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JOB BURNOUT AND SOCIAL PROBLEM SOLVING SKILLS AT SCHOOL OF FOREIGN LANGUAGES

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Abstract

Problem is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome– as defined by Oxford Online Dictionary. When it comes to social problem solving, it is a way of problem solving when a problem emerges in the natural setting. We can correlate social problem solving skills with occupational burnout states of instructors of English as a Foreign Language. Therefore, this study inquired the relationship between social problem solving skills and occupational burnout states of EFL instructors. Based upon a descriptive research design, this quantitative study aimed at understanding the views of EFL instructors related to their social problem solving skills and occupational burnout states. The sample of the study consists of 116 EFL instructors from diverse universities in Turkey. The picture drawn by the study has shown that those equipped with social problem solving skills do not easily suffer from occupational burnout. The study will make valuable contributions to the related fields of study.

Keywords: Burnout, Job burnout, problem, social problem solving, EFL, School of Foreign Languages

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1. Introduction

A problem may be interpreted as any existing or foreseen circumstance or burden that calls for a solution to make individuals perform properly. However, no adequate solution is instantly obvious or available for individual(s) facing a problem as a result of the possible hindrances. The requirements in a precarious case may rise up just in the surrounding or within the self of a person. The handicaps may contain vagueness, anxiety, contradictory incentive demands, or lack of reserves. A precise problem could be a specific time incidence like not catching a buss, or a course of linked incidences like continuing illogical demands from a manager, or a chronic event like constant aches (Chang et al., 2004).

When it comes to social problem solving, it hints on the practice of problem solving as it happens in the natural surrounding (D'Zurilla and Nezu, 1982). In particular, this mental-behavioral practice makes several efficient solutions possible for a specific problem and enhances the potential of choosing the most useful solution among an array of options (D'Zurilla and Goldfried, 1971). A leading premise of this approach is that social problem solving skill is not an integral formation, yet it has a multifaceted structure shaped by a number of diverse but connected compounds (Chang et al., 2004). Scientists have been increasingly attracted by research studies on social problem solving terminology in the last decades. The reason of this interest is that social problem solving

is a significant practice that can bear considerable impacts on psychology (D'Zurilla, 1986; Heppner, 1990).

Actually, the concept of social does not mean to restrain the study of problem solving to a particular kind of problem, because it is employed in this sense just to emphasize the reality that we are attracted by problem solving that effects our actions in the natural social world. Therefore, the research on social problem solving considers every kind of problem that may influence an individual's actions covering such problems as personal, interpersonal, etc., besides societal problems (Chang et al., 2004). In the related field, a number of studies (Gouze, 1987; Holloway and Reichhart-Erickson, 1988; Lochman et al., 1993; McMurran et al., 2002) employing diverse designs have inquired the correlation between social problem solving and other notions. Social problem solving can have effects on the state of occupational burnout as well, because an occupation has a significant place in the lives of a big number of people. Personnel at a workplace might obtain status and dignity, therefore the workplace serves a substantial life area for grownups in that it supports all personal contentment. However, for its main part in life, workplace may also cause disappointment, anxiety, and diverse mental consequences. While the workplace may include a number of physical and biological threats (Michinov, 2005), it may also include such threats as worrying about future, duty based stress, and position conflict, etc. (Cooper, 1998; Levi, 2000) which may result in distinct psychological consequences covering despair, tension, unhappiness, discontent, discomfort, etc. (Warr, 1987). Anxiety at workplace is one of the most common feelings that people declare nowadays (Shirom, 2005; Shirom et al., 2005). The occupational burnout term was initially formed through investigating human service specialists who mostly get in touch with other individuals and may easily feel stress (Schaufeli, 2006). Afterwards, it has been understood that occupational burnout can be faced in various jobs (Schaufeli and Enzmann, 1998; Maslach et al., 2001) as a multifaceted problem that occurs as a reaction to stressors at a work environment (Maslach et al., 2001). Occupational burnout may result in emotional collapse, loss of personal identity, and feeling of diminished personal success (Önder and Basim, 2008). In short, occupational burnout is mainly identified by fatigue that occurs over stable engagement in a conflicting workplace (Shirom, 1989; Kristensen et al., 2005) where extreme work load, position conflict, low standardisation, deficiency of involvement and social assistance, and discrimination are faced (Schaufeli and Bakker, 2004; Borritz et al., 2005; Leiter and Maslach, 2008). Seeing the significance of the mentioned terminology in the related field (Payne, 2001; Kalichman, Gueritault-Chalvin and Demi, 2000; Leiter and Maslach, 2003), this study inquires the correlation between social problem solving skills and occupational burnout states of EFL instructors.

Research questions;

This study focuses on the correlation between social problem solving skills and the state of occupational burnout and aims to seek answers to the following research questions:

1. What are the perceptions of EFL instructors on their social problem solving skills?

2. What are the perceptions of EFL instructors on their occupational burnout states?

3. What is the relationship between EFL instructors' social problem solving skills and their occupational burnout states?

2. Method

2.1. Participants

The EFL instructors taking part in the study were chosen from the most convenient and easily accessible universities located in Turkey. The sample consisted of 116 EFL instructors who voluntarily participated in the study. Significant care was taken to select universities from diverse places of Turkey that mirror the composition of the participants. In selecting the participants, the convenience sampling method was used as the target population was too big, and thus, not available.

2.2. Data Collection Tools

In this paper, views towards social problem solving skills and state of occupational burnout were measured through two inventories: (1) Social Problem Solving Inventory developed by Duyan and Gelbal (2008); and (2) Occupational Burnout Inventory developed by Maslach et al. (1986). Based upon a descriptive research design, this paper aimed at understanding the perceptions of EFL instructors related to their social problem solving skills and occupational burnout states, as well as the relationship between both aspects. Having been constructed on a descriptive research design, this study included the data analysis of descriptive statistics. In this sense, SPSS 22.0, a Statistical Program for Social Sciences was used to describe participants' perceptions in numerical data. For analyzing the data collected from the inventories, mean ($\bar{x}$) was used as a statistical technique in order to find out the rate of agreement related to the items of the inventories. The scorings below were used in order to compare the means ($\bar{x}$) of the views related to social problem solving skills and occupational burnout states of the participants.

Scorings for social problem solving skills	Scorings for occupational burnout states
1. Certainly not true of me: 1.00-1.49	1. Never: 1.00-1.86
2. Slightly true of me: 1.50-2.49	2. Rarely: 1.87-2.71
3. Somewhat true of me: 2.50-3.49	3. Occasionally: 2.72-3.57
4. Quite true of me: 3.50-4.49	4. Sometimes: 3.58-4.43
5. Certainly true of me: 4.50-5.00	5. Frequently: 4.44-5.29
	6. Usually: 5.30-6.14
	7. Everytime: 6.15-7.00

3. Results

The results of the study and the findings are defined based on the data collected from the participants by means of the instruments. The results and the findings are described according to the related research questions.

3.1. Findings Pertaining to the Social Problem Solving Skills

In this part, results based on the views of EFL instructors on social problem solving skills are contained. The pursuing tables display the results related to the stated aspect.

3.1.1. Results pertaining to slightly agreed items based on social problem solving skills

There are 24 slightly agreed items related to the perceptions of EFL instructors on social problem solving skills in the inventory. Table 1 clarifies the results pertaining to the views of the participants on the mentioned aspect.

Table 1. Slightly agreed social problem solving skills

Items	N	($\bar{x}$)	Ss
1. When I have a problem, I often suspect about whether there is a solution or not.	116	1.82	1.151
2. Rather than trying to solve the problems, I spend much time worrying about them.	116	1.86	.940
3. I tend to feel insufficient when I am not able to solve a problem quickly.	116	1.93	1.263
4. When making a decision, I generally do not think over different options carefully and compare them.	116	1.93	1.177
5. I prefer to avoid problems rather than having hard times to face them.	116	2.00	.834
6. I generally change my way in order to avoid the problems in my life.	116	2.00	1.055
7. I generally postpone solving the problem as much as possible in order to do something.	116	2.00	1.021
8. When deciding about the best solution of a problem, I generally do not succeed in considering the effect of each option on the morale of other people.	116	2.06	.872
9. When a problem appears in my life, I generally postpone it as much as possible.	116	2.10	1.160
10. When facing a difficult problem, however I try hard, I suspect whether I can solve it or not.	116	2.10	1.066
11. When I have an important problem to solve, I generally feel being threatened and afraid.	116	2.10	1.066
12. I don't spend time to check why a solution I used is not successful enough.	116	2.13	.940
13. When making a decision, I generally act according to my emotions rather than thinking over the results of each option.	116	2.20	.964
14. When working over a hard problem, I feel so dashed that I often become confused.	116	2.27	1.115
15. When having bad emotions, rather than trying to find out the causes of these emotions, I tend to continue that mood.	116	2.27	1.205
16. After finding a solution to a problem, I generally don't spend time to evaluate all the results.	116	2.31	1.152
17. I generally blame myself when a problem appears in my life.	116	2.34	1.030
18. I generally wait for the problems to be solved on their own before trying to solve them myself.	116	2.41	1.004
19. When trying to decide about which solution is best, I generally do not spend time to evaluate the pros and cons of each option.	116	2.41	1.165
20. When facing a hard problem, I generally try to avoid the problem or ask for help from others to solve it.	116	2.41	1.134
21. I think that I act without thinking much when it comes to make a decision.	116	2.41	1.038
22. I tend to feel dispirited and depressive when my first	116	2.48	1.281

attempts to solve a problem fail.			
23. I hate being obliged to solve the problems in my life.	116	2.48	1.435
24. I think the time I use to avoid problems is much more than the time I use to solve them.	116	2.48	1.138
Valid N (list wise)	116		

Table 1 clearly represents that the 1st item When I have a problem, I often suspect about whether there is a solution or not with a mean (x̄) score 1.82, the 2nd item Rather than trying to solve the problems, I spend much time worrying about them with a mean (x̄) score 1.86, the 3rd item I tend to feel insufficient when I am not able to solve a problem quickly with a mean (x̄) score 1.93, the 4th item When making a decision, I generally do not think over different options carefully and compare them with a mean (x̄) score 1.93, the 5th item I prefer to avoid problems rather than having hard times to face them with a mean (x̄) score 2.00, the 6th item I generally change my way in order to avoid the problems in my life with a mean (x̄) score 2.00, the 7th item I generally postpone solving the problem as much as possible in order to do something with a mean (x̄) score 2.00, the 8th item When deciding about the best solution of a problem, I generally do not succeed in considering the effect of each option on the morale of other people with a mean (x̄) score 2.06, the 9th item When a problem appears in my life, I generally postpone it as much as possible with a mean (x̄) score 2.10, the 10th item When facing a difficult problem, however I try hard, I suspect whether I can solve it or not with a mean (x̄) score 2.10, the 11th item When I have an important problem to solve, I generally feel being threatened and afraid with a mean (x̄) score 2.10, the 12th item I don't spend time to check why a solution I used is not successful enough with a mean (x̄) score 2.13, the 13th item When making a decision, I generally act according to my emotions rather than thinking over the results of each option with a mean (x̄) score 2.20, the 14th item When working over a hard problem, I feel so dashed that I often become confused with a mean (x̄) score 2.27, the 15th item When having bad emotions, rather than trying to find out the causes of these emotions, I tend to continue that mood with a mean (x̄) score 2.27, the 16th item After finding a solution to a problem, I generally don't spend time to evaluate all the results with a mean (x̄) score 2.31, the 17th item I generally blame myself when a problem appears in my life with a mean (x̄) score 2.34, the 18th item I generally wait for the problems to be solved on their own before trying to solve them myself with a mean (x̄) score 2.41, the 19th item When trying to decide about which solution is best, I generally do not spend time to evaluate the pros and cons of each option with a mean (x̄) score 2.41, the 20th item When facing a hard

problem, I generally try to avoid the problem or ask for help from others to solve it with a mean (x̄) score 2.41, the 21st item I think that I act without thinking much when it comes to make a decision with a mean (x̄) score 2.41, the 22nd item I tend to feel dispirited and depressive when my first attempts to solve a problem fail with a mean (x̄) score 2.48, the 23rd item I hate being obliged to solve the problems in my life with a mean (x̄) score 2.48, and the 24th item I think the time I use to avoid problems is much more than the time I use to solve them with a mean (x̄) score 2.48 are slightly true of the participants.

3.1.2. Results pertaining to somewhat agreed items based on social problem solving skills

There are 25 somewhat agreed items related to the perceptions of EFL instructors on social problem solving skills in the inventory. Table 2 clarifies the results pertaining to the views of the participants on the mentioned aspect.

Table 2. Somewhat agreed social problem solving skills

Items	N	(x̄)	Ss
25. When having an important problem to solve, I often get down and I can't even move.	116	2.51	1.197
26. When trying to think about possible solutions to a problem, I generally can't find many solutions.	116	2.55	1.137
27. Hard problems turn me upside down.	116	2.58	1.251
28. When I attempt to solve a problem, I generally act according to what comes to my mind first.	116	2.58	1.134
29. After finding a solution to a problem, I do not spend time comparing the actual result with my anticipated result.	116	2.58	1.134
30. When trying to solve a problem, I feel so dashed that I can't clearly think about myself.	116	2.62	1.220
31. When I have to make an important decision, I generally feel irritated and not self-confident.	116	2.72	1.316
32. When my first attempts fail to solve a problem, I get angry and disappointed.	116	2.72	1.342
33. When having a problem, I generally try to see it not as a problem, but an opportunity to benefit from it.	116	2.86	1.110
34. When trying to solve a problem, I try to be creative and find nontraditional solutions.	116	3.10	.806
35. When attempting to solve a problem, I generally set out with the first good solution coming to my	116	3.20	1.000

mind.			
36. When solving the problems, I generally become phlegmatic.	116	3.24	1.139
37. Before trying to solve a problem, I try to find out whether the problem results from a bigger problem.	116	3.31	1.058
38. My solutions to problems are generally successful.	116	3.31	.878
39. When having a problem to solve, one of the things I do is to check which external elements may contribute to the problem.	116	3.31	.702
40. Before finding a solution to a problem, I often rehearse the solution to enhance the chance of success.	116	3.34	1.096
41. When trying to decide about the best solution to a problem, I generally evaluate the effect of every alternative action on my personal feelings.	116	3.34	.885
42. When trying to find a solution to a problem, I generally think about a range of possible solutions, then check these solutions and think about how to transfer these diverse solutions to this situation to find a better solution.	116	3.34	.845
43. When making a decision, I generally use a systematic method in order to evaluate and compare the options.	116	3.37	1.001
44. When having a problem, I tend to focus on the loss that I may have just in case I can't solve the problem successfully.	116	3.37	.765
45. I directly face the problems rather than avoiding them.	116	3.41	1.071
46. When trying to solve a problem, I think about alternative solutions as many as possible until I can't find any alternative.	116	3.44	.858
47. When I face a big and complicated problem, I generally endeavor to divide it into small problems which I can solve easily.	116	3.44	1.196
48. I generally think that I have to give up and ask for help when my first attempts to solve a problem fail.	116	3.48	1.226
49. When trying to find a solution to a problem, I generally think about a number of possible solutions and integrate different solutions for the best solution.	116	3.48	1.335
Valid N (list wise)	116		

It is clearly understood from Table 2 that the 25th item It is clearly understood from Table 2 that the 25th item When having an important problem to solve, I often get down and I can't even move with a mean ($\bar{x}$) score 2.51, the 26th item When trying to think about possible solutions to a problem, I generally can't find many solutions with a mean ($\bar{x}$) score 2.55, the 27th item Hard problems turn me upside down with a mean ($\bar{x}$) score 2.58, the 28th item When I attempt to solve a problem, I generally act according to what comes to my mind first with a mean ($\bar{x}$) score 2.58, the 29th item After finding a solution to a problem, I do not spend time comparing the actual result with my anticipated result with a mean ($\bar{x}$) score 2.58, the 30th item When trying to solve a problem, I feel so dashed that I can't clearly think about myself with a mean ($\bar{x}$) score 2.62, the 31st item When I have to make an important decision, I generally feel irritated and not self-confident with a mean ($\bar{x}$) score 2.72, the 32nd item When my first attempts fail to solve a problem, I get angry and disappointed with a mean ($\bar{x}$) score 2.72, the 33rd item When having a problem, I generally try to see it not as a problem, but an opportunity to benefit from it with a mean ($\bar{x}$) score 2.86, the 34th item When trying to solve a problem, I try to be creative and find nontraditional solutions with a mean ($\bar{x}$) score 3.10, the 35th item When attempting to solve a problem, I generally set out with the first good solution coming to my mind with a mean ($\bar{x}$) score 3.20, the 36th item When solving the problems, I generally become phlegmatic with a mean ($\bar{x}$) score 3.24, the 37th item Before trying to solve a problem, I try to find out whether the problem results from a bigger problem with a mean ($\bar{x}$) score 3.31, the 38th item My solutions to problems are generally successful with a mean ($\bar{x}$) score 3.31, the 39th item When having a problem to solve, one of the things I do is to check which external elements may contribute to the problem with a mean ($\bar{x}$) score 3.31, the 40th item Before finding a solution to a problem, I often rehearse the solution to enhance the chance of success with a mean ($\bar{x}$) score 3.34, the 41st item When trying to decide about the best solution to a problem, I generally evaluate the effect of every alternative action on my personal feelings with a mean ($\bar{x}$) score 3.34, the 42nd item When trying to find a solution to a problem, I generally think about a range of possible solutions, then check these solutions and think about how to transfer these diverse solutions to this situation to find a better solution with a mean ($\bar{x}$) score 3.34, the 43rd item When making a decision, I generally use a systematic method in order to evaluate and compare the options with a mean ($\bar{x}$) score 3.37, the 44th item When having a problem, I tend to focus on the loss that I may have just in case I can't solve the problem successfully with a mean ($\bar{x}$) score 3.37, the 45th item I directly face the problems rather than avoiding them with a mean ($\bar{x}$) score 3.41, the 46th item When trying to solve a problem, I think about alternative solutions as

many as possible until I can't find any alternative with a mean (x̄) score 3.44, the 47th item When I face a big and complicated problem, I generally endeavor to divide it into small problems which I can solve easily with a mean (x̄) score 3.44, the 48th item I generally think that I have to give up and ask for help when my first attempts to solve a problem fail with a mean (x̄) score 3.48, and the 49th item When trying to find a solution to a problem, I generally think about a number of possible solutions and integrate different solutions for the best solution with a mean (x̄) score 3.4850 are all somewhat agreed by the participants

3.1.3. Results pertaining to quite agreed items based on social problem solving skills

There are 21 quite agreed items related to the perceptions of EFL instructors on social problem solving skills in the inventory. Table 3 clarifies the results pertaining to the views of the participants on the put forward aspect.

Table 3. Quite Agreed Social Problem Solving Skills

Items	N	(x̄)	Ss
50. After finding a solution to a problem, I carefully try to evaluate whether the situation turns into a better state.	116	3.51	1.075
51. When deciding about the best way to solve a problem, I try to guess the possible results of realizing every option.	116	3.55	.772
52. When my initial efforts go to waste while trying to solve a problem, if I insist on and do not give up, I think I find a good solution in the end.	116	3.58	1.134
53. When I have a problem to solve, I analyze the situation and specify the obstacles hindering me.	116	3.62	1.162
54. When having hard times to understand a problem, I generally try to acquire more specific and concrete data to clarify the problem.	116	3.62	.929
55. I generally feel content with the results after applying solutions related to the problem.	116	3.62	1.068
56. When trying to find a solution to a problem, I try to approach the problem from different dimensions as much as possible.	116	3.62	.891
57. Before trying to solve a problem, I often try to understand if the problem is just the part of a bigger one.	116	3.62	.809
58. When trying to decide about the best solution to a problem, I generally evaluate the result of each solution and compare the results	116	3.65	.845
with each other.			
59. Before thinking about a solution to a problem, I initially set a specific goal which clarifies what I totally want to achieve.	116	3.65	.924
60. Before trying to solve a problem, I evaluate the situation to understand how important the problem is for me and for those I love.	116	3.68	.954
61. If the result of the solution I find to a problem is insufficient, I generally try to find out what goes wrong and then try again.	116	3.72	.870
62. When I have a problem to solve, I check everything I know about the problem and try to decide what the most proper and important thing I know is.	116	3.72	1.393
63. When trying to find a solution to a problem, I generally try to think about different options as much as possible, in order to deal with the problem.	116	3.72	1.017
64. After finding a solution to a problem, I generally check my emotions and evaluate to what extent they turn to be better.	116	3.72	.909
65. When I have a problem that I have to solve, one of the first things I do is to collect data about the problem as much as possible.	116	3.72	.829
66. When facing a hard problem, if I work hard, I generally believe that I can solve this problem myself.	116	3.82	.916
67. When making a decision, I generally consider the long term results of the possible actions rather than the short term results.	116	3.86	.779
68. When trying to find a solution to a problem, I always try to keep my goal in mind.	116	3.86	.863
69. After finding a solution to a problem, I generally try to analyze what goes right and what goes wrong.	116	4.10	.806
70. When I have a problem, I generally believe that there is a solution.	116	4.13	1.141
Valid N (listwise)	116		

By looking at Table 3, one can easily understand that the 50th item After finding a solution to a problem, I carefully try to evaluate whether the situation turns into a better state with a mean (x̄) score 3.51, the 51st item When deciding about the best way to solve a problem, I

try to guess the possible results of realizing every option with a mean (x̄) score 3.55, the 52nd item When my initial efforts go to waste while trying to solve a problem, if I insist on and do not give up, I think I find a good solution in the end with a mean (x̄) score 3.58, and the 53rd item When I have a problem to solve, I analyze the situation and specify the obstacles hindering me with a mean (x̄) score 3.62, the 54th item When having hard times to understand a problem, I generally try to acquire more specific and concrete data to clarify the problem with a mean (x̄) score 3.62, the 55th item I generally feel content with the results after applying solutions related to the problem with a mean (x̄) score 3.62, the 56th item When trying to find a solution to a problem, I try to approach the problem from different dimensions as much as possible with a mean (x̄) score 3.62, and the 57th item Before trying to solve a problem, I often try to understand if the problem is just the part of a bigger one with a mean (x̄) score 3.62, the 58th item When trying to decide about the best solution to a problem, I generally evaluate the result of each solution and compare the results with each other with a mean (x̄) score 3.65, the 59th item Before thinking about a solution to a problem, I initially set a specific goal which clarifies what I totally want to achieve with a mean (x̄) score 3.65, the 60th item Before trying to solve a problem, I evaluate the situation to understand how important the problem is for me and for those I love with a mean (x̄) score 3.68, and the 61st item If the result of the solution I find to a problem is insufficient, I generally try to find out what goes wrong and then try again with a mean (x̄) score 3.72, the 62nd item When I have a problem to solve, I check everything I know about the problem and try to decide what the most proper and important thing I know is with a mean (x̄) score 3.72, the 63rd item When trying to find a solution to a problem, I generally try to think about different options as much as possible, in order to deal with the problem with a mean (x̄) score 3.72, the 64th item After finding a solution to a problem, I generally check my emotions and evaluate to what extent they turn to be better with a mean (x̄) score 3.72, and the 65th item When I have a problem that I have to solve, one of the first things I do is to collect data about the problem as much as possible with a mean (x̄) score 3.72, the 66th item When facing a hard problem, if I work hard, I generally believe that I can solve this problem myself with a mean (x̄) score 3.82, the 67th item When making a decision, I generally consider the long term results of the possible actions rather than the short term results with a mean (x̄) score 3.86, the 68th item When trying to find a solution to a problem, I always try to keep my goal in mind with a mean (x̄) score 3.86, the 69th item After finding a solution to a problem, I generally try to analyze what goes right and what goes wrong with a mean (x̄) score 4.10, and the 70th item When I have a problem, I generally believe that there is a solution with a mean (x̄) score 4.13 are all quite agreed

by the participants

3.2. Findings Pertaining to the Occupational Burnout States

In this part, results based on the views of EFL instructors on occupational burnout states are contained. The pursuing tables display the results related to the declared aspect.

3.2.1. Results pertaining to rarely agreed items based on occupational burnout states

There are 5 rarely agreed items related to the perceptions of EFL instructors on occupational burnout states in the inventory. Table 4 clarifies the results pertaining to the views of the participants on the put forward aspect.

Table 4. Rarely agreed occupational burnout states

Items	N	(x̄)	Ss
1. I feel that I approach to some of my students as if they are objects without a character.	116	2.00	1.264
2. I feel that my students blame me for some of their problems.	116	2.27	1.316
3. I don't care about some students.	116	2.31	1.517
4. I have become stricter against people since I started this job.	116	2.31	1.494
5. I worry that this job will make me stricter.	116	2.58	1.457
Valid N (list wise)	116		

Table 4 clearly represents that the 1st item I feel that I approach to some of my students as if they are objects without a character with a mean (x̄) score 2.00, the 2nd item I feel that my students blame me for some of their problems with a mean (x̄) score 2.27, the 3rd item I don't care about some students with a mean (x̄) score 2.31, the 4th item I have become stricter against people since I started this job with a mean (x̄) score 2.31, and the 5th item I worry that this job will make me stricter with a mean (x̄) score 2.58 are all rarely agreed by the participants.

3.2.2. Results pertaining to occasionally agreed items based on occupational burnout states

There are 5 occasionally agreed items related to the perceptions of EFL instructors on occupational burnout states in the inventory. Table 5 clarifies the results pertaining to the views of the participants on the stated aspect.

It is clearly understood from Table 5 that the 6th item I feel desperate with a mean (x̄) score 2.72, the 7th item Working directly with people stresses me too much with a mean (x̄) score 3.17, the 8th item Working with people all the day is a real tension for me with a mean (x̄) score

3.51, the 9th item I feel that I emotionally move away from my job with a mean (x̄) score 3.51, and the 10th item I feel that my work exhaust me with a mean (x̄) score 3.51 are all occasionally agreed by the participants.

Table 5. Occasionally agreed occupational burnout states

Items	N	(x̄)	Ss
6. I feel desperate.	116	2.72	1.535
7. Working directly with people stresses me too much.	116	3.17	1.605
8. Working with people all the day is a real tension for me.	116	3.51	1.741
9. I feel that I emotionally move away from my job.	116	3.51	1.639
10. I feel that my work exhaust me.	116	3.51	1.761
Valid N (listwise)	116		

3.2.3. Results pertaining to sometimes agreed items based on occupational burnout states

There are 3 sometimes agreed items related to the perceptions of EFL instructors on occupational burnout states in the inventory. Table 6 clarifies the results pertaining to the views of the participants on the mentioned aspect.

Table 6. Sometimes agreed occupational burnout states

Items	N	(x̄)	Ss
11. I feel that my job has disappointed me.	116	3.72	1.727
12. I feel exhausted when I have to wake up and see another work day in the morning.	116	4.06	1.490
13. I feel much energetic.	116	4.37	1.655
Valid N (list wise)	116		

By looking at Table 6, one can easily understand that the 11th item I feel that my job has disappointed me with a mean (x̄) score 3.72, the 12th item I feel exhausted when I have to wake up and see another work day in the morning with a mean (x̄) score 4.06, and the 13th item I feel much energetic with a mean (x̄) score 4.37 are all sometimes agreed by the participants.

3.2.4. Results pertaining to frequently agreed items based on occupational burnout states

There are 7 frequently agreed items related to the perceptions of EFL instructors on occupational burnout states in the inventory. Table 7 clarifies the results pertaining to the views of the participants on the put forward aspect.

Table 7. Frequently agreed occupational burnout states

Items	N	(x̄)	Ss
14. I calmly deal with emotional problems at work.	116	4.44	1.482
15. I accomplished a lot in this job.	116	4.48	.774
16. I feel exhausted at the end of the work day.	116	4.58	1.480
17. I feel that I affect other people positively by the help of my job.	116	5.00	1.292
18. I can easily form a comfortable atmosphere for my students.	116	5.03	1.102
19. I feel that I work hard at work.	116	5.10	1.404
20. I efficiently deal with the problems of my students.	116	5.13	.977
Valid N (list wise)	116		

Table 7 clearly represents that the 14th item I calmly deal with emotional problems at work with a mean (x̄) score 4.44, the 15th item I accomplished a lot in this job with a mean (x̄) score 4.48, the 16th item I feel exhausted at the end of the work day with a mean (x̄) score 4.58, the 17th item I feel that I affect other people positively by the help of my job with a mean (x̄) score 5.00, the 18th item I can easily form a comfortable atmosphere for my students with a mean (x̄) score 5.03, the 19th item I feel that I work hard at work with a mean (x̄) score 5.10, and the 20th item I efficiently deal with the problems of my students with a mean (x̄) score 5.13 are all frequently agreed by the participants.

3.2.5. Results pertaining to usually agreed items based on occupational burnout states

There are 2 usually agreed items related to the perceptions of EFL instructors on occupational burnout states in the inventory. Table 8 clarifies the results pertaining to the views of the participants on the stated aspect.

Table 8. Usually agreed occupational burnout states

Items	N	(x̄)	Ss
21. I can easily understand how students feel.	116	5.37	1.068
22.I feel happy just after studying with my students interactively.	116	5.75	1.387
Valid N (list wise)	116		

When looking at Table 8, we can easily understand that the 21st item I can easily understand how students feel with a mean (x̄) score 5.37, and the 22nd item I feel happy just after studying with my students interactively with a mean (x̄) score 5.75 are both usually agreed by the participants.

4. Discussion

Social problem solving is a practice in which a person defines or finds out appropriate ways to handle troubles s/he may encounter any time (D'Zurilla and Nezu, 1990). In the related literature we see a number of studies proposing diverse contexts, visions, and angles to comprehend the social problem solving term (Lindblom and Cohen 1979; Pettit et al., 1988; Dubow and Tisak 1989; D'zurilla and Nezu 1990; Dubow et al., 1991; D'zurilla and Sheedy 1991; Elias and Clabby 1992; Davey 1994; D'Zurilla and Maydeu-Olivares 1995; D'Zurilla et al., 1998; D'Zurilla and Nezu 1999; Bernard-Opitz et al., 2001; Warden and Mackinnon 2003; D'Zurilla et al., 2004). Besides trivial problems, there may also be serious problems in our life, yet it is significant to comprehend and promote useful and adequate social problem solving skills to encourage original visions and procedures in which seemingly hopeless problems may be overcome in accumulative phases (Chang, D'Zurilla, and Sanna 2004). One can use his or her social problem solving skills to overcome occupational burnout which is a continual and unfavourable mood caused by stable job stress (Denton et al., 2008; Elliott et al., 1996; Schaufeli and Enzmann 1998; Kristensen et al. 2005). Occupational burnout has been broadly studied by researchers as it is a serious problem in our daily life (Sandall 1998; López-Castillo et al., 1999; Michinov 2005; Hsu et al., 2010; Popa et al., 2010). Although we come across a number of studies inquiring the use of social problem solving skills in handling diverse problems, there seems to be no study focusing on the link between social problem solving skills and occupational burnout states. Therefore, this paper may stand as a practical guide to bring a light to such a distinct issue. The picture drawn by the study illustrates that the social problem solving skills of the EFL instructors are sufficient and these instructors do not bear the characteristics of occupational burnout. The results obtained from this descriptive study may prove to be of some help for the researchers in the related field.

Conflict of interest

The author declare that there is no conflict of interest.

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