







Investigation of Burnout Levels of School Administrators and Teachers in the COVID-19 Epidemic Process

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ABSTRACT

Due to the COVID -19 epidemic in the world, the change in the working conditions of individuals has started to cause a change in the level of burnout. Teachers are also one of the occupational groups whose working conditions have changed the most during the epidemic and their burnout level has also changed. Therefore, the aim of this study was to determine the impact of the epidemic COVID -19 on the burnout level of teachers and to examine it in relation to different variables. The study was designed using descriptive survey design which is one of the quantitative research approaches. The sample of the study was determined using simple random sampling method. The sample consists of 573 school administrators and teachers working in public and private elementary and secondary schools in Gaziosmanpaşa district of Istanbul in the school year 2020-2021. In this study, Maslach Burnout Scale was used as a data collection tool. The data were analyzed statistically using frequency, percentage and arithmetic mean to analyze the data. The t-test was used to determine the relationship between the burnout level of the participants and the variables of gender, marital status, and education level. One-way analysis of variance (ANOVA) was used to examine the relationship between participants' burnout levels and the variables of occupational seniority, age, school type, job title, and status. Post-hoc Tukey analysis was conducted to identify the groups with differences. The examination of the obtained scores shows that the participants are at a high level of burnout during the outbreak COVID -19. According to the research findings, although there was no significant relationship between burnout level and gender, job title, marital status, education level and school type, it was found that there was a significant relationship between job seniority, age and job status.

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Keywords:

COVID-19, Pandemic, Burn out, Distance Education, Teacher

1. Introduction

In the 21st century, where change and development are rapidly continuous in every field, the globalised world's perception brings change, transformation, innovation, and competition. While it is difficult to keep up with this competition, change, transformation and innovation are also tiring processes. In all organizations, the state of being worn out by the managers or their social environment for the sake of material image and anxiety creates boredom and weariness in the employees. It makes them lose their professional satisfaction and motivation. The COVID-19 epidemic, which affects the whole world, affects many economic, social, cultural

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and psychological areas, increasing the anxiety, boredom and weariness experienced by the employees in the current system. The virus, which was first seen in the world in December 2019 and named SARS-CoV-2, quickly caused a global public health crisis in a short time. Undoubtedly, education has been the most affected by the COVID-19 epidemic process caused by the coronavirus disease, which was first seen in Turkey on March 11, 2020. Balcı (2020) states that the most common effect of the epidemic is the compulsory closure of educational institutions and because of that there will be employment problems for qualified people in the future.

School administrators and teachers, who work devotedly in the system, believe in themselves and are ambassadors of change, have become one of the occupational groups that feel the job stress the most in schools, which are the largest structures that contain dynamism. The transformation of school administrators and teachers into individuals who took action was observed during the epidemic process. Karakoese (2021) notes that in the distance education process, where the uncertainty of the process and any explanation is like a riddle, school administrators and teachers made great efforts to adapt the face-to-face instruction program to distance education with limited opportunities and passed an admirable test of success. In addition, school administrators led the effort to inform stakeholders of the decisions made, to communicate with teachers and parents, and to increase the effectiveness of distance education. Due to the pandemic, countries have begun to give great importance to information technologies in education. Governments have taken rapid steps towards digital transformation in education and implemented approaches to distance education, teaching and assessment to ensure effective teaching and learning in an imperative environment. Although online education opportunities have increased so that education is not interrupted, more work needs to be done to reduce student inequality (Reville, 2020). Online distance learning has become a necessity accepted as an immediate response to crises (Karakoese, 2021). It has been shown that the job satisfaction of school administrators and teachers who are expected to meet the expectations and all the tasks associated with the transition to distance education and the subsequent hybrid education model from March 16, 2020 in Turkey has decreased and they have become unresponsive to their job. The lack of appreciation of teachers by their superiors, educational policies that ignore the teaching profession and do not give initiative to school administrators, socio-economic status of those involved, lack of resources, deficiencies in school organization, closed school climate, distance education as a new experience, constant contact with parents and students, and lack of health and safety precautions are factors that also play a part in this burnout. It is known that COVID-19 has caused radical changes in education systems and its impact on health. The crisis it created in the field of education has reached an unpredictable and unprecedented dimension. The COVID-19 outbreak has also led to fundamental changes in the education system of most countries (Karaköse, 2020). Since the beginning of the epidemic, schools, universities and educational institutions in many countries have been partially or entirely closed. It is known that educational institutions, which were closed within the scope of the measures and restrictions taken by national governments to prevent and reduce the worldwide spread of the coronavirus disease, deeply affect teachers, school administrators and students, who are the basic building blocks of education. The epidemic has been the trigger of the greatest possible education crisis in the history of humanity (Karaköse, 2020). Teachers constitute the supporting pillars of the education system (Aydın, Toptaş, Kaysılı, Tanrıverdi, Güngören, & Topçu, 2021). The way teachers perceive the profession, their professional sensitivity increases or decreases in parallel with time and conditions. It is thought that what has been experienced in the epidemic for more than a year and the implementation of many changes in social, cultural and technological aspects in education cause teachers to experience more stress, boredom, fatigue, conflict, domination and burnout. Approximately 63 million teachers worldwide have been affected by the COVID-19 pandemic (UNESCO, 2020). School administrators and teachers, who are stuck between illness, online lessons, pressure, anxiety, social life and living conditions, have disrupted their work and life balance. It is inevitable that school administrators and teachers, who are physically, mentally and spiritually depressed, cannot display the characteristics of healthy individuals.

In many countries of the world, all stakeholders of education, especially teachers, students, administrators, parents, have experienced a complex process due to the restriction strategies adopted and imposed by governments (Karaköse, 2021). Although some scientific studies examine the effects of the COVID-19 pandemic on education, most researchers do not include data on burnout. For this reason, there is a need for research on the physical, psychological, economic and sociocultural effects of the COVID-19 epidemic on school administrators and teachers, who are the cornerstones of education and training. Scientific researchers

about these unclear issues should be supported. There is a need for research on the teaching and learning needs of school administrators and teachers during the crisis periods of scientific research on the epidemic's effects. In this study, the primary purpose was to determine the effects of the practices carried out from the day the COVID-19 virus was first detected to the continuous period on school administrators and teachers and to examine them according to some variables. To convey the physical, mental and spiritual results of the experiences of school administrators and teachers in this process, the study results with school administrators and teachers who were in the field during the epidemic were used. For this reason, it was created to shed light on the implementation and discussion issues in the education system from 2020, which is under the influence of the coronavirus epidemic, and to present the results by summarising them in a common perspective. It is expected that the study will reveal the extent of burnout of school administrators and teachers during the period of distance education and support the measures that can be taken to enable them to work more efficiently and effectively.

2. Methodology

2.1. Research Model

This study was designed according to the screening design, which is one of the quantitative research approaches, as it aims to investigate the burnout of school administrators and teachers during the pandemic COVID -19. Karasar (2005) defines the scanning model as the method of uncovering the existing situation as it is. In this study, the descriptive scanning method was used as it aimed at revealing the existing situation. As a result of the study, the data on burnout of school administrators and teachers during the epidemic COVID - 19 were presented descriptively.

2.2. Research Sample

The research population consists of school administrators and teachers working in public/private primary and secondary schools in Istanbul and affiliated with the Ministry of National Education. The research sample consists of 573 school administrators and teachers working in public and private primary and secondary education institutions affiliated to the Ministry of National Education in the Gaziosmanpaşa district of Istanbul in the 2020-2021 academic year. A simple random sampling method was used for the study. In the simple random sampling method, every unit in the universe is likely to participate in the research (McMillan & Schumacher, 2006; Neuman, 2006). In the determination of the research participants, their representation of the universe was taken into account. The data on the school, administrators, and teachers that make up the study sample are presented below.

Table 1. Number of Schools Considered in the Study Universe

Institution Type	Public	Private	Total
Primary	23	9	32
Secondary	18	10	28
Primary/Secondary together	5	0	5
Imam Hatip Secondary School	3/13	0	3/13
High School	19	19	38
Total	68/78	38	106/116

There are different school types and levels in the research universe. The schools determined by the simple random sampling method from these schools were included in the sample, and the research data were obtained through the school administrators and teachers working in these schools. Demographic data of the research participants are given in Table 2.

A large part of the research participants, such as 72%, consists of women. In addition, most of the participants are married, and their education level is at the undergraduate level. According to professional seniority, it was determined that the participants mostly had 6-10 years of experience and 21 years or more of experience. According to the age variable, the majority of the participants are between the ages of 30-39 (44%). Research participants mainly consist of teachers working in primary schools, and these teachers are generally in the status of permanent teachers.

Table 2. *Demographic Data of Participants*

Demographic Factors		<i>f</i>	%
Gender	Female	413	72
	Male	160	28
Marital Status	Married	348	61
	Single	225	39
Education Level	Undergraduate	495	86
	Master's degree	78	14
Professional Seniority	0-5 years	112	19
	6-10 years	148	26
	11-15 years	106	18
	16-20 years	89	16
	21+ years	118	21
Age	21-29	110	19
	30-39	251	44
	40-49	149	26
	50+	63	11
School Type	Primary	322	56
	Secondary	182	32
	High School	69	12
Title	School Administrators	61	11
	Teacher	512	89
Status	Regular	422	74
	Contracted	37	6
	Paid	114	20
Total (n)		573	100

2.3. Data Collection Tools and Procedure

The Burnout Scale developed by Maslach (1982) was used to collect the research data. The scale used in the research consists of two parts. There is the personal information form in the first part, and in the second part, there is the burnout scale consisting of 20 items. The scale has three sub-dimensions as emotional exhaustion, depersonalization and personal accomplishment. The reliability coefficients of the scale were calculated according to the Kuder-Richardson formula. According to the results of this analysis, the emotional exhaustion sub-dimension is 0.89, the depersonalization sub-dimension is 0.71, and the personal accomplishment sub-dimension is at the reliability level of 0.72. These values show that the scale provides validity.

2.4. Data Analysis

The analysis of the data obtained in the research was carried out using a data analysis program for the social sciences. First, the Kolmogorov Smirnov test was applied to check the normality of the distribution of the data. It was found that the data obtained from the entire scale met the normality assumptions at the .05 level. In addition, the skewness and kurtosis values were obtained (skewness= -.127 and kurtosis= -.162). The fact that these values ranged from +1.5 to -1.5 indicates that the data had a normal distribution (Tabachnick, Fidell, & Ullman, 2007). For this reason, the lowest value, highest value, arithmetic mean, and standard deviation were calculated to represent the descriptive values for the study. Then, simple linear correlation was applied to determine the relationship between burnout level of school administrators and teachers and different variables. In other analyzes, parametric tests were used because the entire scale met normality assumptions. The T-test was used for bivariate data and one-way analysis of variance (ANOVA) for data with more than two variables.

3. Findings

The research examined the relationships between gender, age, marital status, professional seniority, school type, professional title and status variables, and burnout. In this section, the findings obtained as a result of the statistical analyses related to the research's purpose are given. First, the descriptive values of the scores of the school administrators and teachers participating in the study on the burnout scale were analyzed. The

lowest, highest, and mean scores for the sub-dimensions of the scale and the overall scale can be found in Table 3.

Table 3. Descriptive Values of the Scale

Scale Dimensions	N	The Lowest Value	The Highest Value	\bar{X}	Std.
Emotional Exhaustion	573	8	40	2,817	,782
Depersonalization	573	4	20	1,926	,732
Personal Accomplishment	573	4	20	2,242	,633
Total	573	28	80	2,907	,611

All of the research participants scored the statements on the scale of determining burnout levels. According to the results obtained from the data analysis, the lowest value obtained from the whole burnout level determination scale is 28 and the highest value is 80. When examining the sub-dimensions of the Burnout Level Scale, the lowest value in the Emotional Exhaustion sub-dimension is 8, the highest value is 40, the lowest value in the Depersonalization sub-dimension is 4, the highest value is 20, and the lowest value in the Personal Performance sub-dimension is 5, the highest value is 25. Looking at these values shows that the participants have a high level of burnout.

Table 4. T-test Findings Regarding the Examination of the Relationship Between the Burnout Levels of the Participants and the Gender Variable

	Groups	N	X	ss	t	p
Emotional Exhaustion	Female	413	2,844	,777	1,314	,189
	Male	160	2,748	,793		
Depersonalization	Female	413	1,911	,737	-,817	,414
	Male	160	1,967	,738		
Personal Accomplishment	Female	413	2,245	,638	,193	,847
	Male	160	2,234	,623		
Total	Female	413	2,924	,616	1,038	,300
	Male	160	2,865	,598		

$p < 0,05$

According to the research results, it was found that there was no significant difference between the group averages and the gender variable. This was the result of the t-test that was conducted to determine if there was a significant difference between the burnout level of the participants and the gender variable.

Table 5. T-test Findings Regarding the Examination of the Relationship Between the Burnout Levels of the Participants and the Marital Status Variable

	Groups	N	X	ss	t	p
Emotional Exhaustion	Single	225	2,825	,827	,187	,852
	Married	348	2,812	,753		
Depersonalization	Single	225	1,960	,760	,869	,385
	Married	348	1,905	,722		
Personal Accomplishment	Single	225	2,248	,692	,191	,848
	Married	348	2,238	,593		
Total	Single	225	2,915	,668	,245	,806
	Married	348	2,902	,571		

$p < 0,05$

According to the research results, it was determined that there was no significant difference between the group averages and the marital status variable as a result of the t-test conducted to determine whether there was a significant difference between the burnout level of the participants and the marital status variable.

Table 6. T-test results regarding the study of the relationship between the Burnout Levels of the participants and the variable of the Educational Status

	Groups	N	X	ss	t	p
Emotional Exhaustion	Undergraduate	495	2,828	,782	,877	,381
	Master's D.	78	2,745	,783		
Depersonalization	Undergraduate	495	1,929	,735	,253	,800
	Master's D.	78	1,907	,753		
Personal accomplishment	Undergraduate	495	2,258	,652	1,476	,140
	Master's D.	78	2,144	,489		
Total	Undergraduate	495	2,915	,618	,751	,453
	Master's D.	78	2,859	,566		

p<0,05

According to the research results, it was found that there was no significant difference between the group averages and the educational status variable. This was the result of the t-test that was conducted to determine if there was a significant difference between the burnout level of the participants and the education status variable.

Table 7. ANOVA Analysis Findings Related to Examining the Relationship Between the Burnout Levels of the Participants and the Variable of Professional Seniority

	Groups	N	X	ss	F	p
Emotional Exhaustion	0-5 years	112	2,578	,770	6,071	,000*
	6-10 years	148	3,022	,821		
	11-15 years	106	2,785	,799		
	16-20 years	89	2,919	,716		
	21+ years	118	2,739	,707		
Depersonalization	0-5 years	112	1,772	,672	2,964	,019*
	6-10 years	148	2,077	,833		
	11-15 years	106	1,945	,751		
	16-20 years	89	1,876	,709		
	21+ years	118	1,904	,647		
Personal Accomplishment	0-5 years	112	2,183	,710	2,960	,019*
	6-10 years	148	2,353	,680		
	11-15 years	106	2,325	,610		
	16-20 years	89	2,126	,568		
	21+ years	118	2,173	,535		
Total	0-5 years	112	2,745	,631	5,931	,000*
	6-10 years	148	3,087	,657		
	11-15 years	106	2,942	,574		
	16-20 years	89	2,861	,579		
	21+ years	118	2,840	,531		

*p<0,05

According to the research findings, as a result of the one-way analysis of variance (ANOVA) conducted to determine whether there is a significant difference between the participants' burnout level and the variable of professional seniority, it was found that there is a significant difference between the group averages and the variable of professional seniority. Post-hoc Tukey analysis was performed to determine the groups where the difference occurred. It was determined that the significant difference was between the 6-10 year group and the 0-5 year group in the emotional exhaustion and depersonalization sub-dimensions, and between the 6-10 year group and the 16-20 year group in the personal accomplishment sub-dimension. In general, a significant difference was found between the 6-10 year group and the 0-5 year group. According to the analysis results, the increase in professional seniority causes an increase in the level of burnout.

Table 8. ANOVA Analysis Findings Regarding the Relationship Between the Burnout Levels of the Participants and the Age Variable

	Groups	N	X	ss	F	p
Emotional Exhaustion	21-29	110	2,809	,832	,770	,511
	30-39	251	2,867	,810		
	40-49	149	2,781	,707		
	50+	63	2,720	,752		
Depersonalization	21-29	110	1,990	,738	1,676	,171
	30-39	251	1,974	,795		
	40-49	149	1,832	,643		
	50+	63	1,849	,690		
Personal Accomplishment	21-29	110	2,254	,725	4,145	,006*
	30-39	251	2,328	,654		
	40-49	149	2,167	,515		
	50+	63	2,055	,584		
Total	21-29	110	2,972	,656	2,940	,033*
	30-39	251	2,962	,632		
	40-49	149	2,816	,539		
	50+	63	2,793	,575		

*p<0,05

According to the research findings, as a result of the one-way analysis of variance (ANOVA) conducted to determine whether there is a significant difference between the participants' burnout level and the age variable, it was found that there is a significant difference between the group averages and the age variable in the personal achievement sub-dimension and the general dimension. According to the results of the post hoc Tukey analysis conducted to determine the groups in which the difference occurred, it was found that the significant difference was found between the age group 30-39 and the age group 50 years and older in the sub-dimension personal achievement and between the age group 21-29 and the age group 50 years and older in the general dimension. The results of the analysis show that with increasing age the level of burnout decreases.

Table 9. ANOVA Analysis Findings Related to Examining the Relationship Between the Burnout Levels of the Participants and the Variable of School Type

	Groups	N	X	ss	F	p
Emotional Exhaustion	Primary	322	2,805	,779	,108	,897
	Secondary	182	2,839	,835		
	High School	69	2,815	,651		
Depersonalization	Primary	322	1,931	,742	,017	,983
	Secondary	182	1,920	,756		
	High School	69	1,920	,671		
Personal Accomplishment	Primary	322	2,232	,630	,094	,910
	Secondary	182	2,258	,683		
	High School	69	2,246	,504		
Total	Primary	322	2,907	,596	,019	,981
	Secondary	182	2,912	,673		
	High School	69	2,896	,505		

p<0,05

According to the research findings, as a result of the one-way analysis of variance (ANOVA) conducted to determine if there is a significant difference between the participants' burnout level and the school type variable, it was found that there is no significant difference between the group averages and the school type variable.

Table 10. *T-test Analysis Findings Related to Examining the Relationship Between the Burnout Levels of the Participants and the Variable of Professional Title*

	Groups	N	X	ss	F	p
Emotional Exhaustion	School Administrators	61	2,684	,720	-1,405	,161
	Teacher	512	2,833	,788		
Depersonalization	School Administrators	61	1,864	,709	-,693	,488
	Teacher	512	1,934	,741		
Personal Accomplishment	School Administrators	61	2,102	,525	-1,830	,068
	Teacher	512	2,259	,643		
Total	School Administrators	61	2,787	,514	-1,628	,104
	Teacher	512	2,922	,620		

p<0,05

According to the research results, it was determined that there was no significant difference between the group averages and the occupational title variable as a result of the t-test conducted to determine whether there was a significant difference between the burnout level of the participants and the occupational title variable.

Table 11. *ANOVA Analysis Findings Related to Examining the Relationship Between the Burnout Levels of the Participants and the Status Variable*

	Groups	N	X	ss	F	p
Emotional Exhaustion	Regular	422	2,925	,758	16,125	,000*
	Contracted	37	2,520	,706		
	Paid	114	2,513	,796		
Depersonalization	Regular	422	1,991	,749	7,301	,001*
	Contracted	37	1,898	,734		
	Paid	114	1,697	,648		
Personal Accomplishment	Regular	422	2,322	,614	13,461	,000*
	Contracted	37	2,047	,488		
	Paid	114	2,008	,676		
Total	Regular	422	2,986	,589	14,091	,000*
	Contracted	37	2,733	,598		
	Paid	114	2,672	,628		

*p<.05

According to the research findings, as a result of the one-way analysis of variance (ANOVA) conducted to determine whether there is a significant difference between the participants' burnout level and the status variable, it was found that there is a significant difference between the group means and the status variable in all sub-dimensions and the total scale. According to the results of the post hoc Tukey analysis conducted to determine the groups where the difference occurred, it was found that there was a significant difference between the regular group and the paid group in all sub-dimensions and the total scale.

4. Conclusion and Discussion

As a result of this study conducted to determine the burnout level of school administrators and teachers during the COVID -19 epidemic process and to evaluate them according to different variables, it was found that the burnout level of school administrators and teachers did not change according to gender, marital status, educational level, job title, and school type. In addition, it was found that professional seniority, age, and status of school administrators and teachers had an impact on burnout levels. As the seniority of school administrators and teachers increased, the level of burnout also increased. However, in contrast to this finding, burnout levels were found to decrease as the age of school administrators and teachers increased. This could be related to the fact that teachers whose retirement is approaching experience less work stress. Looking at the status of teachers among themselves, it was found that regular teachers experienced more burnout than those with contract and paid teacher status. Çiçek, Tanhan, and Tanriverdi (2020) found in their study that young and female teachers had high levels of depression and anxiety during the epidemic period. Kırmızıgül (2020) in his study states that with the disruption of face-to-face teaching, teachers' communication and interaction

with students has changed and teachers are struggling to keep up with this change. It is believed that the uncertainties experienced, the increase in anxiety and the changes lead to an increase in the level of burnout among teachers and school administrators. In addition to the burnout scale, some participants also added their views on the COVID-19 process. One of the participating teachers stated that the uncertainty of this process was the most frustrating thing for her. Another participant teacher says that this process is a significant loss in education. One of the teachers stated that "we are exhausted and devalued, we do not have much responsibility, we do not have much support" and noted that the level of burnout increased in this process. On the other hand, a school administrator states that "teachers are worn out at least as much as health workers, this should be realized" and says that teachers experience burnout because they work hard in this process. Another teacher noted that teachers were left alone during this process, and they needed psychological support. One of the participants noted that the statements made create disappointment along with expectations. One teacher commented that she did not feel safe because of the behavior of school and education administrators. A participant, who is a school administrator, says that taking sudden decisions during the epidemic makes them tired and stressed. One teacher stated that he was not enthusiastic and worked inefficiently in the distance education process. One of the teachers said that in this process, they were very worn out because they took care of the parents and the students and had to take care of them outside of class hours. A teacher explains his burnout as "I am completely fed up, we had difficulties in face-to-face education, now we are having more difficulties". The participant, who stated that the process was tiring and had difficulty keeping up with the changing schedules, also stated that he had difficulty in keeping up with the changing schedules and had difficulty working due to the workload. A teacher stated that the responsibility of students, lessons and parents is too much and trying to please them wears out a lot. One participant said that he was psychologically affected because he could not socialize during the pandemic process. According to these participants' views, besides school administrators and teachers, students and parents also experience burnout. Teachers have been found to be exhausted due to the increase in their workload and responsibilities, confusion over the concept of overtime, and inability to keep up with changing decisions.. Akyavuz and Çakın (2020) determined the main reason for the problems in schools as the communication problem in their study on the opinions of school administrators during the pandemic. He states that school administrators provide psychological support to teachers, reduce uncertainties, and not break communication. It is thought that these studies conducted by school administrators will effectively reduce the level of burnout as they will reduce anxiety and eliminate uncertainties. Because, as Karabay, Korumaz & Kocabaş (2021) stated, the effectiveness of the communication process of school administrators shows a moderate positive relationship with teachers' psychological capital. On the other hand, psychological capital shows a moderately negative relationship with teachers' burnout levels (Tösten, Arslantaş & Şahin, 2017). For this reason, the effectiveness of the communication process of school administrators can contribute to the decrease of burnout levels by increasing the psychological capital of teachers.

Studies show that employees in different occupational groups experience burnout. Karaköse and Malkoç (2021) concluded in their research that medical professionals experience personal stress, anxiety and fear. Talaee et al. (2020) also stated that health workers have a high level of burnout in their study investigating work burnout. Studies on the impact of the pandemic COVID -19 on burnout have been conducted mainly with health professionals. In their study examining the impact of the pandemic on education, Bozkurt et al (2020) state that education has been severely affected and disrupted. Moreover, there is role conflict and overload due to social injustice and inequalities, leading to trauma and anxiety. For this reason, he recommends suspending teaching and using alternative assessment and evaluation methods. Toquere (2020) in his study examining the changes in higher education caused by the pandemic states that the impact is yet to be determined but it is effective in changing policies in higher education. Batubara (2020) also states that there are problems in online education because the teaching staff is not competent in using communication and technology. The fact that educators cannot accompany students in using technology may cause them to feel professionally inadequate and alienated. This situation can be considered as one of the reasons that cause burnout. Rulandari (2020) states that the compulsory distance education process significantly affects students, parents and teachers, and it is necessary to cooperate to overcome the difficulties experienced.

According to the research results, it has been revealed that the COVID-19 epidemic has affected many areas, and one of the most affected areas is education. Changes in working conditions and environments have deeply affected educators. Reasons such as not having the experience of providing online education, the conflict

between the role of educator and family member, and lack of technological infrastructure have caused school administrators and teachers to experience professional problems and increase their burnout levels. It is believed that providing the necessary technological infrastructure, reducing uncertain decision-making, and providing psychological support can be effective in reducing the level of burnout among school administrators and teachers. According to the research findings, the job seniority of school administrators and teachers affects their level of burnout. Since it is known that employees with higher seniority are more likely to suffer from burnout, their anxiety can be reduced by placing employees with higher seniority in studies that allow them to work with employees with lower seniority. Moreover, the burnout level of employees varies according to their job status. Specifically, it is expected that anxiety will be reduced by eliminating the status difference between teachers.

5. References

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