I am having difficulties in communicating with my colleagues.

	1	2	3	4	5	
strongly disagree	◯	◯	◯	◯	◯	strongly agree

12. It feels scary to be back to school during the pandemic.

	1	2	3	4	5
	◯	◯	◯	◯	◯

strongly disagree   strongly agree

13.   I am having difficulties in adapting to school routines.

                     1   2   3   4   5

strongly disagree   ⬭   ⬭   ⬭   ⬭   ⬭   strongly agree

14.   It feels strange to be back in the classroom.

                     1   2   3   4   5

strongly disagree   ⬭   ⬭   ⬭   ⬭   ⬭   strongly agree

15.   I do not want to get involved in school work.

                     1   2   3   4   5

strongly disagree   ⬭   ⬭   ⬭   ⬭   ⬭   strongly agree

16.   I am feeling uncomfortable while trying to adjust social distance in the classroom.

                     1   2   3   4   5

strongly disagree   ⬭   ⬭   ⬭   ⬭   ⬭   strongly agree

17.   I am indifferent to what is going on at school.

                     1   2   3   4   5

strongly disagree   ⬭   ⬭   ⬭   ⬭   ⬭   strongly agree

8. I am having difficulties in concentrating on my lessons.

                     1   2   3   4

strongly disagree   ⬭   ⬭   ⬭   ⬭   ⬭   strongly agree

18.   I care utmost attention not to go closer to the students in the classroom.

                     1   2   3   4   5

strongly disagree   ⬭   ⬭   ⬭   ⬭   ⬭   strongly agree

19.   I am obsessed with falling ill.

                     1   2   3   4   5

strongly disagree   ⬭   ⬭   ⬭   ⬭   ⬭   strongly agree

20.   Students' lack of communication discourages me.

	1	2	3	4	5	

strongly disagree ⬭ ⬭ ⬭ ⬭ ⬭   strongly agree

21.   What else do you want to tell us?

Professional Concerns

This part includes the questions regarding your profession-specific opinions during the controlled normalcy period.

22.   I feel ready to teach face to face.

⬭ Yes

⬭ N
o

⬭ Not
sur
⬭ e
⬭

No idea