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The Examination of Teachers' Digital Burnout Level

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SUMMARY

Burnout means losing power, the case of not making an effort. Burnout is generally seen as emotional burnout and desensitization syndrome, which is a result of working with people. People may have different burnout types in terms of physical and psychological cases. One of these burnout types is digital burnout, which has increased in informative era. Digital burnout is seen as a result of spending too much time for digital tools, and it causes stress, fatigue, desensitization, losing attention, physical and mental problems. Like all burnout employees, teachers may have physical, emotional and mental fatigue, and it can be said that this can negatively affect their teaching process and performances. The purpose of this study is to determine teachers' digital burnout level and to analyze it in terms of different variables. This study is designed as descriptive survey model which is one of the quantitative research models. As for research aim, 811 teachers who have been working in different public and private schools in different cities of Turkey are counted in this study. As for data collection instrument, in this study, "Digital Burnout Scale" that was developed by Erten and Özdemir was used in order to collect data. According to the results in Digital Burnout Scale and its sub-dimensions, it was determined that the teachers' digital burnout and digital deprivation levels were in medium level, their digital aging and emotional exhaustion levels were in high level.

Keywords: Burnout, digital burnout, teachers, Covid-19, distance education.

INTRODUCTION

With the rapid technological developments in informative era, digitalization has an important role in all areas of our lives. Besides, countries have started enclosure practices as precaution because of Covid-19 pandemic process, and as a result of this case, the use of technology has dramatically increased in all over the world. The rapid and common use of technology forces people to get a digital lifestyle which effects their professional efficiency and psycho-social improvements (Erten & Özdemir, 2020). In pandemic process, people have begun to use technology heavily in many areas such as professional life, communication, online shopping, social media and news. Sharma et.al. (2020) state that people spend nearly all of their awoken times as online during Covid-19 quarantine. Being online both in professional and social life causes some negative results for people such as stress, tiredness, fatigue, lower performance and burnout. In 2019, burnout syndrome is described as a professional deformation which can affect people's health by World Health Organization (Şengün, 2021).

Burnout means "losing power, the case of not making an effort" (Türk Dil Kurumu, 2021). According to Maslach and Jackson (1981), burnout is generally seen as emotional burnout and desensitization syndrome which is a result of working with people. Also, according to Pines and Aronson (1988), burnout is a kind of physical, emotional and mental failure case that causes the loss of aptitude, energy, idealism and purpose, and the emotions of pessimism, despair and entrapment. In some studies, it is seen that burnout syndrome is generally common for people who have been working in jobs requiring interaction with other people (Maslach et al., 2001; Oplatka, 2002; Hoyos & Kallus, 2005). One of these jobs is being teacher that requires continuous interaction with people.

Because of some factors, teachers can lose their ideals they can be reluctant and disaffected for their profession; and this is called as burnout for teachers (Troman & Woods, 2000). Students' discipline problems, overcrowded classrooms, communication problems with parents, professional insatiateness, unfair administrators, low income etc. can cause stress and burnout for teachers (Serter, 2021). People may have different burnout types in terms of physical and psychological cases (Deliorman Bakoğlu et al., 2009). One of these burnout types is digital burnout, which has increased in informative era.

Due to Covis-19 pandemic, teachers have been exposed to heavy use of technology after passing the applications on distance education. In this process, teachers tried to go on training via digital tools as digressing their traditional working hours while they have been struggling to adapt new distance education system. Working people find themselves in digital burnout case because of the use of digital tools in 7/24 as expanding their traditional working hours. Therefore, digital burnout is seen as a result of spending too much time for digital tools, and it causes stress, fatigue, desensitization, losing attention, physical and mental problems (Erten & Özdemir, 2020). According to

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Chang (2016), digital burnout is a new concept that has not been understood correctly, and it is a digital era illness which may cause physical and spiritual disorders that threat people. As considering technology usage proficiency in distance education process, heavy working hours, pandemic stress, technologic possibilities etc., it can be said that there is a high risk for teachers on having digital burnout.

In burnout, it is possible to see a decrease of self-efficacy and self-regard, changes in relationships with family and environment, bad health, stress, despair and hopelessness (Shirom, 2003). People who get digital burnout may have some problems such as sleep deprivation in workplace environment, problematic relations at home, attention deficit and decreasing organizational efficiency in workplace (Quill, 2017). Like all burnout employees, teachers may have physical, emotional and mental fatigue, and it can be said that this can negatively affect their teaching process and performances. For this reason, as considering the heavy use of digital tools in distance education process, it is important to determine teachers' digital burnout level and produce some solutions on digital burnout syndrome for teachers.

The purpose of this study is to determine teachers' digital burnout level and to analyze it in terms of different variables. As for this main purpose, the sub-problems of this study are stated below:

1. How has the average daily internet usage hours of teachers changed before and after the pandemic?
2. How has the average daily extracurricular internet usage hours of teachers changed before and after the pandemic?
3. What are the teachers' purposes of using the internet outside of the classroom?
4. What are the digital burnout levels of teachers?
5. Is there any mean difference between the digital burnout levels of teachers and
   - 5.1. their genders
   - 5.2. school types
   - 5.3. campus
   - 5.4. experience years
   - 5.5. weekly course hours

METHOD

Research Model

This study is designed as descriptive survey model which is one of the quantitative research models. Survey model is a research model which aims to describe an action or event that occurs in past or current times as its existence way (Karasar, 2012). In this study, also, it is aimed to describe teachers' digital burnout level and it is also aimed to discuss this term in terms of different variables. In this scope, the research model is determined as descriptive survey model.

Sample and Universe

As for research aim, 811 teachers who have been working in different public and private schools in different cities of Turkey are counted in this study. The participant teachers are selected in volunteers, and they attend the study as electronic platforms. The descriptive knowledge on the participants is presented in Table 1.

Table 1. The descriptive knowledge on the participants

Variables	Group	N	%
Gender	Female	640	78.9
	Male	171	21.1
Discipline	German Lan. Tec.	7	0.9
	Preschool	50	6.2
	Physical Education	11	1.4
	Information technologies	13	1.6
	Biology	4	0.5
	Geography	12	1.5
	DKAB	10	1.2
	Literature	27	3.3
	Philosophy	6	0.7
	Science Education	34	4.2
	Physics	9	1.1
	Visual Arts	7	0.9
	English Lan. Tec.	103	12.7
	Mathematics	61	7.5

	Chemistry	12	1.5
	Special Education	5	0.6
	Guidance	11	1.4
	Primary School Edu.	347	42.8
	Social Sciences	12	1.5
	History	14	1.7
	Turkish Lan. Tec.	43	5.3
	Others	13	1.6
Teaching Experiences	1-5 years	195	24.0
	6-10 years	200	24.7
	11-15 years	159	19.6
	16-20 years	117	14.4
	20 years and over	140	17.3
Weekly Course hours	0-20 course hours	118	14.5
	21-27 course hours	215	26.5
	28-34 course hours	410	50.6
	35 course hours and over	68	8.4
School Type	Public	567	69.9
	Private	244	30.1
School Campus	City Center	372	45.9
	County Center	331	40.8
	Village Schools	108	13.3
Total		811	100.0

Data Collection Instruments

As for data collection instrument, in this study, "Digital Burnout Scale" that was developed by Erten and Özdemir (2020) was used in order to collect data. This scale was developed to determine digital burnout levels of individuals and it consists of three sub-dimensions namely "digital aging", "digital deprivation" and "emotional exhaustion". It is determined by the researchers that this scale is valid in terms of item contents and construct validity, and Cronbach Alpha coefficient of this scale was calculated as 0.946 by the researchers. In this study, Cronbach Alpha coefficient of this scale was calculated as 0.960 via collected data. In this sense, it can be said that this scale is reliable.

In this study, personal information form which is developed by the researchers in order to collect data on participants was also used. Thanks to personal information form, the data on gender, discipline, teaching experience, course hours per weeks, school types, city name, technological devices that are used, daily internet usage hours (before and after pandemic), daily internet usage hours apart from course hours (before and after pandemic) and the aim of extracurricular internet usage was collected for this study.

Data Analysis

The data collected in this study was analyzed via SPSS 24 packet program. During data analysis procedure, firstly, tests of normality and homogeneity were examined. In normality tests, it is stated in the related literature that if the number of group is over than 50 participants, Kolmogorov-Smirnov test can be used (Büyüköztürk, 2018). In this sense, Kolmogorov-Smirnov test was used for normality test in this study. Additionally, Levene's Test for Equality of Variances was used in order to test homogeneity of distributions. According to the results of normality and homogeneity tests, it was seen that the data was not stated in normal distribution, and non-parametric tests were used for analysis in this study. Furthermore, some descriptive statistics such as percentage, frequency and arithmetic average were used for data analysis.

FINDINGS

In order to answer the research question 'How has the average daily internet usage hours of teachers changed before and after the pandemic?', the data collected from teachers is presented in Figure 1 as a pie diagram.

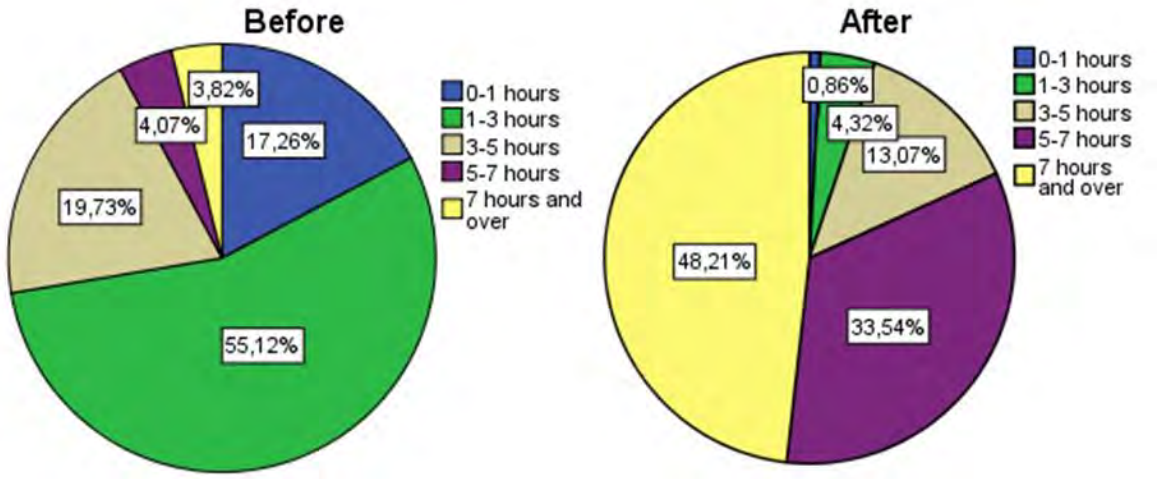

Figure 1. The distribution of teachers' average daily internet usage before and after pandemic

When Figure 1 is analyzed, it is seen that 73% of the teachers have used internet nearly 0-3 hours in a day before pandemic process. However, after starting distance education due to pandemic, just 6% of the teachers state that their average daily internet usage is limited as 0-3 hours per each day. While 5% of the teachers have used internet for 5 hours and over in a day before pandemic, nearly 82% of the teachers began to use internet for 5 hours and over in a day after pandemic. After pandemic process, the average daily internet usage hours of teachers raised from 0-3 hours to 5 hours. This result shows that teachers use technology heavily for everyday, and it also indicates that the pandemic process has hugely effected the internet and technology usage hours of teachers.

The changes on extracurricular daily internet usage hours of the teachers are stated in Figure 2 as a graphic. Additionally, the purposes of extracurricular internet usage of teachers are presented in Table 2.

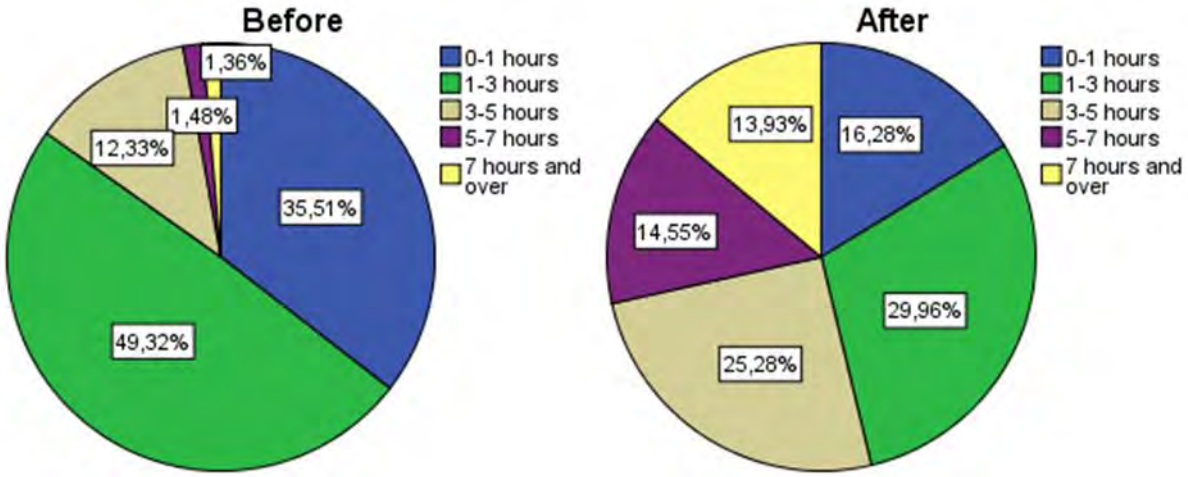

Figure 2: The distribution of average daily extracurricular internet usage hours of the teachers before and after pandemic

In Figure 2, it is seen that nearly 86% of the teachers have used internet for 0-3 hours and 3% of them have used it for 5 hours in everyday for extracurricular purposes before the pandemic; however, nearly 46% of the teachers have begun to use internet for 0-3 hours and nearly 29% of them have begun to use it as 5 hours and over in everyday after the pandemic process. The average daily extracurricular internet usage hours of teachers have extremely increased during the pandemic process. To determine the reason of this increase, understanding the reasons of using internet is seen as necessity, here. The teachers' purposes for using internet for extracurricular cases are presented in Table 2.

Table 2. The teachers' purposes for using internet for extracurricular cases

Code	N	%
Social Media	433	53.4
Academic searching	185	22.8
Learning about news	172	21.2
Course preparation	150	18.5
Watching tv series, movies and videos	136	16.77
Professional Development	116	14.3
Game, music, fun	100	12.33
Communication	99	12.2
Online shopping	67	8.26
Homework design and checking homework	60	7.4
Project studies	35	4.3
Getting knowledge/information	30	3.69

When Table 2 is examined, it is seen that the purposes of teachers for using internet are mainly based on social media, searching academic studies, learning about news and course preparation. As considering the other codes in this category, expect for personal cases such as social media, fun, watching TV series or movies and online shopping, it is seen that the teachers' purposes for using internet on extracurricular cases are again mainly related with education-training purposes. It can be said that teachers have mainly used internet for searching on their courses, preparation for activities, materials, evaluation-assessment etc., following up homework, communication with parents, project studies and professional development.

Table 3. The average scores of teachers on digital burnout scale and its sub-dimensions

	N	$\bar{X}$	Ss	Min.	Max.
Digital aging	811	3.48	1.00	1	5
Digital deprivation	811	3.11	1.23	1	5
Emotional Exhaustion	811	3.46	.17	1	5
Total Scale	811	3.38	0.99	1	5

In Table 3, it is seen that the average scores of the teachers are ranged in "I agree" option for the sub-dimensions "digital aging" and "emotional exhaustion". For this reason, it can be said that that digital aging and emotional exhaustion level of the teachers are in the high level. As for the average scores of the teachers on the total score and digital deprivation sub-dimension, the scores of the teachers are ranged in "do not entirely agree" option; so, it can be said that the teachers' digital burnout and digital deprivation levels are seen as medium level.

Table 4. Mann Whitney-U Test results of the teachers' scores on digital burnout scale and its sub-dimensions in terms of gender differences

Sub-dimensions	Groups	N	Rank Average	Total Rank	U	P
Digital Aging	Female	640	424.06	271400.50	43159.50	.000
	Male	171	338.39	57865.50		
Digital Deprivation	Female	640	410.16	262504.00	52056.00	.327
	Male	171	390.42	66762.00		
Emotional Exhaustion	Female	640	421.58	269813.50	44746.50	.000
	Male	171	347.68	59452.50		
Total Scale	Female	640	420.77	269294.00	45266.00	.001
	Male	171	350.71	59972.00		

In Table 4, according to the scores of the teachers in terms of their gender, it is seen that there is no mean difference for "digital deprivation" sub-dimension; there is a mean difference for the total scores, "digital aging" and

"emotional exhaustion" sub-dimensions. All of the differences are seen as on behalf of female teachers. It can be said that the female teachers have much more digital deprivation, emotional exhaustion and digital burnout.

Table 5. Mann Whitney-U Test results of the teachers' scores on digital burnout scale and its sub-dimensions in terms of school types

Sub-dimensions	Groups	N	Rank Average	Total Rank	U	P
Digital aging	Public	567	390.82	221594.50	60566.50	.005
	Private	244	441.28	107671.50		
Digital deprivation	Public	567	388.87	220487.00	59459.00	.001
	Private	244	445.82	108779.00		
Emotional exhaustion	Public	567	391.20	221809.50	60781.50	.006
	Private	244	440.40	107456.50		
Total score	Public	567	388.66	220372.50	59344.50	.001
	Private	244	446.28	108893.50		

In Table 5, according to the scores of the teachers in terms of school types, it is seen that there is a mean difference on total scores and all scores of sub-dimensions. It is seen that there is a mean difference on behalf of the teachers who have been working in private schools. It can be said that the teachers who have been working in private schools have much more digital burnout, digital aging, digital deprivation and emotional exhaustion levels.

Table 6. Kruskall Wallis Test results of the teachers' scores on digital burnout scale and its sub-dimensions in terms of teaching experiences

Scale	Rank no	Groups	N	Avreage Rank	Sd	x^2	P	Mean Difference
Digital Aging	1	1-5 years	195	434.03	4	6.434	.169	
	2	6-10 years	200	412.11				
	3	11-15 years	159	395.50				
	4	16-20 years	117	405.36				
	5	21 years and over	140	370.69				
Digital Deprivation	1	1-5 years	195	424.40	4	2.861	.581	
	2	6-10 years	200	408.38				
	3	11-15 years	159	409.88				
	4	16-20 years	117	384.84				
	5	21 years and over	140	390.25				
Emotional Exhaustion	1	1-5 years	195	444.17	4	15.242	.004	1-3; 1-4; 1-5; 2-5
	2	6-10 years	200	426.33				
	3	11-15 years	159	391.97				
	4	16-20 years	117	391.53				
	5	21 years and over	140	351.82				
Total Scale	1	1-5 years	195	438.59	4	8.173	.085	
	2	6-10 years	200	413.37				
	3	11-15 years	159	399.24				
	4	16-20 years	117	394.28				
	5	21 years and over	140	367.55				

In Table 6, according to the scores of the teachers in terms of teaching experiences years, it is seen that there is a mean difference on just "emotional exhaustion" sub-dimension of the scale. As a result of the analyses on finding the groups for mean differences, it is seen that there is a mean differences on behalf of the teachers who have lower teaching experiences. It can be said that emotional exhaustion level of the teachers who have been working just for a few years is higher than the experienced teachers.

Table 7. Kruskall Wallis Test results of the teachers' scores on digital burnout scale and its sub-dimensions in terms of weekly course hours

Scale	Rank no	Groups	N	Average Rank	Sd	x^2	P
Digital Aging	1	0-20 hours	118	376.35	3	2.832	.418
	2	21-27 hours	215	420.67			
	3	28-34 hours	410	408.05			
	4	35 hours and over	68	398.74			
Digital Deprivation	1	0-20 hours	118	425.14	3	1.029	.794
	2	21-27 hours	215	406.62			
	3	28-34 hours	410	400.39			
	4	35 hours and over	68	404.65			
Emotional Exhaustion	1	0-20 hours	118	376.00	3	5.406	.144
	2	21-27 hours	215	434.25			
	3	28-34 hours	410	401.94			
	4	35 hours and over	68	393.25			
Total Scale	1	0-20 hours	118	387.33	3	1.727	.631
	2	21-27 hours	215	421.13			
	3	28-34 hours	410	404.66			
	4	35 hours and over	68	398.62			

In Table 7, according to the scores of the teachers in terms of their weekly course hours, it is seen that there is no mean difference on total scores and all scores of sub-dimensions.

Table 8. Kruskall Wallis Test results of the teachers' scores on digital burnout scale and its sub-dimensions in terms of school campuses

Scale	Rank no	Groups	N	Average Rank	Sd	x^2	P	Mean Difference
Digital aging	1	City Center	372	420.65	2	6.215	.045	1-3
	2	County Center	331	405.56				
	3	Village School	108	356.86				
Digital deprivation	1	City Center	372	410.55	2	.306	.858	
	2	County Center	331	400.77				
	3	Village School	108	406.36				
Emotional Exhaustion	1	City Center	372	425.60	2	5.516	.063	
	2	County Center	331	394.68				
	3	Village School	108	373.18				
Total Scale	1	City Center	372	419.77	2	3.621	.164	
	2	County Center	331	401.45				
	3	Village School	108	372.50				

In Table 8, according to the scores of the teachers in terms of teaching school campuses, it is seen that there is a mean difference on just "digital aging" sub-dimension of the scale. As a result of the analyses on finding the groups for mean differences, it is seen that there is a mean difference on behalf of the teachers who have been working in city centers. It can be said that digital aging level of the teachers who have been working in city centers is higher than the teachers in village schools.

CONCLUSION AND DISCUSSION

Because of pandemic, workers have begun to work as online even if they have not got any opportunity to make preparation for this process, and in this process, they have been wanted to make correspond in a rapid way. For this reason, workers have both worked as online and tried to make correspond in this process (Demir & Karaca, 2020). In this case, online working has made workers tired because they have much more worked and struggled, it has also increased their burnout level. There have been some problems because of transferring works at home via informative technologies. Online working has caused some problems such as work-life balance, work-family balance, child-caring, housework, gender equality, flexible working and work performance (Demir & Karaca, 2020; Ersöz & Özmen, 2020). Especially for teachers, disappearance of working hours, long working hours and being online for each moment have caused getting fewer hours for family life and less communication with their family members. Therefore, there have been problems in their family lives and there have also been some role-conflicts in their families. In addition to these emotional and psychological problems, teachers have some physical and mental problems such as eye-problems, hand, back, wrist and backbone pains, tiredness, lack of attention and

low motivation. All of these problems cause burnout for teachers, and these have negatively affected their performance and productivity. In this study, teachers' internet usage hours and purposes, digital burnout levels and the differences on their digital burnout levels in terms of some variables are examined and the findings of this study are interpreted.

Before pandemic, the average internet usage hours of the participant teachers were determined as about 0-3 hours; however, it began to be 5 hours and over after pandemic. Similarly, the teachers' average internet usage hours for extracurricular purposes were about 0-3 hours before pandemic, and this rate was seen as 5 hours and over after the pandemic process. In Turkey, after the first Covid-19 patient in March-2020, face-to-face education was paused and then online education has been started in general. 2020-2021 academic years were mainly completed via online education. This situation caused being always online especially for teachers. Additionally, the precautions for preventing Covid-19 pandemic have also caused being mainly at home for people and this leaded a huge increase on the use of technological devices. According to the research rapport published by Kemp (2020) in April-2020, it was determined that people have spend much more time than previous weeks for watching TV series and movies on the rate of 57%, social media on the rate of 47%, messaging services on the rate of 46%, listening to live music on the rate of 39%, using mobile phones on the rate of 36% and playing computer and video games on the rate of 35%. According to the research rapport that was published by Kemp (2021) in 2021, in Turkey, the numbers of internet users have increased as 3.7 million people when it was compared with the numbers of internet users in the last year. It was also determined that 16-24-year-old users have spent 7 hours 57 minutes on the net per each day. Having too much daily average internet usage hours may cause some physical, emotional and cognitive problems for teachers. It is thought that especially huge technology usage can lead digital burnout for teachers.

As a result of this study, it was determined that the extracurricular internet usage purposes of the teachers were mainly based on social media, searching academic studies, following up news, course preparation, watching video and professional development. This result showed that the teachers have mainly used internet for education-training process in their leisure time. It can be said that the teachers have continued to use internet for extracurricular purposes which mainly to make preparation for their courses, to design materials for online education, to develop professionally, to join online seminars, to control homework, to contact with parents and students. This case showed that teachers' working hours were changed, the term "work/shift" was disappeared and the teachers had to be online for every time. In their study on pre-service teachers, Atav et al. (2006) stated that pre-service teachers have used internet mainly for the purpose of getting information (76,4%), communication and playing games. Teachers have to use technology and internet for the education-training preparations on material design, course content, homework, exams etc. because of online education process. They have also spent their times to increase their proficiency on informative technologies that have been used in online education. Therefore, online education process in pandemic has been effective on teachers' internet usage purposes.

According to the results in Digital Burnout Scale and its sub-dimensions, it was determined that the teachers' digital burnout and digital deprivation levels were in medium level, their digital aging and emotional exhaustion levels were in high level. As considering digital aging and emotional exhaustion sub-dimensions which consist of items on mainly cognitive, emotional and psychological cases; it can be said that the teachers have burnout mainly in terms of cognitive, emotional and psychological cases in online education process. As a result of it, there can be depression, anger, cannot be concentrated, impatience, attention and communication problems. It can also be said that all of these can cause negative cases in education and it may lead a decrease on teachers' productivity. The items in digital deprivation sub-dimension have mainly measured the addiction for technological devices. In this process, it was seen that the teachers have technological addiction in medium level. The heavy use of technology has leaded some problems such as aloneness, jealousy, depression, low productivity, communicative problems, permanent fatigue and not controlling emotions (Greenberg, 2016).

Kramer and Kramer (2020) stated that teachers have had difficulty on obligatory home-office system because they have not been accustomed to work online. Ferreire et al. (2021) also stated that the key factor on home-office system is getting proficiency on information and communication technologies; people who do not have this proficiency may have some problems on their working quality and communication with co-workers; and as a result of these, they may have conflict and coordination problems. Özmen (2021) stated that one of the mostly effected disciplines in pandemic process has been seen as education; especially for teachers who have low level of technology literacy, course material design, the use of materials effectively, the control of homework, exam and all communication process on digital platforms can be problematic situations; and these may lead an increase on burnout process. In their study about teachers' burnout in terms of different variables, Durak and Seferoğlu (2017) indicated that inefficacy on informative technologies has mostly leaded to get burnout for teachers. There are many factors that affect teachers' digital burnout levels. Some factors such as the heavy use of technology, technology literacy level, family lives, student-parent communication, not having shift concept, technological opportunities, schools' possibilities and expectations and professional experiences can be effective for digital burnout levels. In this study, it is seen that the participant teachers' daily technology usage hours at home affected their digital burnout level. Additionally, the differences between the teachers' digital burnout level and their gender, school

types, experience years, weekly course ours and school campuses are analyzed in this study, and the results on findings are presented below.

As for the total average scores of Digital Burnout Scale in terms of gender differences, it is seen that there is a mean difference on digital aging and emotional exhaustion sub-dimensions on behalf of the female teachers. In their study on workers in Germany, Meyer et.al (2021) stated that women's mental health has been much more affected than men's during Covid-19 pandemic process, and especially mother workers have exhausted in general. According to Rudolph et.al (2020), the reason of more effects on women's psychological health could be based on traditional gender roles. It can be said that the exhaustion level of working women who are responsible for housework and childcare can be higher when they are not sufficiently supported by their husbands at home. Teachers have tried to complete housework and their own children's training while they have been training for their students in online education process. Since teachers have conducted online education process via a current program, they have not been flexible for their working hours. Additionally, they have had to complete much more responsibilities like housework and childcare at the same time. These can lead stress, tiredness and exhaustion for female teachers. As considering gender equality, Feng and Savani (2020) stated that during quarantine process, women have had much more responsibilities than men even if it was thought that housework and childcare would be shared equally between two genders. In this case, it can be said that since female teachers have much more responsibilities for housework and childcare than male teachers, their burnout levels have been higher than male teachers' burnout levels. Meyer et.al (2021) indicated that high level of partner support could decrease exhaustion for women. Therefore, it can be said that some precautions such as flexible working hours, special child-care services that were supported by governments and social struggle to equally share the responsibilities for childcare and housework may be helpful to decrease burnout level of women for both teachers and other women workers.

As for the total average scores of Digital Burnout Scale in terms of school types, it is seen that there is a mean difference on total score and its sub-dimensions on behalf of the teachers who have been working in private schools. This may result from the working conditions of teachers in private and public schools. This result can be seen because of weekly course hours, expectations of school administrators, expectations of parents, the satisfaction level of teachers. After pandemic process in Turkey, public school students have firstly started to be educated via TV programs, and there have not been any online course applications at the beginning of pandemic. However, in private schools, online courses have been organized in this process via zoom, Google meet, Microsoft teams etc. According to the views of the parents who attended a study conducted by Yılmaz et al. (2020), it was pointed out that 34% of students have got online courses (on zoom, Google meet, Microsoft teams etc.) in addition to EBA TV online courses, and in private schools, this rate has been two times more than public schools. In their study, Karaköse and Kocabaş (2006) stated that teachers who have been working in private school felt themselves much more stressed whilst teachers in public schools felt less stress in their schools. Başturan and Görgü (2020) stated that there could be much more tolerance for parents in private schools because of financial concerns and therefore, there could be wrong expectations and attitudes towards teachers. In the same study, it was shown that teachers in private schools had to work at least 9-10 hours per each day and there were some teachers who earned less than minimum wage even if paying less than minimum wage was an official crime. These studies present the problems of teachers working in private schools before pandemic. The reason of having much more exhaustion for private school teachers can result from stress, financial concerns, expectations, working hours and parents' attitudes.

As for the total average scores of Digital Burnout Scale in terms of teaching experiences, it is seen that there is a mean difference just for emotional exhaustion sub-dimension. The teachers who have less experiences had much more emotional exhaustion level than experiences teachers. It is seen that the teachers who have been working for less than ten years have much more emotional exhaustion level. In a study conducted by Ulutaşdemir (2021), it was seen that the emotional exhaustion and desensitization levels of teachers who were under 30 years were higher than teachers who were over 46 years. Maslach and Jackson (1981) stated that young teachers had a tendency to get much more tiredness. In different studies, it was stated that getting more experiences or old ages decrease exhaustion or burnout levels (Izgar, 2000; Toplu, 2012; Çalışkan, 2019). The experiences of teachers are important factors to overcome the problems easily. Additionally, for this study, the reason of having high emotional exhaustion level can be based on working in rural areas. For this reason, it can be thought that the teachers might get emotional exhaustion because of technological problems and their own overcoming ways.

As for the total average scores of Digital Burnout Scale in terms of weekly course hours, it is seen that there is no mean difference on total score and its sub-dimensions. It can be thought that there is no mean difference because nearly all of the teachers have had the same course hours as for working conditions. It can be said that weekly course hour is not a determinant variable for digital burnout level since teachers have to be online in general and they have worked without any working hour plan in this process.

As for the total average scores of Digital Burnout Scale in terms of school campus, it is seen that there is a mean difference just for digital aging sub-dimension on behalf of the teachers who have been working in city centers. It can be thought that online education participation of students in village schools has been in low level because of

the limited technological devices and internet connection in village. During pandemic process, face-to-face education has been going on in village schools for several times; however, online education has been mainly preferred for the schools in city centers. Therefore, it can be said that teachers in village schools have not been obliged to spend much more time on digital platforms. Additionally, the reason of this result may be based on communication with parents and classroom sizes.

As referring the results of this study, in general, it can be said that teachers have started online education in an unprepared way due to pandemic process, and as a result of it, they have had some new experiences and there have been some changes on balance of work-life or work-family. In this process, teachers have struggled to adapt the new process, and besides they tried to develop themselves professionally and to increase their proficiencies on the use of informative technologies; therefore, they have spent too much time as using technological devices. With the effect of stress in the pandemic process, the teachers who have been working at home for a new online education experience have faced with digital burnout in this process. When it is considered that the participant teachers have digital burnout and digital deprivation in medium level and digital aging and emotional exhaustion in high level, it is seen that the teachers have digital burnout in general during online education process. The digital burnout which is based on different variables and cases may lead some different mental, emotional and psychomotor for teachers. It is seen as important that teachers should not be faced with burnout cases both in online education and face-to-face education in order to conduct education process successfully and effectively. For this reason, there should be some necessary studies in order to prevent digital burnout for teachers.

SUGGESTIONS

In this section, there are some suggestions for the results of this study and the further studies.

In order to minimize the digital burnout levels of teachers, it is suggested that

- There can be some precautions on working conditions especially for teachers who have children in young ages,
- The needs of teachers for online education process should be determined and there can be some precautions for these needs (technological devices needs, the proficiency on using informative technologies, digital materials etc.)
- The working conditions and hours of teachers can be regulated
- There can be trainings and informative activities to supply effective and correct communication for teachers, school administrators, students and parents.

The suggestions for the further studies are;

- Getting detailed views to determine the reasons of teachers' digital burnout levels
- Conducting studies to determine students' digital burnout levels
- Conducting similar studies with different samples and variables

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