ATATÜRK ÜNİVERSİTESİ YAYINLARI
ATATURK UNIVERSITY PUBLICATIONS

Research Article *Araştırma Makalesi* DOI: 10.5152/JSSI.2022.2237106

Comparison of Professional Burnout Levels and Job Satisfaction of Physical Education and Sports Teachers Working with Distance Education During the Pandemic Period

Pandemi Döneminde Uzaktan Eğitimle Çalışan Beden Eğitimi ve Spor Öğretmenlerinin Mesleki Tükenmişlik Düzeyleri ve İş Doyumlarının Karşılaştırılması

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ABSTRACT

In this study, it is aimed to compare the professional burnout levels and job satisfaction of Physical Education and Sports Teachers who work with distance education during the pandemic period. The research group consisted of 139 (59 female, 80 male) Physical Education and Sports Teachers working in the province and districts of Bitlis. "Personal Information Form", "Maslach Burnout Inventory" and "Minnesote Job Satisfaction Inventory (MIDO)" were used as data collection tools in the research. In line with the research findings, it has been determined that there is a negative and moderate relationship between the job satisfaction and professional burnout of physical education and sports teachers working with distance education during the pandemic period. As a result of the research; It has been revealed that while the job satisfaction level of physical education and sports teachers who teach with distance education during the pandemic period increased, their level of professional burnout decreased.

Keywords: Distance education, job satisfaction, occupational burnout, pandemic period, physical education and sports teachers

ÖZ

Bu çalışma da Pandemi döneminde uzaktan eğitimle görev yapan Beden Eğitimi ve Spor Öğretmenlerinin mesleki tükenmişlik düzeyleri ile iş doyumlarının karşılaştırılması amaçlanmıştır. Araştırma grubunu Bitlis il ve ilçelerinde görev yapmakta olan 139 (59 kadın, 80 erkek) Beden Eğitimi ve Spor Öğretmeni oluşturmuştur. Araştırma da veri toplama aracı olarak, "Kişisel Bilgi Formu", "Maslak Tükenmişlik Envanteri (Maslach Burnout Inventory) Maslach ve "Minnesote İş Doyum Ölçeği (MİDO) " kullanılmıştır. Araştırma bulguları doğrultusunda, Pandemi döneminde uzaktan eğitimle görev yapan beden eğitimi ve spor öğretmenlerinin iş doyumu ile mesleki tükenmişlikleri arasında negatif yönlü anlamlı ilişki olduğu ve orta düzeyde olduğu tespit edilmiştir. Araştırma sonucu olarak; Pandemi döneminde uzaktan eğitim ile ders işleyen beden eğitimi ve spor öğretmenlerinin iş doyum düzeyi artarken, mesleki tükenmişlik düzeylerinin düştüğü ortaya çıkmıştır.

Anahtar Kelimeler: Uzaktan eğitim, mesleki tükenmişlik, iş doyumu, pandemi dönemi, beden eğitimi ve spor öğretmenleri

Received/Geliş Tarihi: 02.03.2022
Accepted/Kabul Tarihi: 29.07.2022
Publication Date/Yayın tarihi: 28.09.2022

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Cite this article: Mutlu Bozkurt, T. (2022). Comparison of professional burnout levels and job satisfaction of physical education and sports teachers working with distance education during the pandemic period. *Current Perspectives in Social Sciences, 26*(3), 298-305.

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Introduction

Throughout the history of humanity, from past to present, many disaster situations have been encountered. The current corona virus (COVID-19) epidemic constitutes the Pandemic period as one of these disasters. The World Health Organization (WHO) coded the name Covid-19 as "CO" for "corona", "VI" for "virus" and "D" for "disease" (Turkish Academy of Sciences, 2020). The corona virus epidemic, which emerged in China in December 2019. was declared by the World Epidemic Organization as a "Pandemic" on March 11. Since the declaration of the pandemic, there have been various changes and transformations in health and economy as well as education and social activities all over the world. One of these, education, left the place of face-to-face education to distance education during the pandemic period, and it affected the education life of many students.

Educational activities all over the world, including our country, have made a rapid transition to distance education with the help of technology over the internet for the continuity of students in education. Distance Learning; It is stated that it started about 300 years ago, firstly with correspondence, with the use of radio and television, open university, teleconferencing and internet (Moore & Kearsley, 2012),

with the introduction of virtual environments into our lives today. Distance education can be used at any time and place, as well as allowing the use of applications that provide interaction at various levels (Akdemir, 2011. p. 69). With the developing technology and distance education, it has become easier for students to both access and apply information (Mutlu Bozkurt & Tamer, 2020. p. 1661). Thus, the rate of use in the fields of distance education, physical education and sports has been increased, applications have been given more space and developed rapidly (Viscione & D'Elia, 2019. p. 2047).

Besides the positive aspects of distance education, there are also some negative aspects. These cause the effectiveness of the course to decrease if the practical courses are not put into practice as required. It is thought that this situation has an impact on the instructor's professional competence, professional burnout and job satisfaction. Because, in many studies, burnout is defined as an internal psychological experience that includes attitudes, motives, expectations and many emotions, occurring at the personal level (Akçamete et al., 2001); job satisfaction; It is stated that it is affected by the working conditions, environment, life, quality of the employees, whether their economic, social and psychological needs are met (Akçamete et al., 2001).

In line with this information, it is aimed to compare the professional burnout levels and job satisfactions of Physical Education and Sports Teachers working with distance education during the pandemic period, and to examine them with various variables.

Methods

The research group consisted of 139 physical education and sports teachers working in Bitlis province and districts in the 2020-2021 academic year. While scale was preferred as the data collection tool, data collection was collected over the internet with Google Drive Forms due to the effects of the Pandemic period. The scale used in the research consists of three parts. In the first part of the scale, "Personal Information Form" containing the demographic information of physical education and sports teachers, in the second part, "Maslak Burnout Inventory" was developed by Maslach and Jackson (1981) and was developed by Ergin (1993). It has been adapted to Turkish. In the last chapter, "Minnesota Job Satisfaction Scale (MIDO)" Weiss et al. (1967) and adapted into Turkish by Baycan (1985).

Analysis of Data

The data were analyzed using the SPSS statistical program. Demographic information of the research group, occupational burnout level and job satisfaction scale were summarized using percentage, frequency, arithmetic mean and standard deviation techniques as descriptive statistics. After it was determined that the data showed normal distribution, Indepenent t and One-Way ANOVA tests were applied for in-group comparisons. Correlation analysis and regression analysis were performed in the Comparison of Occupational Burnout Levels and Job Satisfaction to determine the direction of the relationship between the variables. Significance was accepted as $p < .05$.

Results

In Table 1. physical education and sports teachers participating in the research; According to gender, 42.4% were female, 57.6% were male, 33.8% were 21-26 years old, according to age; 28.1% of them were 27-32 years old; 15.1% of them are 33-38 years old; 23.0% were aged 39 and over; According to the length of service at the school where they work, 70.5% of them are between 1-5 years, 19.4% of them 6-10 years, 10.1% of them between 11-18 years; According to the type of school they work, 54.3% is secondary school and 45.7% is high school; according to the weekly course hour variable, 18.0% is 6-10 hours; 31.3% of 11-16 hours; 25.9% are 17-24 hours; It is seen that 23.0% of them have 25 hours or more courses.

Table 1.
Demographic Information of the Research Group

		Frekans	(%)
Gender	Woman	59	42.4
	Male	80	57.6
Age	21-26 age	47	33.8
	27-32 age	39	28.1
	33-38 age	21	15.1
	39 years and older	32	23.0
Length of Service at Your School	1-5 years	98	70.5
	6-10 years	27	19.4
	11-18 years	14	10.1
Type of School You Study	Middle school	70	54.3
	High school	59	45.7
Your Weekly Class Hours	6-10 hours	25	18.0
	11-16 hours	46	31.3
	17-24 hours	36	25.9
	25 hours hours	32	23.0

Table 2.
T-Test Analysis by Gender Variable

Sub-Dimensions	Gender	$\overline{X}$	Ss	t	*p*
Inner Satisfaction	Woman	47.77	7.76	1.888	0.06
	Male	45.26	10.40		
Extrinsic Satisfaction	Woman	29.43	6.63	1.872	0.66
	Male	27.49	6.29		
Job Satisfaction (Total)	Woman	77.20	13.79	1.972	0.34
	Male	72.75	14.10		
Emotional Exhaustion	Woman	17.90	7.20	-2.881	0.76
	Male	21.20	7.00		
Personal Failure	Woman	27.24	6.11	-1.051	0.21
	Male	28.15	4.81		
Depersonalization	Woman	9.74	4.38	-1.689	0.83
	Male	10.95	4.45		
Occupational Burnout	Woman	54.88	11.80		
(Total)	Male	60.30	11.40	-2.898	0.92 $p < .05$

In Table 2 it has been determined that there is no statistical difference between the physical education and sports teachers' job satisfaction, occupational burnout levels and the total score averages of their sub-dimensions according to the gender variable ($p > .05$).

Table 3.
One-Way Analysis of Variance (ANOVA) by Age Variable

Sub-Dimensions	Group	Age	$\overline{X}$	Ss	F	Sig T
Inner Satisfaction	1	21-26 age	47.70	5.40	2.916	0.03*
	2	27-32 age	46.02	9.21		
	3	33-38 age	46.14	6.35		
	4	39 years and older	43.20	10.62		
Extrinsic Satisfaction	1	21-26 age	28.90	5.67	3.738	0.01*
	2	27-32 age	28.58	7.01		
	3	33-38 age	30.35	4.15		
	4	39 years and older	25.52	7.45		
Job Satisfaction (Total)	1	21-26 age	78.60	10.41	3.519	0.01*
	2	27-32 age	74.60	15.89		
	3	33-38 age	76.50	10.14		
	4	39 years and older	68.72	16.98		
Emotional Exhaustion	1	21-26 age	17.76	3.61	5.894	0.00*
	2	27-32 age	20.13	7.44		
	3	33-38 age	18.35	7.26		
	4	39 years and older	23.60	9.02		
Personal Failure	1	21-26 age	27.56	5.71	7.810	0.10*
	2	27-32 age	25.04	5.58		
	3	33-38 age	29.32	3.71		
	4	39 years and older	30.28	4.42		
Depersonalization	1	21-26 age	10.01	3.18	1.384	0.25
	2	27-32 age	10.90	4.39		
	3	33-38 age	9.42	4.46		
	4	39 years and older	11.37	5.66		
Occupational Burnout	1	21-26 age	55.35	7.67	5.405	0.01*
(Total)	2	27-32 age	56.09	12.74		
	3	33-38 age	58.07	10.93		
	4	39 years and older	64.30	13.77		

*$p < .05$

In Table 3 it was determined that physical education and sports teachers' overall job satisfaction scale and its sub-dimensions and overall professional burnout scale and emotional exhaustion and personal failure sub-dimensions differed significantly according to the age variable ($p < .05$), while depersonalization It was determined that there was no significant difference between the sub-dimension and the age variable. According to the results of the TUKEY test performed to determine which group the difference originates from; For the overall scale of internal satisfaction, external satisfaction and job satisfaction, it was determined that physical education and sports teachers aged 21-26 were significantly higher than the average scores of teachers aged 39 and over. It was determined that the mean scores of the total occupational burnout, emotional exhaustion, and personality failure sub-dimensions were found to be significantly higher than the mean scores of the other age ranges of the physical education teachers who were in the 39 and over age range.

Table 4.
One-Way Analysis of Variance (ANOVA) According to the Variable of Length of Service at the School

Sub-Dimensions	Group	Length of Service at School	$\overline{X}$	Ss	F	Sig
Inner Satisfaction	1	1-5 years	47.83	7.29	6.580	0.02*
	2	6-10 years	42.70	9.17		
	3	11-18 years	43.50	9.69		
Extrinsic Satisfaction	1	1-5 years	29.21	5.81	5.454	0.00*
	2	6-10 years	25.11	7.13		
	3	11-18 years	28.25	7.35		
Job Satisfaction (Total)	1	1-5 years	77.04	12.39	6.334	0.00*
	2	6-10 years	67.82	15.93		
	3	11-18 years	71.75	16.04		
Emotional Exhaustion	1	1-5 years	18.70	6.02	5.156	0.00*
	2	6-10 years	21.94	8.69		
	3	11-18 years	23.20	9.00		
Personal Failure	1	1-5 years	27.00	5.86	3.798	0.02*
	2	6-10 years	29.64	3.42		
	3	11-18 years	28.95	4.13		
Depersonalization	1	1-5 years	10.00	3.73	3.918	0.02*
	2	6-10 years	12.35	5.99		
	3	11-18 years	9.95	4.32		
Occupational Burnout	1	1-5 years	55.71	9.80	8.158	0.00*
(Total)	2	6-10 years	63.94	12.78		
	3	11-18 years	62.10	12.78		

$p < .05$

In Table 4 it has been determined that there is a statistically significant difference in the overall job satisfaction scale and its sub-dimensions, and in general and all sub-dimensions of the occupational burnout scale according to the variable of length of service in the school where physical education and sports teachers work ($p < .05$). According to the results of the TUKEY test performed to determine which group the difference originates from; While the mean score of physical education and sports teachers who have a service period of 1-5 years in general and all sub-dimensions of the job satisfaction scale is found to be significantly higher than the average of teachers who have other service periods; It has been determined that the average score of physical education and sports teachers who have a service period of 1-5 years for the general occupational burnout scale, personal failure and depersonalization sub-dimension is low.

Table 5.
T-Test Analysis According to the Variable of School Type

Sub-Dimensions	Type of School	$\overline{X}$	Ss	t	*p*
Inner Satisfaction	Middle school	46.25	8.70	.055	0.09
	High school	46.18	7.88		
Extrinsic Satisfaction	Middle school	28.73	6.51	1.041	0.52
	High school	27.67	6.43		
Job Satisfaction (Total)	Middle school	74.98	14.69	.509	0.16
	High school	73.85	13.50		
Emotional Exhaustion	Middle school	19.88	7.20	-.102	0.44
	High school	20.00	7.32		
Personal Failure	Middle school	26.68	5.88	-2.890	0.00*
	High school	29.06	4.36		
Depersonalization	Middle school	10.83	4.69	1.064	0.12
	High school	10.09	4.14		
Occupational Burnout	Middle school	57.40	12.51		
(Total)	High school	59.15	10.98	-.941	0.48

$p < .05$

In Table 5 it was determined that there was a significant difference in terms of personal failure mean score according to the school type variable of physical education and sports teachers ($p < .05$), while internal satisfaction, external satisfaction, job satisfaction total, emotional exhaustion, depersonalization and professional burnout total score. No statistically significant difference was found between the mean scores ($p > .05$).

Table 6.
One-Way Analysis of Variance (ANOVA) According to Weekly Class Hours Variable

Sub-Dimensions	Group	Weekly Class Hours	$\overline{X}$	Ss	F	Sig
Inner Satisfaction	1	6-10 hours	43.92	6.89	2.836	0.04*
	2	11-16 hours	48.55	6.92		
	3	17-24 hours	44.60	9.79		
	4	25 hours or more	46.39	8.56		
Extrinsic Satisfaction	1	6-10 hours	26.81	5.71	4.849	0.00*
	2	11-16 hours	30.80	5.80		
	3	17-24 hours	26.69	6.77		
	4	25 hours or more	27.18	6.66		
Job Satisfaction (Total)	1	6-10 hours	70.74	12.34	3.879	0.01*
	2	11-16 hours	79.35	15.89		
	3	17-24 hours	71.30	15.90		
	4	25 hours or more	73.57	14.32		
Emotional Exhaustion	1	6-10 hours	23.11	9.81	5.005	0.00*
	2	11-16 hours	17.85	4.59		
	3	17-24 hours	21.69	8.67		
	4	25 hours or more	18.42	4.52		
Personal Failure	1	6-10 hours	29.33	1.98	2.029	0.11
	2	11-16 hours	27.48	6.00		
	3	17-24 hours	28.43	4.63		
	4	25 hours or more	26.21	6.57		
Depersonalization	1	6-10 hours	10.74	5.57	2.867	0.03*
	2	11-16 hours	9.75	3.37		
	3	17-24 hours	11.95	5.47		
	4	25 hours or more	9.48	2.74		
Occupational Burnout	1	6-10 hours	63.18	15.29	6.460	0.00*
(Total)	2	11-16 hours	55.08	7.88		
	3	17-24 hours	62.08	13.12		
	4	25 hours or more	54.12	9.32		

*$p < .05$

In Table 6. a statistically significant difference was found between physical education and sports teachers' weekly lesson hours, job satisfaction scale in general, internal satisfaction, external satisfaction, overall professional burnout scale, depersonalization and emotional exhaustion ($p < .05$). According to the results of the TUKEY test performed to determine which group the difference originates from; For the overall job satisfaction scale and the external satisfaction sub-dimension, it is seen that the average scores of physical education and sports teachers who attend 11-16 hours of weekly classes are significantly higher than the average scores of teachers who attend weekly classes at other hours. For the occupational burnout scale in general, it was determined that the average score of physical education and sports teachers who attend 25 hours and more weekly classes is lower than those who attend the class at other hours.

Table 7.
Pearson Correlation Analysis Between Job Satisfaction and Occupational Burnout Levels

		Emotional Exhaustion	Personal Failure	Depersonalization	Occupational Burnout (Total)
Inner Satisfaction	r	-.616**	.020	-.556**	-.577**
	p	.000	.799	.000	.000
	N	162	162	162	162
Extrinsic Satisfaction	r	.605**	-.115	-.535**	-.624**
	p	.000	.146	.000	.000
	N	162	162	162	162
Job Satisfaction (Total)	r	-.640**	-.041	-.573**	-.626**
	p	.000	.606	.000	.000
	N	162	.162	162	162

**$p < .05$

In Table 7 Pearson Correlation analysis results are given to determine whether there is a relationship between job satisfaction and professional burnout of physical education and sports teachers working with distance education during the pandemic period. According to the results of Pearson Correlation analysis; It was determined that there was a negative significant relationship between the overall job satisfaction scale and its sub-dimensions and the general occupational burnout, emotional exhaustion and depersonalization sub-dimensions ($p < .01$). It is stated that the job satisfaction and professional burnout of physical education and sports teachers who work with distance education during the pandemic period are at a moderate level.

Discussion

In this study, it was aimed to compare the professional burnout levels and job satisfaction of Physical Education and Sports Teachers working with distance education during the pandemic period, and to examine them with various variables. The research group consisted of 139 (59 female, 80 male) physical education and sports teachers working actively in Bitlis province and its districts. The gender, age, length of service at the school where you work, the type of school you work, the weekly lesson hours of the physical education and sports teachers in the personal information form were compared and the relationship between the two scales was analyzed and analyzed in what way and at what level.

As a result of the first analysis and research, it was determined that there was no statistically significant difference between job satisfaction, occupational burnout levels and the total score averages of its sub-dimensions according to the gender variable. It can be said that the physical education and sports teachers working with distance education during the pandemic period have gained teaching experience and the gender variable does not play an active role in positive and negative situations. Because it is thought that physical education teachers professionally show the necessary dedication in the distance education process, regardless of gender. In studies supporting the research results; It was determined that the occupational burnout levels and job satisfaction of physical education teachers did not cause a significant difference in the gender variable (Mumcu, 2014; Dincerol, 2013). As a result of the analyzes made with the gender variable in neither the professional burnout levels of physical education and sports teachers, significant differences were reached (Medeni, 2018); Nor, in a study on the determination of job satisfaction levels, it was determined that there was no difference according to gender (Gülay, 2006). It is seen that the research results obtained here are in harmony with the research results available in the literature.

Secondly, as a result of the analysis and research, according to the age variable of physical education and sports teachers working with distance education during the pandemic period; It was determined that there was a statistically significant difference between the overall job satisfaction scale and its sub-dimensions, and the overall occupational burnout scale and the total mean scores of emotional exhaustion and personal failure. According to the results of the TUKEY test performed to determine which group the difference originates from; the mean scores of physical education and sports teachers aged 21-26 were higher than the other groups for the internal satisfaction, external satisfaction and job satisfaction scale; It has been determined that the mean score of the total occupational burnout scale, emotional exhaustion, and personality failure sub-dimensions is significantly higher than the mean score of other age ranges of physical education teachers who are in the 39 and over age range. In this context, if we look at the age ranges in terms of job satisfaction; It is seen that the job satisfaction of physical education and sports teachers, whose age range is smaller than other groups, is higher both internally and externally. It is thought that the job satisfaction of physical education teachers, who continued this process with distance education, especially during the Pandemic period, has been further affected. It can be interpreted that their job satisfaction is high in terms of excitement and dedication, since they are just at the beginning of their professional life, that is, their age range is small. In terms of professional burnout, the opposite situation is encountered. In other words, it can be stated that the burnout levels of physical education and sports teachers with a larger age group are proportionally high. From this point of view, the physical education and sports teaching profession, unlike other teacher groups, may have had an effect on the result, both physically and mentally. As a result; It can be said that the fact that the age variable has a positive effect on job satisfaction, the job excitement of new teachers, the enthusiasm and desire of having just started the profession, and the work experience of older teachers in the profession has a negative impact on professional burnout. This result of the research is supported by the results obtained in the literature (Gülay, 2006; Baysal, 1995).

Thirdly, as a result of the analyzes and research, it was determined that there was a statistically significant difference in the overall job satisfaction scale and its sub-dimensions, and the overall professional burnout scale and all sub-dimensions according to the variable of service time of physical education and sports teachers working with distance education during the pandemic period. According to the results of the TUKEY test performed to determine which group the difference originates from; While the mean score of physical education and sports teachers who have a service period of 1-5 years in general and all sub-dimensions of the job satisfaction scale is found to be significantly higher than the average of teachers who have other service periods; It has been determined that the average score of physical education and sports teachers who have a service period of 1-5 years for the general occupational burnout scale, personal failure and depersonalization sub-dimension is low. In line with this information, considering the service period of physical education and sports teachers working with distance education during the pandemic period, it can be stated that their new enthusiasm, their newness in the profession and their not being worn out, increase their job satisfaction, while professional burnout is low. The results of the research conducted within the scope of the literature support the current findings (Gögercin, 2017; Dolunay, 2002. p. 51-62). Avşaroğlu et al. (2005, p. 115-129) stated in their study that there was no significant difference in terms of service among teachers and reached a different conclusion with the results of the research.

Fourth, as a result of the analysis and research, it is seen that there is a significant difference in terms of personal failure score average, which is the sub-dimension of professional burnout, according to the school type variable of physical education and sports teachers working with distance education during the pandemic period. In the current bulgur of the research, it is determined that the personal failure point average of physical education and sports teachers working in high school is higher than physical education and sports teachers working in secondary school. In this context, it can be said that the physical education lesson taught by distance education during the pandemic period, teaching young children at the high school level, negatively affects the personal failure sub-dimension of the physical education teacher at the level of professional burnout. In the literature studies, Çalışkan (2018) and Yıldırım (2016) reached results that support the research results. Kale (2007), on the other hand, reached different results from the existing findings in his study with physical education teachers and states that there is no significant difference in the general and all sub-dimensions of the occupational burnout scale.

As a result of the analyzes made, a statistically significant difference was found between the general job satisfaction scale, internal satisfaction, external satisfaction, general professional burnout scale, depersonalization and emotional exhaustion according to the weekly course hours variable of physical education and sports teachers working with distance education during the pandemic period. According to the results of the TUKEY test performed to determine which group the difference originates from; For the overall job satisfaction scale and all its sub-dimensions, the average scores of physical education and sports teachers who attend 11-16 hours of weekly classes are higher; For the occupational burnout scale in general, it has been determined that the mean scores of physical education and sports teachers who attend 25 hours and more weekly classes are lower. In line with this information, if it is taken into account that a teacher has 15 hours a week, it can be stated that teachers take responsibility as much as they should in the distance education process during the pandemic period, and they reach job satisfaction by being more satisfied and happy in this compulsory process. In addition, it can be thought that the education-teaching process in the distance education process affects the professional burnout level of physical education teachers negatively. While there are findings supporting the results of the studies within the scope of the studies in the literature (Aydın et al., 2017, p. 60-67; Girgin, 2010, p. 31-38; Tavlı, 2009); There are also studies in the literature that include different findings from the research results (Çalışkan, 2018; Mumcu, 2014).

As conclusion of the research; According to the Pearson Correlation results made between the sub-dimensions of the scale of job satisfaction and professional burnout of Physical Education and Sports teachers working with distance education during the pandemic period; It was determined that there was a negative significant relationship between the overall job satisfaction scale and its sub-dimensions and the general occupational burnout, emotional exhaustion and depersonalization sub-dimensions. It has been determined that the job satisfaction and professional burnout of physical education and sports teachers who work with distance education during the pandemic period are at a moderate level. In this context, it can be interpreted that while the job satisfaction level of physical education and sports teachers who teach with distance education increases during the pandemic period, the level of professional burnout decreases. Because it is a pandemic period and education is carried out with distance education, while reducing the professional burnout levels of teachers, it causes an increase in their job satisfaction levels. Tunçbilek (2016), in his study, determined that the level of job satisfaction of teachers was moderate, and it was found that this study was in parallel with the results of the research.

Conclusion and Recommendations

Physical Education and Sports Teachers, who teach by distance education during the pandemic period, should discuss the process with the new physical education teachers and find solutions to the problems they may encounter. Thus, the burnout levels of new teachers should be reduced.

Teaching rights granted to departments other than physical education and sports teaching (Sports management, Coaching, Recreation, etc.) should not be given; because being a teacher, especially being a physical education and sports teacher, is gained by living and experience. This is thought to affect job satisfaction and burnout.

In order to more clearly determine the results of the job satisfaction and professional burnout levels of physical education and sports teachers who teach by distance education during the pandemic period, it may be recommended to conduct various studies on different and larger sample groups.

Ethics Commitee Approval: Ethics Committee Approval Certificate of this study was obtained from Bitlis Eren University Ethical Principles and Ethics Committee Presidencyon 01.03.2022.

Informed Consent: Written informed consent was obtained from volunteers who participated this study.

Peer-review: Externally peer-reviewed.

Conflict of Interest: The author have no conflicts of interest to declare.

Funding: The author declare that this study had received no financial support.

Etik Komitesi Onayı: Bu çalışma için Bitlis Eren Üniversitesi Etik İlkeleri ve Etik Kurulu'undan 03.01.2022 tarihinde E-84771431-050.03-37960 numaralı etik kurul onay belgesi alınmıştır.

Bilgilendirilmiş Onam: Yazılı onam çalışma katılımcılarından alınmıştır.

Hakem Değerlendirmesi: Dış bağımsız.

Çıkar Çatışması: Yazar çıkar çatışması bildirmemiştir.

Finansal Destek: Yazar bu çalışma için finansal destek almadığını beyan etmiştir.

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