

THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDES TO DISTANCE EDUCATION AND THEIR LIFE SATISFACTION

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ABSTRACT

Teachers' attitudes toward distance education are important in terms of the effectiveness of the distance education process. They become even more critical during this time of global pandemics when face-to-face education has been compulsorily replaced by distance education. The worldwide coronavirus pandemic has changed the practices of the teaching profession. This period has revealed how teachers' life satisfaction while carrying out their profession can be affected by changes in education delivery. The aim of this study is to examine the relationship between teachers' attitudes toward distance education and their life satisfaction during the distance education process. This research used the correlational survey method, a method in quantitative research. The sample group consisted of teachers (1,233 male and 3,671 female educators) working in different branches in Izmir. The "Life Satisfaction Scale" and "Attitude toward Distance Education Scale" were applied. Participants' demographic information was obtained using a "Personal Information Form" designed by the researchers. According to the results of the study, while there is a notable difference in teachers' limitations toward distance education and life satisfaction according to gender, there is no difference in the advantages gained from and attitudes toward distance education.

Keywords: Attitudes of Distance Learning, Life Satisfaction, Global Pandemic, Effective Teaching, Distance Learning

INTRODUCTION

Due to the global coronavirus pandemic, the face-to-face teaching environment had to transform into distance education quickly. We can expect this process to have an effect on the living conditions, life satisfaction of teachers required to fulfill their teaching duties remotely. Advances in technology have various effects on learning, teaching methods. Already in the information age of the 21st century, interest in distance education increased, and with the emergence of the Covid-19 pandemic, it has gained increased importance. During the pandemic that has affected many countries worldwide, educational activities have continued through distance education (Telli & Altun, 2020). In primary and secondary schools affiliated with the Ministry of National Education in Turkey, educational activities were interrupted on March 13, 2020, since then have continued through the Education Information Network (EBA) and TRT e-school broadcasts. As a result of the effect on the education systems, many students were not able to attend schools during the second half of the 2019-2020 academic year, putting a heavy

burden on parents and caregivers (Chang & Satako, 2020). In response, schools, universities have rapidly implemented distance learning systems. However, many schools had limited or no experience of distance learning, many had not prepared distance learning resources, many teachers faced difficulties in using on-line applications (Zaharah & Kirilova, 2020).

Distance education can be defined as a system in which teachers, students in different physical environments interact using communication technology, and education and training activities are **provided to a broad audience while ensuring equal opportunities (Gelişli, 2015; Yalın, 2001)**. One of the most critical factors affecting the success of distance education is the attitude and approach of the **participants (Yıldırım et al., 2014)**. In distance education processes, appropriate student-centered teaching methods are used rather than traditional teacher-centered teaching methods; the teacher's **role is undoubtedly critical if this change is to take place effectively (Işık et al., 2010)**. Researches show that the successful integration of technologies in classroom teaching not only increases students' test scores but also improves students' personal autonomy and teachers' technological competence (Bates et al., 2012; Marzano, 2012; O' Connor, 2012; Picciotto, 2012). Warren and Holloman (2005) reveal that there is no significant difference in students' learning outcomes between online teaching and traditional teaching. To implement distance education successfully, not only do teachers need the knowledge and skills, but they also need the required perceptions and attitudes toward the use of educational technologies (Tobin et al., 1994). One study observed that attitudes toward distance education were significantly unrelated to students' gender, grade level, and that previous participation **in a distance education course affected students' attitude toward distance education (Şimşek et al., 2011)**.

A study conducted by Koçoğlu et al. (2020) concludes that there are no regional differences in terms of teacher perceptions regarding distance education. However, it is surprising that studies on attitudes and perceptions toward distance education show different results in terms of the gender variable. A study **by Başar et al. (2019)** found a significant difference in terms of the gender variable and that male participants had a higher perception level than women.

Another study conducted by Üstün et al. (2020) found that while there were significant differences in favor of male participants in terms of gender, there were only moderate level differences in terms of personal activity, self-confidence, and attitude.

The concept of life satisfaction, first used by Neugarten in 1961, refers to a situation or result obtained by comparing an individual's expectations with what they have (Karabulut & Özer, 2003). Life satisfaction is considered a holistic quality of life and a positive development level (Veenhoven, 1996). Serin and Özbülak (2006) discuss life satisfaction in three categories: the state of well-being by comparing one's own life with external factors, well-being through judgment of one's own life, satisfaction by daily interactions. Life satisfaction can be defined as a feature arising from people's perspective on life, their expectations, and the degree of respect for these expectations. This situation may affect interpersonal relationships, **work-life in the organizational environment (Yılmaz & Aslan, 2013)**. Christopher (1999), on the other hand, explains life satisfaction as an individual's assessment of the quality of his/her life in areas such as family, school, and friends as a whole against criteria s/he has formed about what constitutes a good life. Life satisfaction becomes vital for teachers who **continuously interact with large groups (Şişman, 2002)**. According to the results of research conducted by Yılmaz and Aslan (2013), male teachers' life satisfaction level is much lower than female teachers.

Considering that people with high life satisfaction feel that their lives are meaningful and share goals and values that are important to them, high life satisfaction can positively affect job performance, affecting the education process (Ignat & Clipa, 2012). According to other research results, although teacher candidates' life satisfaction does not differ significantly according to age, education type, or **whether there was a teacher in the family, they do differ significantly according to gender (Recepoğlu, 2013)**.

The main factors that affect teachers' life satisfaction are their economic status, professional status, the environmental conditions in which they work, and their expectation levels. Therefore, teachers' perceptions of their job satisfaction, professional burnout affect their life satisfaction (Avşaroğlu, Deniz, & Kahraman, 2005). Work or working time has an important place in the lives of individuals; although it does not increase the level of individual goal achievement, it increases life satisfaction. Life satisfaction is defined as the degree of achieving goals (Aysan & Bozkurt, 2004). The main factors affecting life satisfaction can be listed as follows: freedom, democracy, being open-minded, being active, political stability, feeling in control of one's own life, physical and mental health, being married, having good relationships with family and friends, doing sports, living in a safe area, having a broad social environment, positive individual identity (Khakoo, 2004; Dockery, 2004; as cited in Özdevecioğlu & Aktaş, 2007). One study reveals a significant inverse relationship between the emotional deprivation dimension of teachers' workplace loneliness, the social friendship dimension of their life satisfaction (Yılmaz & Aslan, 2013).

Moore (2005) emphasizes five critical components of quality in online learning: learning effectiveness, student satisfaction, teaching staff satisfaction, access, cost-effectiveness. He emphasizes the close relations between faculty member and student satisfaction. A further study demonstrates that the sub-dimensions of self-efficacy, ensuring student participation, teaching strategies, and classroom management competencies are positively associated with teachers' job and life satisfaction, negatively associated with burnout. Some differences were found in teachers' self-efficacy, job satisfaction, life satisfaction, and burnout according to demographic variables (Telef, 2011).

The optional "distance education" applications in place before the pandemic became mandatory once education institutions closed. This period has revealed how teachers' life satisfaction differs while educating on-line compared to face-to-face education. The primary purpose of this study is to examine the relationship between teachers' distance education attitudes and life satisfaction during the global pandemic period.

Purpose

The study examines the relationship between teachers' attitudes toward distance education and life satisfaction in the distance education process. Accordingly, this study considers the following questions. In the period of distance education:

1. What is the level of teachers' life satisfaction and attitudes toward distance education?
2. Do teachers' life satisfaction and attitudes toward distance education show a significant difference according to teachers' demographic characteristics, such as gender, teaching branch, education level, knowledge of distance education, school type in which they work, perceived income level?
3. Is there a relationship between teachers' life satisfaction and their attitudes toward distance education?
4. Does teachers' life satisfaction predict attitudes toward distance education?

METHODOLOGY

Research Design

This research used the correlational survey method, a method in quantitative research. Survey models are studies that aim to collect data to determine the specific characteristics of a group (Büyüköztürk, 2012). Karasar (2014) states that the correlational survey method aims to reveal the relationship between two variables.

In this study, the survey method was used to determine teachers' attitudes toward distance education and life satisfaction when the distance education process was applied. The participants were selected by random cluster sampling (Büyüköztürk et al., 2018).

Participants

The research participants were teachers working in Izmir in the 2019-2020 academic year. The sample group of the study, which was determined by random cluster sampling, consists of teachers working in different branches in Izmir.

The results show the demographic characteristics of the participants to be as follows: by gender, 25.1% (f=1233) are male educators and 74.9% are female educators (f = 3671); by teaching branch, 64% (f = 3137) are branch teachers, 36% (f = 173) are classroom teachers; by educational level, 3.5% (f=173) **have an associate degree, 85.6% (f= 4199) have a bachelor's degree, and 10.8% (f=532) have a master's degree;** by knowledge of distance education, 94.8% have knowledge of distance education, 5.2% (f= 254) do not have knowledge of distance education; by school type in which they work, 40.3% (f= 1974) work in primary schools, 36.1% (f= 1768) work in secondary schools, 23.7% (f= 1162) work in high schools. Looking at the perceived income level, 20% (f=980) have a low, 72.9% (f= 3573) have a moderate, and 7.2% (f= 351) have a good perceived income level.

Data Collection Tool

Two data collection tools were used in the study. The "Life Satisfaction Scale," which was developed by **Diener, Emmons, Larsen, and Griffin (1985)** and adapted to Turkish by **Dağlı and Baysal (2016)** and the "**Attitude Toward Distance Education Scale**" (**Ağır,2007**), were applied. In addition, participants' demographic information was obtained with the "Personal Information Form" designed by the researchers.

The Attitude Toward Distance Education Scale has two sub-dimensions. Consisting of 21 items, this is a 5-point Likert type ranging from (1) (Strongly disagree) to (5) (Strongly agree). For the first sub-dimension, "advantages of distance education," the minimum score that can be obtained is 14 while the maximum is 70. For the second sub-dimension, "limitations of distance education," the minimum score is seven, and the maximum is 35.

The Life Satisfaction Scale, adapted into Turkish by Dağlı and Baysal (2016), has a single factor structure and consists of 5 items. The scale also has a Likert-type rating ranging from (1) (Strongly disagree) to (5) (Strongly agree).

Analysis of Data

The findings of the data obtained are presented below. The skewness and kurtosis values were checked to determine whether the data shows normal distribution. The values of kurtosis and skewness are in the range of ± 1.5 according to the results of the normality test conducted to determine whether the sub-dimensions of the sample group's Attitude Toward Distance Education Scale and total scale scores, scores of Life Satisfaction Scale. According to Tabachnick and Fidell (2013), skewness and kurtosis values in the range of ± 1.5 are acceptable for normality. The scores obtained from the scales were considered to be normally distributed, and the data were analyzed parametrically using the SPSS program.

FINDINGS

The results of the analysis for the first study question, "What level are teachers' life satisfaction and attitudes toward distance education?" are presented in Table 3.

Table 1
Attitude Toward Distance Education Scale and Life Satisfaction Scale Arithmetic Mean, Standard Deviation, and Standard Error Values

Dimensions	N	Mean	sd	SEM
Distance Education Attitude Advantages	4904	38.41	12.36	.18
Distance Education Attitude Limitations	4904	16.74	5.59	.08
Distance Education Attitude Total	4904	55.15	16.55	.24
Life Satisfaction	4904	15.54	4.65	.07

In Table 1, the findings suggest that the distance education attitudes of teachers were moderate in the advantages sub-dimension and low in the limitations sub-dimension, the total distance education attitudes. It was determined that their life satisfaction is just above the medium level.

Results for the second question of the study, "Do teachers' life satisfaction and attitudes toward distance education show a significant difference according to teachers' demographic characteristics, such as gender, teaching branch, education level, knowledge of distance education, school type in which they work, perceived income level?" are presented in Table 2-3-4-5-6-7.

Table 2
Teachers' Attitudes toward Distance Education and Life Satisfaction t-Test Results According to Gender

Dimensions	Groups	N	Mean	sd	SE M	t-Test t	df	p
Distance Education Attitude Advantages	Male	1233	38.45	12.699	.36	.142	4902	.887
	Female	3671	38.39	12.251	.20			
Distance Education Attitude Limitations	Male	1233	17.17	5.732	.16	3.111	4902	.002
	Female	3671	16.60	5.530	.09			
Distance Education Attitude Total	Male	1233	55.62	17.046	.48	1.155	4902	.248
	Female	3671	54.99	16.377	.27			
Life Satisfaction	Male	1233	14.46	4.663	.13	-9.482	4902	.000
	Female	3671	15.90	4.595	.07			

As seen in Table 2, the difference between the groups in terms of the limitations sub-dimension [$t_{(4902)} = 3,111; p > .05; d = .01$] is in favor of males, the life satisfaction total test [$t_{(4902)} = 3,111; p > .05; d = .03$] is in favor of females. There is no significant difference in the advantages sub-dimension [$t_{(4902)} = .142; p > .05$], distance education total test [$t_{(4902)} = .142; p > .05$]. According to the analysis, while teachers' attitudes toward distance education limitations, their life satisfaction differ according to gender, their attitudes toward distance education advantages and attitudes toward distance education do not.

Table 3

Teachers' Attitudes toward Distance Education and Their Life Satisfaction t-Test Results According to Their Teaching Branch

Dimensions	Groups	N	\bar{x}	ss	Sh \bar{x}	t Test		
						t	Sd	p
Distance Education Attitude Advantages	Branch teacher	3137	39,59	12,505	,223	9,193	3835,592	,000
	Classroom teacher	1767	36,29	11,822	,281			
Distance Education Attitude Limitations	Branch teacher	3137	17,02	5,747	,103	4,828	3940,506	,000
	Classroom teacher	1767	16,24	5,254	,125			
Distance Education Attitude Total	Branch teacher	3137	56,62	16,908	,302	8,547	3920,355	,000
	Classroom teacher	1767	52,54	15,557	,370			
Life Satisfaction	Branch teacher	3137	15,72	4,589	,082	3,739	3556,710	,000
	Classroom teacher	1767	15,20	4,751	,113			

Table 3 shows a significant difference in favor of branch teachers in the advantages sub-dimension [$t_{(3835,592)} = 9.193$; $p < .01$; $d = .03$], limitations sub-dimension [$t_{(3940,506)} = 4.828$; $p < .01$; $d = .01$], total test [$t_{(3920,355)} = 8.547$; $p < .05$; $d = .03$], life satisfaction total test scores [$t_{(3556,710)} = 3.739$; $p < .01$; $d = .01$]. Teachers' total attitudes regarding advantages, limitations, and total distance education attitudes, life satisfaction differ according to their teaching branch.

Table 4

Teachers' Attitudes Toward Distance Education and Their Life Satisfaction t-Test Results According to Their Level of Knowledge about Distance Education

Dimensions	Groups	N	Mean	sd	SEM	t-Test		
						t	df	p
Distance Education Attitude Advantages	Yes	4650	38.56	12.385	.182	3.815	4902	.000
	No	254	35.53	11.631	.730			
Distance Education Attitude	Yes	4650	16.81	5.600	.082	3.874	4902	.000
	No	254	15.42	5.170	.324			
Distance Education Attitude Total	Yes	4650	55.38	16.614	.244	4.159	4902	.000
	No	254	50.95	14.702	.922			
Life satisfaction	Yes	4650	15.59	4.645	.068	3.439	4902	.001
	No	254	14.56	4.722	.296			

As shown in Table 4, a significant difference was found in favor of those with distance education knowledge in the advantages sub-dimension [$t_{(4902)} = 3.815$; $p < .01$; $d = .03$], limitations sub-dimension [$t_{(4902)} = 3.874$; $p < .01$; $d = .03$], total test [$t_{(4902)} = 4.159$; $p < .01$; $d = .03$], and life satisfaction total test [$t_{(4902)} = 4.159$; $p < .01$; $d = .03$]. Accordingly, it can be said that the attitudes toward distance education advantages, limitations sub-dimensions, and life satisfaction of teachers differ according to their level of knowledge about distance education.

Table 5
One-Way Analysis of Variance (ANOVA) Results of Attitude Toward Distance Education Scale and Life Satisfaction Scale According to Their Educational Level

Values			ANOVA Results								
Dimensions	Group	N	Mean	sd	Variance	SS	df	MS	F	p	Dif
Distance Education Attitude Advantages	A-	173	34.98	12.010	Between	7372.7	2	3686.388	24.345	.000	C> B> A
	B-	4199	38.15	12.261	In groups	742117	4901	151.422			
	C-	532	41.50	12.741	Total	749490	4903				
	Total	4904	38.41	12.364							
Distance Education Attitude Limitations	A-	173	16.05	5.209	Between	358.02	2	179.014	5.748	.003	C> B> A
	B-	4199	16.68	5.593	In groups	152647	4901	31.146			
	C-	532	17.44	5.603	Total	153005	4903				
	Total	4904	16.74	5.586							
Distance Education Attitude Total	A-	173	51.03	15.292	Between	10976.	2	5488.194	20.197	.000	C> B> A
	B-	4199	54.84	16.463	In groups	133174	4901	271.729			
	C-	532	58.94	17.015	Total	134271	4903				
	Total	4904	55.15	16.549							
Life Satisfaction	A-	173	14.11	4.692	Between	644.00	2	322.004	14.950	.000	C> B> A
	B-	4199	15.50	4.637	In groups	105563	4901	21.539			
	C-	532	16.27	4.656	Total	106207	4903				
	Total	4904	15.54	4.654							

As presented in Table 5, there is a significant difference between the groups in the "distance education attitude advantages" sub-dimension [$F_{(2-4901)} = 24,345$; $p < .01$; $\eta^2 = .01$], in the "distance education attitude limitations" sub-dimension [$F_{(2-4901)} = 5,748$; $p < .01$; $\eta^2 = .00$], in total scale [$F_{(2-4901)} = 14950$; $p < .01$; $\eta^2 = .01$], and the life satisfaction total scale [$F_{(2-4901)} = 14950$; $p < .01$; $\eta^2 = .01$]. The post hoc Scheffe test, a multiple comparison test, was conducted to determine in which groups the difference occurred; the results are presented in Table 5.

As seen in Table 5, the difference in the distance education attitude advantages sub-dimension was realized in favor of undergraduate and postgraduates among associate degree graduates, undergraduate, postgraduates, and between undergraduate and postgraduates it was in favor of graduate graduates ($p < .01$). The difference in the distance education attitude limitations sub-dimension was in favor of postgraduates among graduate, associate, and undergraduates ($p < .01$). The difference between the total average of distance education attitude and life satisfaction is in favor of undergraduate and graduates in terms of associate degree, undergraduate and postgraduates, and among undergraduates and postgraduates, it is in favor of postgraduates ($p < .01$). This difference can be interpreted as the distance education attitude increasing as the educational level increases.

Table 6
One-Way Analysis of Variance (ANOVA) Results of the Attitude toward Distance Education Scale and the Life Satisfaction Scale Scores According to School Type

Values					ANOVA Results						
Dimensions	Groups	N	M	sd	Variance	SS	df	MS	F	p	Diff
Distance Education Attitude Advantages	A-	1974	3	11.9	Between	9319.40	2	4659	30.	.0	B>A
	B-	1768	3	12.6	In Groups	740170.	4	151.	854	0	C>A
	C-High	1162	3	12.2	Total	749490.	4			0	
	Total	4904	3	12.3							
Distance Education Attitude Limitations	A-	1974	1	5.30	Between	662.072	2	331.	10.	.0	B>A
	B-	1768	1	5.87	In groups	152343.	4	31.0	650	0	
	C-High	1162	1	5.56	Total	153005.	4			0	
	Total	4904	1	5.58							
Distance Education Attitude Total	A-	1974	5	15.7	Between	14244.8	2	7122	26.	.0	B>A
	B-	1768	5	17.0	In Groups	1328474	4	271.	276	0	C>A
	C-High	1162	5	16.6	Total	1342718	4	062		0	
	Total	4904	5	16.5							
Life Satisfaction	A-	1974	1	4.71	Between	46.796	2	23.3	1.0	.3	
	B-	1768	1	4.58	In Groups	106160.	4	21.6	80	4	
	C-High	1162	1	4.65	Total	106207.	4			0	
	Total	4904	1	4.65							

As seen in Table 6, there is a significant difference in distance education attitude advantages sub-dimension [$F_{(2-4901)} = 30,854; p < .01; \eta^2 = .01$], distance education attitude limitations sub-dimension [$F_{(2-4901)} = 10,650; p < .01; \eta^2 = .00$], total scale scores [$F_{(2-4901)} = 26,276; p < .01; \eta^2 = .01$], but there was no significant difference in terms of life satisfaction scale total score [$F_{(2-4901)} = 1,080; p < .01$]. The post hoc Scheffe test, a multiple comparison test, was used to determine which groups the difference occurred in; the results are presented in Table 8.

According to the results in Table 6, the difference in the distance education attitude advantages sub-dimension is in favor of those who work in secondary and high schools among those who work in primary, secondary, and high schools ($p < .01$). The difference in the distance education attitude limitations sub-dimension is in favor of those who work in secondary school between those who work in primary school and in secondary school ($p < .05$). The difference between the distance education attitude total scores is in favor of those working in secondary and high schools ($p < .01$). This difference is that those who work in primary schools have the lowest distance education attitude level.

Table 7
 One-Way Analysis of Variance (ANOVA) Results of the Attitude toward Distance Education Scale and its Sub-Dimensions Scores According to Perceived Income Level

Values		ANOVA Results									
Dimensions	Groups	N	Mean	sd	Variance	SS	df	MS	F	p	Diff
Distance Education Attitude Advantages	A-Low	980	36.13	13.121	Between groups	12336.047	2	6168.023	41.008	.000	C>B>A
	B-Moderate	3573	38.58	11.912	In groups	737154.051	4901	150.409			
	C-High	351	42.92	13.284	Total	74949	4903				
	Total	4904	38.41	12.364							
Distance Education Attitude Limitations	A-Low	980	15.94	5.949	Between groups	934.305	2	467.152	15.056	.000	C>B>A
	B-Moderate	3573	16.88	5.458	In groups	152071.353	4901	31.029			
	C-High	351	17.57	5.610	Total	153005.657	4903				
	Total	4904	16.74	5.586							
Distance Education Attitude Total	A-Low	980	52.08	17.799	Between groups	19626.098	2	9813.049	36.349	.000	C>B>A
	B-Moderate	3573	55.46	15.941	In groups	1323092.899	4901	269.964			
	C-High	351	60.49	17.343	Total	1342718.997	4903				
	Total	4904	55.15	16.549							
Life Satisfaction	A-Low	980	12.09	4.621	Between groups	16603.595	2	8301.797	454.076	.000	C>B>A
	B-Moderate	3573	16.17	4.148	In groups	89604.089	4901	18.283			
	C-High	351	18.71	4.544	Total	106207.684	4903				
	Total	4904	15.54	4.654							

As seen in Table 7, as a result of the analysis, there is a significant difference between groups in the distance education attitude advantages sub-dimension [$F_{(2,4901)} = 41.008$; $p < .01$; $\eta^2 = .01$], in the distance education attitude limitations sub-dimension [$F_{(2,4901)} = 15.056$; $p < .01$; $\eta^2 = .01$], in scale total [$F_{(2,4901)} = 36.349$; $p < .01$; $\eta^2 = .01$], in life satisfaction total scale [$F_{(2,4901)} = 454.076$; $p < .01$; $\eta^2 = .20$]. The post hoc Scheffe test, a multiple comparison test, was conducted to determine which groups the difference occurred in the results. As can be seen in Table 7, the difference in the distance education attitude advantages sub-dimension is in favor of those with moderate and high perceived income level among the low-income level, moderate and high ones; it is in favor of high levels among the middle and high levels ($p < .01$). The difference in the distance education attitude limitations sub-dimension is

in favor of those with moderate and high perceived income level among the low-income level, moderate and high ones ($p < .01$).

The difference between the total score of distance education attitudes and life satisfaction is in favor of those moderate and high perceived income level among the ones with low perceived income level and those with medium and high levels; it is in favor of high levels among the middle, high levels ($p < .01$). These differences mean that as the perceived income level improves, distance education attitude, life satisfaction also increase.

Pearson Product-Moment Correlation Analysis was conducted to determine the third sub-problem of the study, "Is there a relationship between teachers' life satisfaction and their attitudes toward distance education?" the results are presented in Table 8.

Table 8
Results of the Pearson Product-Moment Correlation Analysis Performed to Determine the Relationship between the Scores Obtained from the Distance Education Attitude Scale and the Scores of the Life Satisfaction Scale

Variables	N	M	SD	A	B	C	D
A-Distance Education Attitude Advantages	4904	38.41	12.364	1			
B-Distance Education Attitude Limitations	4904	16.74	5.586	.650**	1		
C-Distance Education Attitude Total	4904	55.15	16.549	.967**	.823**	1	
D-Life Satisfaction	4904	15.54	4.654	.212**	.113**	.197**	1

**Significant at $p < .01$

According to the values in Table 8, there is a low level significant positive relationship between the distance education attitude advantages sub-dimension and life satisfaction total test, which is the distance education attitude sub-dimension ($r = .212$; $p < .01$). It has been determined that there is a deficient level of positive and significant relationship between the distance education attitude sub-dimension, distance education limitations, life satisfaction total test ($r = -.113$; $p < .01$). There is a deficient level of positive and significant relationship between the distance education attitude total test, the life satisfaction total test ($r = .197$; $p < .01$).

The data were analyzed with regression analysis to determine the fourth sub-question of the study, "Do teachers' life satisfaction predict their attitudes toward distance education?" The results are presented in Table 9.

Table 9
Regression Analysis Results Related to the Level of Life Satisfaction of Teachers Predicting Distance Education Attitudes

Independent Variable	Dependent Variable	B	Std. Error	(β)	t	P	R	R ²	F	p
Life Satisfaction	Distance Education Attitude	.70	.05	.197	14.042	.000	.197	.039	197.186	.000

As seen in Table 9, life satisfaction level positively predicts distance education's attitude ($R^2 = .039$; $p < .01$). The life satisfaction level explains 4% of the total variance in the distance education attitudes level of teachers.

DISCUSSION

According to the results of the analysis, the distance education attitudes of teachers were moderate in the advantages of sub-dimension and low in the limitations sub-dimension and total distance education

attitudes. It was determined that their life satisfaction is just above the medium level. When the findings are analyzed according to the gender variable, it can be said that while teachers' limitations toward distance education, their life satisfaction differ according to the gender variable, their advantages and attitudes toward distance education do not. Other studies support this finding (Atalmış & Köse, 2018; Başar et al., 2019; Dağlı & Baysal, 2017; Receptoğlu, 2013; Üstün et al., 2020; Yılmaz & Aslan, 2013) However, one study observes that attitudes toward distance education scores are significantly unrelated to gender (Şimşek et al., 2010).

The results of this study show that teachers' total attitudes about advantages, limitations, total distance education attitudes, and life satisfaction differ according to the variable of the teaching branch in favor of branch teachers. When it comes to the knowledge of distance education level, it can be said that the advantages, limitations, attitudes toward distance education, and life satisfaction of teachers differ according to the distance education knowledge variable.

As educational level increases, the distance education attitude and life satisfaction also increase. When the results of the school type variance are examined, participants who work in primary schools have the lowest distance education attitude level. As years of service increases, distance education attitude and **life satisfaction decrease. A study conducted by Ağır and Okçu (2006) observes that teachers with 0-5 years of service use the internet more effectively than teachers with longer years of service.** In this case, the number of in-service trainings on distance education can be increased in order for teachers to achieve a more positive distance education attitude after a certain number of years of service and to be more effective and successful in distance education.

Examining whether **teachers' life satisfaction and attitudes toward distance education differ significantly** according to the length of time they have worked at a school, we can see that as the time they have worked at the school increases, their attitude to distance education decreases. It is thought that it may be beneficial if teacher were to change schools after a certain number of years, since working many years in the same school reduces their attitude to and effectiveness with distance education which requires innovative approaches. However more detailed qualitative and mixed method studies should be conducted on this area.

According to the results, as teachers' technology usage level improves the attitude to distance education and life satisfaction increase. It is thought that teachers' can be encouraged to have a more positive attitude to distance education processes, making them more effective by increasing and supporting their technology competencies through in-service training. Increasing teachers' technological skills will enable students to achieve the same level of success while distance learning as they have achieved in face-to-face education, thus making distance education compulsory, especially during the pandemic period, more efficient.

A further finding shows that as teachers' perceived income level improves, their attitude to distance education and their life satisfaction also increases. The use of technology creates a vital need for **financial resources. Another study supports our finding (Dağlı & Baysal, 2017).** Considering the relationship between the perception of income and attitude to distance education and life satisfaction, the issue of teachers' perception of their income levels could be reviewed more positively and evaluated by policymakers and policy practitioners through further research.

Analysis shows that the main difference in the distance education attitude advantages sub-dimension favors those with moderate and high perceived income level among the low, middle, and high-income levels, and it favors high levels among the middle and high levels. The difference in the distance education attitude limitations sub-dimension favors those with moderate and high perceived income level among the low, middle, and high-income levels.

CONCLUSION

Global coronavirus pandemic caused the face-to-face teaching environment to transform into distance education quickly. This period showed how the life satisfaction of teachers differs when teaching on-line compared to face-to-face training. In this study, the relationship between teachers' distance education attitudes and life satisfaction during the global pandemic period were examined.

Especially on difficult days, teachers should be supported in terms of their distance education attitudes because this level of attitude affects their life satisfaction. In other words, as teachers' self-efficacy increases, their life satisfaction also increases. According to the results of the study, in-service trainings have a positive impact on teachers' distance education attitudes, so it is an important factor to increase the number of in-service trainings to achieve a more positive distance education attitude after a certain number of years of service and to be more effective and successful in distance education. According to the results of the study, working for many years in the same school reduces their attitude to and effectiveness with distance education. As a result, it requires innovative approaches. Another significant result of the study is related to the perception of income. The use of technology creates an important need for financial resources when we consider the relationship between the perception of income and attitude toward distance education and life satisfaction, the issue of teachers' perception of their income levels could be reviewed more positively and evaluated by policymakers and policy practitioners through further research.

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