Inonu University Journal of the Graduate School of Education
Volume: 10, Issue: 20, October 2023

Stress and Its Causes Experienced by English Teachers and Lecturers during the Covid-19 Pandemic Distance Education Period

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Article History

Submitted: 09.06.2023
Accepted: 15.10.2023
Published Online: 16.10.2023

Keywords

Health and Well-being
Stress
ProfessionalStress
Personal Stress
Covid-19
Online Language Teaching

Abstract

Purpose: Covid-19 pandemic period has itself been a very strong reason for stress. It is observed that this period has created effects that cause negative feelings and shake the well-being of many people all over the world. While this is the case, many factors have emerged that cause stress for teachers who are provided with distance education. In this context, the current research aims to determine the stress causes of English teachers and their results, to determine the difficulties they experience in this process, and to evaluate the effects of distance education on the teaching Professionalal.

Design & Methodology: 293 English teachers working in high schools affiliated with the Ministry of National Education and teaching staff working in foreign language schools of universities in Erzurum participated in the research. In the study, data were collected using the convenience sampling method and through questionnaires distributed online. Stress Index designed by MacIntyre et al. (2020) was used as the data collection tool along with the Participant Identification Form created by the researcher and the stress levels of the participants were examined.

Findings: Based on the results obtained, a significant relationship was found between the stress levels of participants and some variables such as age, gender, language teaching experience, online teaching time, current working institution, current living conditions, comparison of current life and pre-Covid-19 life and lastly, living with a person working at home. However, no relationship was found between the stress levels of the participants and the teaching method they used.

Implications & Suggestions: Based on the findings, a more comprehensive quantitative and qualitative research should be carried out with more teachers and faculty stuff in case there exist an extraordinary reason for distance education again. Also, more research can be done about the psychological well-being and coping stress strategies among teachers.

DOI:10.29129/inujgse.1312015

İnönü Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi
Cilt: 10, Sayı: 20, Ekim 2023

İngilizce Öğretmenlerinin ve Öğretim Elemanlarının Covid-19 Pandemi Uzaktan Eğitim Döneminde Yaşadıkları Stres ve Nedenleri

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Makale Geçmişi

Geliş: 09.06.2023
Kabul: 15.10.2023
Online Yayın: 16.10.2023

Anahtar Sözcükler

Sağlık ve İyi Oluş
Stres
İş Stresi
Kişisel Stres
Covid-19 Salgını
Çevrimiçi Dil Öğretimi

Öz

Amaç: Covid-19 salgın dönemi başlı başına stres için çok güçlü bir neden olmuştur. Bu dönemin tüm dünyada herkes için stres yaratan ve iyi oluş hâlini sarsan etkiler yarattığı gözlenmektedir. Hal böyle iken bir de uzaktan eğitim veren öğretmenler için stres oluşturan birçok etmen baş göstermiştir. Bu bağlamda bu araştırmanın amacı, İngilizce öğreticilerinin stres durumlarını ve bunların sonuçlarını belirlemek, onların bu süreçte yaşadıkları zorlukları tespit etmek, uzaktan eğitimin öğretmenlik mesleğine etkilerini değerlendirmektir.

Yöntem: Araştırmada Erzurum ilinde Milli Eğitim Bakanlığı'na bağlı liselerde görev yapan 293 İngilizce öğretmeni ve aynı ilin üniversitelerin yabancı diller yüksekokullarında görev yapan öğretim üyeleri katılmışlardır. Uygun örnekleme yöntemi ile belirlenen katılımcılar MacIntyre ve diğ. (2020) tarafından geliştirilen ve çevrimiçi olarak dağıtılan Stres Ölçeğini ve araştırmacı tarafından oluşturulan Katılımcı Tanıma Formu'nu doldurmştur.

Bulgular: Elde edilen sonuçlar doğrultusunda İngilizce öğretmeni ve öğretim üyelerinin stres düzeyleri ile yaş, cinsiyet, dil öğretim deneyimi, çevrimiçi öğretim süresi, mevcut çalışılan kurum, mevcut yaşam durumu, mevcut yaşam ile Covid-19 öncesi yaşam farkı ve evden çalışan biriyle yaşama değişkenleri arasında anlamlı bir fark bulunmuştur. Fakat katılımcıların stres düzeyleri ile kullandıkları öğretim metodu arasında bir ilişki saptanamamıştır.

Sonuçlar ve Öneriler: Bulgulara dayalı olarak, uzaktan eğitim için tekrar olası bir olağanüstü neden olması durumunda daha fazla öğretmen ve öğretim üyesi ile daha kapsamlı nicel ve nitel araştırmalar yapılmalıdır. Ayrıca, öğretmenler arasında psikolojik iyi oluş ve stresle baş etme stratejileri hakkında daha fazla araştırma yapılabilir.

DOI:10.29129/inujgse.1312015

INTRODUCTION

Throughout history, humanity has faced various disasters in different periods. One of them is the Coronavirus (Covid-19) pandemic, which has occurred in recent history and has affected billions of people. The Covid-19 pandemic, which has shown its devastating effect all over the world in the past decade, has caused people to spend a period of time in their lives that they may never be forgotten (Serçemeli & Kurnaz, 2020). Hence, many countries had to take a relatively long break from social life and therefore education. Hence, schools were temporarily closed until certain dates and face-to-face education was paused and online education was started. It has been stated that more than 91 percent of students around the world and approximately 1.6 billion children and young people were affected by this process (Miks & McIlwaine, 2020; The United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). First of all, schools in Turkey were temporarily closed on March 16, 2020, and then more than 20 million students and more than one million teachers were switched to distance education all over the country (Can, 2020; The Ministry of National Education [MEB], 2020). MEB announced that it would start make-up education over the Internet with the Education Information Network (EBA) and on television with TRT by making changes in the weekly course schedules (MEB, 2020). MEB made a statement that the transition to distance education was started after the first Covid-19 case was seen in Turkey on March 11, 2020 (MEB, 2020). In its statement dated March 13, 2020, the Council of Higher Education (YÖK) announced that it had been decided that the programs that currently provide education would continue their education remotely, except for the applied education programs (YÖK, 2020). In distance education, although teachers and students were not physically in the same place, they connected and continued their education activities thanks to technological opportunities (Fidalgo *et al*., 2020; Yamamoto & Altun, 2020).

When the literature of the pandemic period is examined, in studies focused on the pandemic period, it is seen that the pandemic has caused problems in social, psychological and technical areas related to the distance education process (Karakuş et al., 2020). Studies represent that the isolation caused by the pandemic increases the feeling of depression, fear of getting sick, financial worries and loneliness, and reveals mental disorders such as anxiety disorder (Alves, *et al*., 2020; Aşkın *et al*. 2020; Ekiz *et al*., 2020; Polizzi *et al*., 2020)).

During the Covid-19 pandemic, there is ample research on distance and face-to-face education. In this context, many studies have been conducted on teachers' views and perceptions of distance education, their psychological well-being, stress situations and coping strategies, and especially their latest situation during the pandemic period (Almaghaslah & Alsayari, 2020; Alpaslan, 2020; Fidan, 2020; Kaden, 2020). Likewise, there are many studies examining the difficulties and negative emotions experienced by teachers during the distance education process (Balaman & Hanbay-Tiryaki, 2021; Baker *et al*., 2021; Besser *et al*., 2021; Chandler-Grevatt, 2020; Evans *et al*., 2021; Liu *et al.,* 2020).

Stress poses a threat to the person which causes psychological, physiological and mental tenderness (Graham-Bonnie, 1972). Stress is one of the most basic health problems in daily life since it occurs as a result of the body's physical, mental and chemical responses to situations that are frightening, exciting, confusing, dangerous, or disturbing (Byars, 2005) Besides, it is defined as a state of stress that threatens one's ability to cope with one's environment in one's emotions, thought processes or physical conditions (Koeske & Kirk, 1993: 320). Teachers, who are the basic elements of the education system, are faced with many factors that create stress. There are many factors creating stress for teachers such as incompatibility or incomplete harmony between the teacher and the working environment; students' discipline problems, overcrowded classrooms, excessive bureaucratic work, difficulties in promotion

(Kırımlıoğlu *et al*., 2011); professional roles and responsibilities (Wisniewski & Gargiulo, 1997). Besides, it may arise from conditions in the workplace and is considered a reaction or embodiment of feelings towards those conditions (Kyriacou, 2001).

When the relevant literature is examined, it has been observed that there are many studies on the stress situation of teachers. Some of these studies reveal the factors causing the most stress in teachers as follows: students' negative behaviors, inadequate working conditions, lack of time and disharmony at school (Kyriacou & Sutcliffe, 1978); lack of administrative support; insufficient breaks or holidays and heavy workload (Liu & Onwuegbuzie, 2012; Wang *et al*., 2009) and insufficient salary (Von Haaren-Mack *et al.,* 2018). In parallel, some studies have reported that excessive workload and insufficient salary cause more stress in female teachers than in males (Desouky & Allam, 2017). When we look at the situation of teachers coping with stress, it has been found that the use of social support is essential for teachers experiencing increased workload stress (Ferguson *et al*., 2017). Von Haaren-Mack *et al*., (2018) listed stress sources in teachers as problematic relationships with colleagues, physical strain, lack of managerial support, lack of motivation, low social status, personal factors related to the professional development and low self-esteem. Likewise, lack of manager support, student behaviors, role conflict, and role ambiguity are some stressful factors for teachers.

According to some studies, teachers use negative coping styles as a result of their increasing experience with age, and being married affects their coping styles positively (Erkmen & Çetin, 2008). Some studies have emphasized that teachers cannot express that they are stressed. Additionally, it was observed that the same teachers avoided learning ways to cope with stress (Younghusband, 2003). On the contrary, İmamoğlu (2009) found that principals preferred problem-based active coping styles in the workplace. Likewise, another study revealed that principals who worked as teachers for 6-10 years preferred the helpless approach (Tekin, 2009). In some studies, it was shown that coping strategies differ based on gender. According to another study, female teachers were found to be calmer in the face of the events they encounter and were more effective in coping with stress (Karadavut, 2005).

The pandemic period itself has been a very powerful cause of stress. While this is the case, many stressful factors have emerged for teachers during this period (Alam, 2020). When the literature is examined, it can be said that studies are mostly carried out in medical fields. That is, studies in the field of education are relatively limited. However, educational studies showed that there is a focus on examining the views of students, teachers and faculty members on the quality of distance education within the university environment (Akour *et al*., 2020; Almaghaslah & Alsayari, 2020). In addition, it is seen that the views of other stakeholders are not widely included, since they are focused on a specific group in a limited way. Therefore, it is predicted that the aforementioned study aims to close the gap in the literature about the stress and its causes experienced by English teachers and faculty members who are currently teaching during the pandemic period.

The Aim and Importance of the Study

The general purpose of this research is to reveal the stress and its causes experienced by English teachers who actively teach online during the Covid-19 pandemic period and teaching staff working in foreign language schools of universities in terms of various variables during distance education.

When the relevant literature is examined, studies that deal with employees who work remotely during the pandemic have been found in various ways. However, very few studies have been found examining

educators, who are perhaps the group most affected by this epidemic. Since it is a rare study that examines this group by considering many variables on the basis of two different institutions, it is believed that the research in question will contribute to the relevant field.

Statement of the Problem

How do English teachers and lecturers experience stress, what are the stress causes and participants' coping strategies during the online education period due to the Covid-19 pandemic?

Sub-problem of the Research

Based on the research problem, answers were sought for the following sub-problem:
What is the relationship between participants' stress sources and coping strategies and their age; gender; teaching experience; current working institution; online teaching experience; online teaching format; the lifestyle of the participants while teaching online (living alone/with a partner/family; living with someone who works from home; living conditions that have changed with the pandemic); current life and life before Covid-19 in terms of similarities and differences and living with someone working from home.

METHODOLOGY

Model of the Research

Convenience Sampling Model was used in the study. Participants were selected by convenience method, and it was ensured that all participants who fit the purpose of the research could participate in the study. The questionnaire text was delivered to the participants online through the Google Forms application after obtaining the necessary permissions. For this, online applications such as WhatsApp Messenger and Outlook were used.

Participants

The population of the study consists of lecturers working in foreign language departments of Atatürk and Erzurum Technical University and English teachers working at high schools in Erzurum. The sample consists of 293 participants who were chosen from among these lecturers and English teachers who participated in the study voluntarily.

Table 1 *Demographic Information and Teaching Experience of English Teachers and Faculty Staff*

Gender	N	%
Female	190	64,8
Male	103	35,1
Age		
32 years and under	144	49,1
33-43 years	117	39,9
44 years and more	32	10,9
Current Working Institution		
State University	94	32,0
Ministry of Education	199	67,9
Current Living Conditions		
I live alone	37	12,6
I live with my spouse and children	86	29,3
I live with my partner/spouse	72	24,5
I live with my parents and/or extended family	43	14,6
Others	55	18,7
Current Life and Life Before Covid-19		
Yes, it is the same.	91	31,0
No, it is not the same.	202	68,9
Living with Someone Working from Home		
Yes.	178	60,7
No.	115	39,2
Language Teaching Experience		
3 years or less	67	22,8
4-7 years	100	34,1
8 years or more	126	43,0
Online Teaching Period		
3 months or less	25	08,5
4-12 months	138	47,0
1 year or more	130	44,3
Teaching Method		
The combination of synchronous and asynchronous teaching	146	49,8
Concurrent classes	147	50,1
Total	293	100,0

Data Collection Tools

Firstly, the Stress Index was used as the data collection tool in the study. It was created by MacIntyre *et al*., (2020) for their study conducted with teachers during the online education period due to Covid-19. The scale consists of 15 items which are related to travel, health, relationships, workload, and work-life balance (Cronbach's α= .89.) and each represents a situation. The items are grouped by researchers as given below (MacIntyre *et al*., 2020).

Table 2
Stress Index Scale Items

Health & Well-being Stress	Corresponding Items: 1, 2, 3, 7, 8, and 15 1-Inability to travel 2-My own health 3-The health of my family and friends 7-Loss of control over personal Issues 8-Loneliness/Feeling isolated 15-Missing recreational/sporting Activities
Personal Stress	Corresponding Items: 10, 11, 12, and 13 10-Financial worries 11-Inability to obtain necessary goods 12-Responsibilities of caregiving 13-Family/relationship problems
Professional Stress	Corresponding Items 4, 5, 6, 9, and 14 4-Work load 5-Loss of control over work-related things 6-Teaching online 9-Irregular work hours 14-Blurred lines between personal and Professionallife

Table 2 shows the stress and its causes experienced by the participants are categorized under headings. In the first category, the Health and Wellbeing Stress sub-dimension contains suggestions about the physiological, mental, and psychological stress sources of the participants, while in the second category, the reasons for Personal Stress experienced by people during the Covid-19 lockdown are indicated. Finally, the Professional Stress section contains suggestions about the business life of lecturers and English teachers who have to teach online from home due to the pandemic.

Data Analysis

SPSS 22.0 statistical program was used in the analysis of the data in the research. At the same time, the mean, standard deviation, skew and kurtosis values of the data were examined. Before analyzing the data collected from the scales, the Skewness and Kurtosis values were calculated to ensure the assumption of normality.

The Examination of Skewness and Kurtosis Values to Provide Assumption of Normality

Table 3
Skewness and Kurtosis Values to Ensure Assumption of Normality

Dimensions	Mean	Standard Deviation	Skew.	Kurtosis
Health and Well-Being Stress	3.43	.651	-.790	1.152
Personal Stress	3.54	1.078	-.625	-.494
Professional Stress	3.61	.941	-.972	.242
STRESS INDEX	3.69	.895	-1.010	.157

Before analyzing the data collected from the scales, Skewness and Kurtosis coefficients, z-scores and p-p graphs were examined to provide the assumption of normality. The range of (+1.5) – (-1.5) for the Skewness and Kurtosis coefficients; For the z scores, the range of +2.5 to –2.5 (Tabachnick & Fidell, 2013; Erbay & Beydoğan, 2017; Çokluk et al., 2012; Field, 2009; Eğmir & Ocak, 2017) was taken into account. In this context, it can be said that the scales and their sub-dimensions show a normal distribution.

FINDINGS

Findings Related to Participants' Stress Values and Sub-Dimensions on the Gender Variable

The variation of the *Stress* levels and sub-dimensions of the teachers and instructors participating in the research by gender is given in Table 4:

Table 4
T-Test Results in Comparison of Stress Levels and Sub-Dimensions of Participants by Gender

Sub-Dimensions	Gender	N	$\overline{X}$	Sd	Levene Test		Df	T	p
					F	P			
Health and Well-being Stress	Male	103	3.33	.746	6.57	.011	291	-1.97	.049*
	Female	190	3.49	.588					
Personal Stress	Male	103	3.48	.953	6.03	.015	291	-.68	.493
	Female	190	3.57	1.141					
Professional Stress	Male	103	3.53	1.072	11.91	.001	291	-1.14	.256
	Female	190	3.66	.861					

Stress	Male	103	3.59	.944	1.43	.233	291	-1.28	.203
	Female	190	3.73	.865					

*p<.05

When Table 4 is examined, it is seen that participants differ according to gender in the *Health and Well-being Stress* sub-dimension, but there is no significant gender difference in the *Personal Stress*, *Professional Stress* sub-dimensions and *Stress* levels. According to these findings, it can be stated that *Health and Well-being Stress* levels are higher for female participants than male participants. In general, it can be interpreted that the *Stress* levels of male and female English teachers and instructors participating in the research are not affected by the gender variable.

Findings Related to Stress Values and Sub-Dimensions Related to Age Variable

Table 5 shows the change in the *Stress* levels and sub-dimensions of English teachers and instructors participating in the study based on their age.

Table 5
Anova Test Results in Comparison of Stress Levels of Participants and Sub-Dimensions Based on Age Variable

Sub-Dimension	Age	N	$\overline{X}$	Sd	Source of Variance	Sum of Squ.	Df	Mean Of Squ.	F	P	Differencing Groups
Health and Well-Being Stress	1	144	3.5	.63	Inter-Groups	5.97	2-290	2.98	7.34	.001*	1-3
	2	117	3.3	.62							
	3	32	3.1	.71							
	Total	293	3.44	.65	Total	117.88				.562	
	Levene: .014		p= .986								
Personal Stress	1	144	3.5	.99	Inter-Groups	1.128	2-290	.564	.483	.617	
	2	117	3.4	1.12							
	3	32	3.60	1.30							
	Total	293	3.54	1.08	Total	339.67					
	Levene: 4.995		p= .007								
Professional Stress	1	144	3.6	.85	Inter-Groups	2.20	2-290	1.100	1.243	.290	
	2	117	3.5	1.00							

	3	32	3.43	1.08					
	Total	293	3.61	.94	Total	256.62			
	Levene: 3.955			p= .020					
Stress	1	144	3.7	.84	Inter-Groups	3.32	2-290	1.66	2.09	.126
	2	117	3.6	.91					
	3	32	3.50	1.02					
	Total	293	3.68	.89	Total	230.75			
	Levene: 1.467			p= .232					

*p<.05 1=32 Years and under, 2=33-43 Years, 3=44 Years and Older

When Table 5 is examined, according to the results of the Anova Test, which was conducted to determine that the *Stress* levels and sub-dimensions of the English teachers and instructors participating in the research differed significantly based on the age variable, *Health and Well-being Stress* (F=7.34; p=.001), it is seen that there is a differentiation in the sub-dimension.

Scheffe Test was applied to determine between which variables the differentiation occurred. According to the results of the Scheffe test, in the *Health and Well-being Stress* sub-dimension, the *Health and Well-being Stress* levels of the participants aged 32 and below ($\overline{X}_{\text{32 years and under}}$=3.56), were determined to be higher than the participants aged 44 and over ($\overline{X}_{\text{44 years and older.}}$=3.12) It can be interpreted that the *Stress* level and its sub-dimensions, *Personal Stress* and *Professional Stress* are not affected by the age variable.

Findings Related to Stress Values and Sub-Dimensions on Language Teaching Experience Variable

Table 6 below shows the change in the stress levels and sub-dimensions of English teachers and instructors participating in the study based on their language teaching experiences.

Table 6
Anova Test Results in Comparing Participants' Stress Levels and Sub-Dimensions According to Language Teaching Experiences

Sub-Dimension	Language Teaching Experience	N	$\overline{X}$	Sd	Source of Variance	Sum of Squ.	Df	Mean of Squ.	F	P	Differencing Groups
Health and well-being stress	1	67	3.6	.54	Inter-Groups	5.06	2-290	2.53	6.18	.002*	1-3
	2	100	3.4	.65							
	3	126	3.3	.67							
	Total	293	3.44	.65	Total	118.78				.562	
	Levene: 1.18		p= .310								
Personal stress	1	67	3.6	.94	Inter-Groups	2.75	2-290	1.37	1.18	.308	
	2	100	3.6	1,0							
	3	126	3.4	1.1							
	Total	293	3.54	1.08	Total	336.93					
	Levene: 4.54		p= .011								
Professionalstress	1	67	3.7	.80	Inter-Groups	3.59	2-290	1.79	2.04	.132	
	2	100	3.6	.87							
	3	126	3.4	1.0							
	Total	293	3.61	.94	Total	256.62					
	Levene: 5.24		p= .006								
Stress	1	67	3.8	.76	Inter-Groups	6.53	2-290	3.27	4.16	.016*	1-3
	2	100	3.7	.85							
	3	126	3.5	.96							
	Total	293	3.68	.89	Total	227.54					
	Levene: 2.776		p= .064								

*p<.05 1=3 years and less, 2=4-7 Years, 3=8 Years and more

When Table 6 is examined, the Anova Test was applied to determine whether the stress levels and sub-dimensions of the English teachers and instructors participating in the research differed significantly according to their language teaching experiences. According to the results of this test, it is seen that there is a differentiation by using *Health and Well-being Stress* (F= 6.18; p= .002) and using *Stress* sub-dimensions (F= 4.16; p= .016).

Scheffe Test was applied to determine between which variables the differentiation occurred. According to the test results, it was determined that in the *Health and Well-being Stress* sub-dimension, the *Health and Well-being Stress* levels of the participants with 3 years or less experience ($\overline{X}_{\text{3 years or less}}$ =3.64) were higher than the *Health and Well-being Stress* levels of the participants with 8 years or more experience ($\overline{X}_{\text{8 years and more}}$ =3.31). In addition, the test result showed that the *Stress* levels of people with 3 years or less experience ($\overline{X}_{\text{3 years or less}}$ =3.86) in the "Stress" dimension were higher than the *Stress* levels of those

with 8 years or more experience ($\overline{X}_{8\text{ yıl ve üstü}}$=3.51). Accordingly, these results can be interpreted as the *Personal Stress* and *Professional Stress* levels of the participants were not affected by the language teaching experience variable.

Findings Related to Participants' Stress Values and Sub-Dimensions on the Variable of Online Teaching Period

Table 7 shows the change in the *Stress* levels and sub-dimensions of English teachers and instructors participating in the research according to online teaching time.

Table 7
Anova Test Results in Comparison of Participants' Stress Levels and Sub-Dimensions by Online Teaching Period

Sub-Dimensions	Online Teaching Period	N	$\overline{X}$	Sd	Source of Variance	Sum of Squ.	Df	Mean of Squ.	F	P	Differencing Groups
Health and Well-Being Stress	1	25	3.5	.73	Inter-Groups	3.68	2-290	1.84	4.44	.013*	2-3
	2	138	3.5	.59							
	3	130	3.3	.67							
	Total	293	3.44	.65	Total	120.17			.562		
	Levene: .990		p= .373								
Personal Stress	1	25	3.6	.98	Inter-Groups	38.00	2-290	19.00	18.27	.000*	2-3
	2	138	3.9	.88							
	3	130	3.1	1.1							
	Total	293	3.54	1.08	Total	301.66					
	Levene: 9.91		p= .001								
Professional Stress	1	25	3.7	.95	Inter-Groups	20.2	2-290	10.1	12.27	.000*	2-3
	2	138	3.8	.74							
	3	130	3.3	1.0							
	Total	293	3.61	.94	Total	238.62					
	Levene: 14.86		p= .000								
Stress	1	25	3.9	.82	Inter-Groups	28.2	2-290	14.14	19.92	.000*	1-3 2-3
	2	138	3.9	.68							
	3	130	3.33	.981							

			3.68					
Total	293		.89	Total	205.79			
	Levene: 14.06	p= .000						

*p<.05 1=3 Months or Less, 2=4-12 Months, 3=1 Year and More

When Table 7 is examined, the Anova Test was applied to determine whether the *Stress* levels and sub-dimensions of the English teachers and instructors participating in the research differed significantly according to the online teaching period. The results show that there is a significant differential in participants' *Health and Well-being Stress* (F= 4.44; p= .013), *Personal Stress* (F= 18.27; p= .000), *Professional Stress* (F= 12.27; p= .000) sub-dimensions and the *Stress* (F= 19.92; p= .000) dimension.

Scheffe Test was applied to determine between which variables the differentiation occurred. According to the results of the Scheffe test, in the *Health and Well-being Stress* sub-dimension, it was determined that the *Health and Well-being Stress* levels of the participants with 4-12 months of online teaching experience ($\overline{X}_{\text{4-12 months}}$ =3.56) were higher than the levels of the participants with 1 year or more online teaching experience ($\overline{X}_{\text{1 year and more}}$ =3.31). In the *Personal Stress* sub-dimension, it was determined that the *Personal Stress* levels of the participants with 4-12 months of online teaching experience ($\overline{X}_{\text{4-12 months}}$ =3.90) were higher than the *Personal Stress* levels of the participants with 1 year or more online teaching experience ($\overline{X}_{\text{1 year and more}}$ =3.14). In addition, in the *Professional Stress* sub-dimension, it was determined that the *Professional Stress* levels of the participants with 4-12 months of online teaching experience ($\overline{X}_{\text{4-12}}$ months =3.86) were higher than the *Professional Stress* levels of the participants with 1 year or more online teaching experience ($\overline{X}_{\text{1 year and more}}$ =3.32). According to the results of the Scheffe test, the *Stress* levels of the participants with 3 months or less online teaching experience ($\overline{X}_{\text{0-3 months}}$ =3.90) and those with 4-12 months of online teaching experience ($\overline{X}_{\text{4-12 months}}$ =3.97) were found to be higher than the *Stress* levels of the participants with 1 year or more online teaching experience($\overline{X}_{\text{1 year and more}}$ =3.33) in the *Stress* dimension.

Findings Related to Stress Levels and Sub-Dimensions on the Variable of Teaching Method Used

Table 8 shows the change in the *Stress* levels and sub-dimensions of English teachers and instructors participating in the research according to the teaching style used.

Table 8
T-Test Results in Comparison of Participants' Stress Levels and Sub-Dimensions According to the Teaching Style Used

Sub-Dimensions	**Teaching Method**	**N**	$\overline{X}$	**Sd**	**Levene Test**		**Df**	**t**	**P**
					F	**P**			
Health and Well-Being Stress	1	146	3.42	.655	.401	.527	291	-.379	.705
	2	147	3.45	.649					
Personal Stress	1	146	3.68	1.00	2.967	.086	291	2.308	.022*
	2	147	3.39	1.128					

Professional Stress	1	146	3.63	.847	7.804	.006	291	.447	.655
	2	147	3.59	1.028					
Stress	1	146	3.73	.803	8.819	.003	291	.958	.339
	2	147	3.63	.978					

*p<.05. 1=The combination of synchronous and asynchronous teaching 2= Concurrent classes

When Table 8 is examined, it is seen that the participants differ according to the teaching style used in the *Personal Stress* sub-dimension, but there is no significant difference according to the teaching style used in the *Health and Well-being Stress* and *Professional Stress* sub-dimensions and *Stress* levels. According to these findings, it can be stated that participants who chose the synchronous and asynchronous combination of teaching styles had higher *Personal Stress* levels than the participants who chose the concurrent classes. In general terms, it can be interpreted that the *Stress* levels among English teachers and instructors participating in the research are not affected by the teaching style variable used.

Findings Related to Stress Values and Sub-Dimensions on the Variable of the Current Working Institution of the Participants

Table 9 shows the change in the *Stress* levels and sub-dimensions of English teachers and instructors participating in the research according to the institution they are employed in.

Table 9
T-Test Results in Comparing the Stress Levels and Sub-Dimensions of the Participants According to their Current Working Institution

Sub-Dimensions	**Current Working Institution**	**N**	$\overline{X}$	**Sd**	**Levene Test**		**Df**	**t**	**p**
					F	**P**			
Health and Well-Being Stress	1	94	3.34	.694	.591	.443	291	-1.77	.078
	2	199	3.48	.626					
Personal Stress	1	94	2.96	1.077	3.54	.061	291	-6.79	.000*
	2	199	3.81	.967					
Professional Stress	1	94	3.24	1.097	24.51	.000	291	-4.77	.000*
	2	199	3.78	.804					
Stress	1	94	3.22	.953	11.76	.001	291	-6.55	.000*
	2	199	3.90	.776					

*p<.05. 1= State-University 2= Ministry of Education

When Table 9 is examined, it is seen that the participants differ in the sub-dimensions of *Personal Stress*, *Professional Stress* and *Stress* according to the institution they work for, but in the *Health and Well-being Stress* sub-dimension, there is no significant difference compared to the institution they work for today. According to these findings, it can be stated that the levels of *Personal Stress*, *Professional Stress* and

Stress of English teachers who choose to work in MEB are higher than those who choose to work in the state university.

Findings Related to Current Living Conditions Variable of Stress Levels and Sub-Dimensions

Table 10 shows the change in the stress levels and sub-dimensions of English teachers and instructors participating in the research according to their current living conditions.

Table 10
Anova Test Results in Comparing Participants' Stress Levels and Sub-Dimensions According to Their Current Life Conditions

Sub-Dimensions	Current Living Conditions	N	$\overline{X}$	Sd	Source of Variance	Sum of Squ.	Df	Mean of Squ.	F	p	Differencing Groups
Health and Well-Being Stress	1	37	3.2	.68	Inter-Groups	2.92	4-288	.730	1.739	.141	
	2	86	3.3	.59							
	3	72	3,3	.69							
	4	43	3.5	.75							
	5	55	3.5	.52							
	Total	293	3.44	.65	Total	120.92				.562	
	Levene: 1.198		p= .312								
Personal Stress	1	37	3.0	1.1	Inter-Groups	53.6	4-288	13.44	13.54	.000*	1-2 2-3 2-4 2-5
	2	86	4.1	.78							
	3	72	3.2	.96							
	4	43	3.5	1.2							
	5	55	3.3	.97							
	Total	293	3.54	1.08	Total	285.92					
	Levene: 5.12		p= .001								
Professional Stress	1	37	3.1	1.2	Inter-Groups	21.2	4-288	5.31	6.44	.000*	1-2 2-3
	2	86	3.9	.65							
	3	72	3.4	.93							
	4	43	3.5	.94							
	5	55	3.5	.92							
	Total	293	3.61	.94	Total	237.57					
	Levene: 9.555		p= .000								
Stress	1	37	3.2	1.0	Inter-Groups	23.2	4-288	5.806	7.93	.000*	1-2 2-3
	2	86	4.0	.55							
	3	72	3.4	.88							
	4	43	3.7	.99							
	5	55	3.6	.90							

			3.68			
	Total	293	.89	Total	210.84	
	Levene: 10.232	p= .000				

*p<.05. 1=I live alone,2=I live with my spouse and children,3=I live with my partner/spouse 4=I live with my parents and/or extended family, 5=Others

When Table 10 is examined, it is aimed to determine whether the stress levels and sub-dimensions of the English teachers and instructors participating in the research differ significantly according to their current living conditions. According to the results of the Anova Test, there is an obvious difference in the sub-dimensions of *Personal Stress* (F= 13.54; p= .000), *Professional Stress* (F= 6.44; p= .000), and *Stress* (F= 7.93; p= .000) of the participants.

Scheffe Test was applied to the figures in order to determine between which variables the differentiation occurred. According to the Scheffe test results, in the *Personal Stress* sub-dimension, the *Personal Stress* levels of those living with their spouse and children ($\overline{X}_{\text{I live with my spouse and children}}$ =4.16), living alone ($\overline{X}_{\text{I live alone}}$ =3.02), living only with their spouse ($\overline{X}_{\text{I live with my spouse}}$ =3.21), living with their parents ($\overline{X}$ I live with my parents and/or extended family =3.54) and the others ($\overline{X}_{\text{others}}$ =3.33) were found to have higher *Personal Stress* levels. In the *Professional Stress* sub-dimension, it was determined that the *Professional Stress* levels of the participants living with their spouse and children ($\overline{X}_{\text{I live with my spouse and children}}$ =3.99) were higher than the *Professional Stress* levels of those who live alone ($\overline{X}_{\text{I live alone}}$ =3.18) and those who live only with their spouses ($\overline{X}_{\text{I live with my spouse}}$ =3.46). For the *Stress* dimension, it is seen that the *Stress* levels of those living with their spouse and children ($\overline{X}_{\text{I live with my spouse and children}}$ = 4.06) are higher than those who live alone ($\overline{X}_{\text{I live alone}}$ =3.23) and those who live only with their spouse ($\overline{X}_{\text{I live with my spouse}}$ =3.48).

Findings Related to the Variables of Stress Values and Sub-Dimensions of Participants on Current Life and Life Before Covid-19 Outbreak

The change in the *Stress* levels and sub-dimensions of the English teachers and lecturers participating in the research according to their current life and their pre-Covid-19 life is given in Table 11.

Table 11
T-Test Results in Comparing Participants' Stress Levels and Sub-Dimensions with Current Life and Pre-Covid-19 Life

Sub-Dimensions	**Current Life and Pre-Covid-19**	**N**	$\overline{X}$	**Sd**	**Levene Test**		**Df**	**t**	**P**
					F	**P**			
Health and Well-Being Stress	Yes	91	3.18	.649	.351	.554	291	-4.54	.000*
	No	202	3.55	.621					
Personal Stress	Yes	91	2.86	1.095			291		.000*

	No	202	3.84	.923	6.129	.014		-7.93	
Professional Stress	Yes	91	3.07	1.060	23.83	.000	291	-7.13	.000*
	No	202	3.85	.769					
Stress	Yes	91	3.08	.910	12.99	.000	291	-8.66	.000*
	No	202	3.95	.744					

*p<.05

When Table 11 is examined, it is seen that there is a difference in the sub-dimensions of *Health and Well-being Stress*, *Personal Stress*, *Professional Stress* and *Stress* levels of the participants between their current lives and their pre-covid-19 pandemic lives. According to these findings, it was found that the participants who did not have a difference between their current life and pre-Covid-19 life had higher levels of *Health and Well-being Stress*, *Personal Stress*, *Professional Stress* and *Stress* compared to the participants whose current life and pre-Covid-19 life were different.

Findings Related to Participants' Stress Levels and Sub-Dimensions on the Variable of Living or Not Living with a Person Working at Home

Table 12 shows the change in the Stress levels and sub-dimensions of the English teachers and instructors participating in the research according to the Professional status of the people they live with.

Table 12
T-Test Results in Comparing the Stress Levels and Sub-Dimensions of the Participants according to the Persons Living with a Person Working at Home

Sub-Dimensions	**Cohabitant working from home**	**N**	$\overline{X}$	**Sd**	**Levene Test**		**Df**	**t**	**P**
					F	**P**			
Health and Well-being Stress	Yes	178	3.49	.601	2.59	.109	291	1.76	.08
	No	115	3.35	.716					
Personal Stress	Yes	178	3.70	1.015	3.49	.063	291	3.25	.001*
	No	115	3.29	1.129					
ProfessionalStress	Yes	178	3.77	.818	20.19	.000	291	3.59	.000*
	No	115	3.37	1.064					
Stress	Yes	178	3.83	.779	13.84	.000	291	3.68	.000*
	No	115	3.45	1.008					

*p<.05

When Table 12 is examined, there is a significant difference in the *Personal stress*, *Professional Stress* sub-dimensions and *Stress* levels of the participants compared to the people they live with at home working from home. However, it is seen that there is no significant difference in the *Health and Well-being Stress* sub-dimension of the participants who live with someone working from home. According to

these findings, it can be stated that those living with someone who works at home have higher *Personal Stress*, *Professional Stress* and *Stress* levels than those living with someone who does not.

RESULTS, DISCUSSION AND SUGGESTIONS

Covid-19, whose impact continues to some extent, has caused the biggest crisis in education systems in history (United Nations, 2020) and teachers in almost all countries have had to continue to work at home within the system called online or distance education. As a result of this, the obligation of teachers to bring together their private life and personal worlds along with their business lives has arisen. The current study has revealed important findings about the psychology and stress of teachers who have actively taught during this period. Accordingly, the Health and Well-being Stress levels of the female participants are found to be higher than those of males. This may mean that female participants have more stress about their health, the health of their families and friends, travel restriction, loss of control over personal issues, loneliness and feeling isolated, and missing recreational/sporting activities compared to male participants.

When the related literature is examined, Akour *et al*. (2020), who studied the stress of university teachers during the Covid-19 online education period, similarly, found that one-third of the teachers had moderate and severe stress experiences. It was seen that the results did not show any difference between the sexes, but they found that the age variable differed. Göksu and Kumcagiz (2020), on the other hand, reached the opposite conclusion in their research and observed that female teachers had a higher level of anxiety during the pandemic. Karaca *et al*., (2021) also obtained a similar result in their study and found that female teachers are more likely to be negatively affected by Covid-19 phobia. In parallel with these, some studies have found that women experience more fear of Covid-19, stress and tension than male participants (Acar *et al*., 2020; Gashi, 2020; Özyürek & Atalay, 2020). That is to say, these results may not be surprising since gender roles force women to be severely active and arduous both in family and work life especially in Turkey. There are more women than men participating in the study and most of them may live with their families which may bring much responsibility to them. That is, because of the heavy psychological and physical burden women take on, based on the findings, it may not be striking to see women more stressed as supported by different studies (Çavdar *et al*., 2022; Çelebi, 2020).

On the other hand, there are different findings in the literature at this point. For example, in a study by Çiftçi and Demir (2020) it is observed that male teachers had a higher level of anxiety than females. Similarly, in the study of Tönbül (2020), the psychological resilience of women was showed to be higher than that of men. In the research by Özgenel *et al*. (2021), no difference was found between the two genders in terms of the stress experienced by teachers teaching during the Covid-19 period. Another result supporting this has emerged from the study conducted by Kumartaşlı and Salar (2022) to examine the relationship between gender and pandemic phobia.

In general, the related literature revealed that there is a U-shaped relationship between the age variable and teacher stress. In the aforementioned study, it was also examined whether there was a possible relationship between the age and stress sub-dimensions of the participants. As a result, it was determined that participants aged 32 and under (n=144) experienced more stress while providing distance education during the Covid-19 pandemic than participants aged 44 and over (n=32). That is, based on the findings of the present study, the younger teachers experience more anxiety and distress. Although when we take their being at the beginning of their Professional teaching career into consideration, it may be regarded as normal since they both come across the difficulties of pandemic

and business life at the same time, it is observed that the level of stress and its sub-dimensions, Personal and Professional Stress, are not affected by the age variable.

According to another finding in the present study, there is a significant difference between the stress experiences and language teaching experiences of the participants. Accordingly, participants with 4 years or less teaching experience are more stressed than those with 8 years or more teaching experience. This means that those who are inexperienced and new to the profession have higher levels of stress and anxiety than those who are more experienced. It can be understood from here that more experienced teachers can be said to be able to create healthy communication in the triangle of parent-student and teacher both in classroom management, use of technology and especially teachers working in high schools affiliated to MEB during the online education period.

Considering the results of the current research, when the stress status of the participants and the online teaching time are evaluated, it is seen that there is a significant difference in the stress levels and sub-dimensions of the teachers and faculty staff. Accordingly, participants with 0-3 months of online education experience stress more than those with 1 year or more experience. In other words, in this context, these people may have more economic and family problems, as well as the workload and stress that arise while providing online education. According to the study, as the participants' online education experience decreases, the restriction of freedom of travel during the quarantine period, problems with family and friends, narrowing of personal space, problems related to financial and online education, and the rate of feeling lonely and isolated increases.

In addition, the present study showed that the teaching method used by the participants was not related to the level of stress they experienced. This means that the use of synchronous and asynchronous teaching methods does not have any effect on the stress situation they experience. In a previous study, Acar and Akkuş (2017) examined teachers' thoughts on synchronous education. The results showed that trainers generally experience technical problems. In addition, the participants stated that they could not get efficiency from the application due to the inefficiency of the system, connection problems, and server response time. From the present study, it may be inferred that participants have a negative attitude towards synchronous lessons, or they may not consider themselves sufficient because they experience the online education process unpreparedly.

Other findings showed that the Personal, Professional and Health and Well-being Stress levels of English teachers working at high school levels of public schools are higher than the stress levels of teaching staff working in foreign language schools of universities. The reason for this may be that teachers working in state high schools work with a lower age group and have to adhere to a more intensive and basic curriculum. In addition, it is an undeniable fact that English courses are not given the necessary importance by students because they have fewer course credits in high schools. On the contrary, students studying in preparatory departments of universities have to finish English with four basic skills: listening, speaking, reading and writing. Therefore, they may be obliged to attend the courses and successfully pass the required exams. In addition, it may be easier for participants working in preparatory departments to reach students via mobile phones than teachers working in public schools, because the majority of university students use smartphones.

Additionally, the present study discovered that the previous lifestyle of the participants and their post-pandemic lives differ a lot. This may cause them to experience stress and more since people may not easily be adapted to a new situation. Especially due to quarantine and curfew laws, participants had to stay at home all day and provide online education within the framework of the curriculum determined

by their institutions. For these and many other reasons, the participants might feel isolated physically, mentally and socially. Naturally, this might negatively affect their psychological well-being because humans are social beings and they need other people around them to feel better spiritually. Due to the pandemic, the need for socialization has been inhibited to a large extend. Another reason may be because of the difficulties created by the intertwining of private life and business life during the Covid-19 pandemic period.

Some studies have a few common points that overlap with the present study. Accordingly, the most common problems experienced by teachers in the process are listed as the role of being a parent, being a teacher and also a spouse, trying to maintain an order in the house, and so on (Keskin *et al*., 2021). On the contrary, some studies revealed that teachers can spare more time for themselves and their families during the distance education process (Çıtak & Pekdemir, 2021). That is to say, to some extent, the Covid-19 pandemic has been a global event that has drastically changed the lives of participants. In addition to the boredom of being stuck at home, people who do not go out and do all their work from home, even grocery shopping, started to find more time for themselves and their families. This may be considered as the only positive aspect of this difficult process for them although the distractions at home are more than that of the work environment. And also, these problems may make the majority of the participants (78%) would not want to work from home in any other situation. In addition, having children at home may require teachers to balance work with the educational and technological needs of their children. Thus, in Turkey especially female teachers are mostly responsible for housework, taking care of children and providing online education, which may be sufficient reasons for them to have a high level of stress. Many teachers, who particularly live in rural areas, may experience financial difficulties since during the pandemic period people have to make a living only from home and this may be a difficult process for which their spouses do not have a temporary job. Moreover, during the process, they may even not have reliable internet access at home which can be a considerable source of stress. Along with these, some items evaluate whether participants have physical facilities or not some teachers stated that they have difficulty in finding a proper working environment and a convenient device or place to participate in classes.

In addition, a meaningful relationship was revealed between participants' online teaching period and their stress feelings. It was revealed that participants with less online education experience felt more stress and anxiety. In this regard, in the literature, there are many studies that measure the affective attitudes of teachers towards online education in this process. In general, it has been observed in some previous studies that online education has a relatively negative perception due to technical problems and low student participation, and the concept of technology-related stress has been studied extensively (Abilleira *et al*., 2021; Dehghan, 2021).

Finally, to sum up, the present study revealed a positive relationship between the Health and Well-being Stress and participants' gender, age, language teaching experience, online teaching period, teaching method, current working institution, current lifestyle, and living with someone working at home. However, there is no significant difference between stress levels and the teaching styles English teachers and faculty staff used.

The Coronavirus pandemic is among the issues that countries should focus on in all areas, especially in areas such as health, education and the economy. In particular, both the global dimension of the epidemic and the resulting uncertainty have created a situation of intense anxiety and stress for both countries and individuals, especially in the education sector. Emerging stress factors cause a decrease in

life satisfaction. In this context, the individual and occupational stress and health and well-being levels of the participants were examined in this study.

However, as there are some limitations of almost every study, the shortcomings of the current study are mentioned as well:

- Firstly, teachers can be provided with psychological support services, especially regarding distance education. In this context, content that will improve the psychological well-being of teachers can be prepared.
- Technological infrastructure opportunities should be improved and alternative solutions should be developed, at least in cases in other family members are working from home.
- A more holistic perspective should be captured by expanding the scope of the study to larger sample groups with a wider range of variable types.
- In this context, in order for the distance education process to be effective and efficient, the problems of teachers and students regarding computers and the Internet should be resolved and a suitable working environment should be prepared.

Considering the limitations of the study, the following suggestions can be made for researchers;

- Since this study is limited to Erzurum province and its districts, it will be possible to see the whole picture by conducting such studies for more teachers in different provinces and districts.
- Since the research is limited to English teachers, it will be useful to compare and expand the results of the studies to be conducted with other branch teachers and lecturers of other departments with the findings obtained in this study.
- In addition, the study was conducted with the quantitative research method. However, it can be said that a qualitative study would also be beneficial.

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