

## **An Analysis of Relations among Personal Variables, Perceived Self-Efficacy and Social Support on Burnout among Turkish EFL Teachers**

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### **Abstract**

*The purpose of this study was to investigate the possible effects of personal variables and perceived self-efficacy in eliciting social support on the three successive burnout dimensions; emotional exhaustion (EE), depersonalization (DP) and reduced personal accomplishment (RPA) in Turkish EFL teachers. 63 Turkish EFL teachers working at a Preparatory School of an English-medium Turkish university in Istanbul participated in the study. Data came from an adapted version of Maslach Burnout Inventory-Education Survey developed by Friedman (1999a) to measure teacher burnout, and two subscales, the Perceived Self-Efficacy in Eliciting Social Support from Colleagues (PSESSC) and the Perceived Self-Efficacy in Eliciting Social Support from Principals (PSESSP) developed by Friedman and Kass (2002) to assess teachers' perceived self-efficacy beliefs in eliciting support from their principals and colleagues. The findings of the study revealed that, there was a significant correlation among burnout, personal variables and perceived self-efficacy beliefs in eliciting social support both from principals and colleagues. The results were discussed in the light of the related literature and some suggestions were offered.*

**Keywords:** *personal variables, perceived self-efficacy, social support, teacher burnout*

The rapid growth of the importance of learning English has made the teaching profession one of the world's largest educational enterprises. Competency in English is increasingly required to facilitate communication between speakers of different languages either in academic or non-academic settings (Erling; 2004; Jenkins, 2008; Seidlhofer, 2001). Unfortunately, the realities of classrooms have made teaching a stressful environment. Teachers are expected to prepare young adults for a better future while coping with various working conditions, parents, colleagues, the principal and many other psychological and social factors. As a result, many teachers end up having more negative feelings about themselves, their students, and their profession than they were initially. They start developing feelings of emotional exhaustion and fatigue, negative attitudes towards their students, and loss of feelings of accomplishment in their job. People experiencing these feelings have been described as suffering from 'job burnout' (Maslach & Jackson, 1981; Maslach & Goldberg, 1998; Maslach, Schaufeli & Leiter, 2001).

Job burnout is usually conceptualized as a work-related syndrome stemming from the individual's perception of a significant gap between expectations of a successful professional performance and an observed, far less satisfying reality (Maslach & Jackson, 1981; Schwab, Jackson & Schuler, 1986; Maslach, 1993; Friedman, 1999a; 2000; Kilavuz, 2006). Although definitions of job burnout vary, three core aspects are included in these definitions: emotional exhaustion (EE), depersonalization (DP) and reduced personal accomplishment (RPA). Often, the basic sign of burnout is a feeling of being emotionally exhausted from one's work, which refers to emotionally overextended and exhausted feelings. Another aspect is the development of negative, cynical attitudes and feelings about one's clients. When people feel cynical, they assume a cold, distant depersonalized attitude towards their work and people they work with. They tend to minimize involvement at work which leads to feelings of ineffectiveness or unaccomplishment. The world seems to be against their efforts to make progress and they lose their beliefs in professional development (Maslach & Goldberg, 1998, p. 64).

Throughout the burnout research, many different variables or factors were discovered to be related to teacher burnout. The main variables or factors can be categorized as personal (individual) factors and organizational (institutional) factors.

The former factors refer to demographic characteristics of teachers which change from teacher to teacher since every teacher is unique sharing different feelings, thoughts and experiences. Considering the aim of the present study, three possible personal (individual) predictors of teacher burnout can be classified as following:

To start with, research has discovered 'age' being a personal factor correlated with teacher burnout. Some studies have shown significantly high level of emotional exhaustion and depersonalization among the younger teachers as opposed to their older colleagues (Maslach & Jackson, 1981; Sünbül, 2003; Lackritz, 2004). Maslach and Jackson (1981), for example, investigated the relationship of certain demographic variables to the experience of burnout among 1025 human service professionals. The findings revealed that, the younger participants had lower sense of personal accomplishment than the older ones. In another study, Lackritz (2004) examined a sample of 265 university faculty members and identified age as a significant factor of emotional exhaustion. The younger university faculty members experienced higher levels of burnout than their older colleagues, which was also supported by the results of Sünbül's (2003) study.

In addition, 'gender' has been considered to be a significant factor of predicting teacher burnout. It has been found that males, compared to females scored higher in depersonalization among elementary and high school teachers (Martin, 2000; Lackritz, 2004). Martin (2000) confirmed this hypothesis claiming that the dominant explanations for job-related burnout emphasize themes traditionally associated with a self-reliant, self-controlled man. Such themes include the desirability of controlling one's emotions. Likewise, Lackritz (2004) indicated that female faculty members have higher levels of

emotional exhaustion, while males have higher scores on depersonalization. As for personal accomplishment there was no difference across gender.

On the contrary, multiple studies have confirmed that women are more at risk than men when workload leads to stress (Lippel, 1999; van Dick & Wagner, 2001). Lippel (1999) argued that women are more under stress since their work is considered to be banal, unimportant, or not unusual which was parallel to the finding of the study conducted by van Dick and Wagner (2001). Still, certain studies have revealed no significant gender differences in main levels of stress and burnout (Rosenbaltt, 2001; Evers, Brouwers and Tomic, 2002; Hastings & Bham, 2003).

Teaching experience is another variable that might have an impact on burnout (Leithwood, Mezies, Jantzi and Leithwood, 1999; Bivona, 2002). In her study, Bivona (2002) proposed that teachers with less than ten years of experience have more negative attitudes towards teaching as opposed to experienced teachers. They are more likely to experience burnout and leave their job. Leithwood, Mezies, Jantzi and Leithwood (1999) also reported that higher levels of burnout occurred among teachers with little and quite extensive (more than 24 years) teaching experience.

In recent years, research suggests strong links between perceived self-efficacy and burnout (Brouwers, Evers & Tomic, 2000; Schmitz, 2000; Grau, Salanova & Peiró, 2001). Perceived self-efficacy has been defined as the person's beliefs in his or her ability to organize and execute the courses of action required to achieve goals (Bandura, 1997, p.3). Individuals with a stronger sense of perceived self-efficacy experience low stress in threatening or taxing situations, and view situations as less stressful owing the belief in their ability to cope.

Grau, Salanova and Peiró (2001) found that self-efficacy might trigger work-related stress in the sense that low levels of self-efficacy are related to high levels of occupational stress. Professional self-efficacy is found to be positively linked to personal accomplishment, and negatively to depersonalization and emotional exhaustion. Schmitz (2000) documented that exposure to chronic occupational stressors, with low sense of efficacy to manage job demands and to enlist social support in times of difficulty, increases vulnerability to burnout. In a parallel study, Brouwers, Evers and Tomic (2000) investigated the direction and period of the relationship between perceived self-efficacy in classroom management and burnout for school teachers. They concluded that teacher efficacy has a longitudinal effect on depersonalization and synchronous effect on personal accomplishment.

The organizational factors on the other hand, are closely related to the institution or the organization the teacher is working which is mostly controlled by external factors. Based on the aim of the present study, one of the most common organizational (institutional) factors of teacher burnout is 'social support.' Research suggests that people who have social support resources are relatively resistant to the deleterious effects of stressful events (Greenglass, Burke & Konarski, 1997; Byrne, 1999; Schwarzer & Greenglass, 1999; Brouwers & Tomic, 2001). An effective support group

includes people who provide emotional comfort, encourage individual growth, serve as active listeners and share similar values, beliefs and perceptions of reality.

Brouwers and Tomic (2001) examined the relationship between perceived self-efficacy in social support and burnout. The participants were a sample of 277 secondary school teachers in the Netherlands. The findings revealed that teachers' perceived lack of social support from colleagues and principals had a significant effect on their self-efficacy beliefs in eliciting support from them, which were closely related to the level of burnout. Greenglass, Burke and Konarski (1997) searched for the antecedents and consequences of burnout in relation to social support from supervisors and co-workers in a sample of 833 teachers at all levels within Canadian school board. The study concluded that, greater co-worker support contributed to the prediction of burnout, particularly to decreased depersonalization and increased feelings of accomplishment. Similarly, Schwarzer and Greenglass (1999) argued that teacher with higher levels of burnout were less likely to make friends and establish close relationships with their colleagues at the place they work. Finally, Byrne (1999) argued that apart from social support, peer support was a fundamental predictor of burnout since it was more important for a teacher to receive support from his/her colleagues at the workplace as opposed to administrative support.

The research on teacher burnout has been recently studied in Turkey as well (Tuğrul & Çelik, 2002; Kılavuz, 2003; Kırılmaz, Çelen & Sarp, 2003; Sünbül, 2003). Tuğrul and Çelik (2002), for example, examined the possible effects of personal (age and teaching experience) and organizational (school structure) variables on the three dimensions of burnout. As a result, they found no effect of age on burnout. Nevertheless, there was a positive correlation between teaching experience and personal accomplishment. School structure and educational background were other important predictors of depersonalization. A different study conducted by Kılavuz (2003) investigated the relationship between burnout and participation in learning activities among Turkish EFL instructors working at university Language Preparatory Programs in Istanbul. The results revealed that the State University Language Preparatory Program Instructors (SUEPPI) showed significantly lower sense of personal accomplishment and participation in professional activities compared to the Private University Language Preparatory Program Instructors (PUEPPI). Kırılmaz, Çelen and Sarp (2003) argued that there was no effect of age, gender, teaching experience, number of children and class size on burnout, whereas factors such as, marital status, the reasons why they choose the teaching profession, whether they were appreciated by their supervisors etc. were closely related to the level of burnout. Finally, Sünbül (2003) analyzed the relationship among locus of control, burnout and job satisfaction among a sample of 297 high school teachers. The findings revealed that internal locus of control was positively linked to low burnout and high job satisfaction. He added that females scored lower on depersonalization than males and that younger teachers experienced higher burnout. Based on the obtained results, emotional exhaustion was positively related to external locus of control and that age was closely associated with depersonalization and personal accomplishment.

Based upon the literature reviewed above, there are still several gaps in current research. Although many studies have been previously done in Turkey, they mostly investigated the relationship between certain personal variables, particularly, teaching experience and burnout. Specifically, there has not been much research on the importance of an organizational variable, social support and the impact of the three personal variables, age, gender and teaching experience on teacher burnout.

#### *Purpose of the Study*

In order to address the gaps in previous research, the aim of the present study was to examine the possible effects of personal variables and perceived self-efficacy in eliciting social support on the three successive burnout dimensions in Turkish EFL teachers. The following research questions were addressed:

- 1) Does perceived self-efficacy in eliciting social support at workplace from Colleagues (PSESSC) and Principals (PSESSP) have influence on the three dimensions of teacher burnout (emotional exhaustion-EE, depersonalization-DP and reduced personal accomplishment-RPA)?
- 2) Do teacher's personal variables (gender, age and teaching experience) have an impact of the three dimensions of teacher burnout (emotional exhaustion-EE, depersonalization-DP and reduced personal accomplishment-RPA)?

#### METHOD

The sample employed in this study consisted of 63 Turkish EFL teachers working at a Preparatory School of an English-medium Turkish university in Istanbul. The instructors taught intensive English courses to students at the Upper-Intermediate level who were obliged to pass the English proficiency exam at the end of a year in order to continue their academic studies in their respective departments.

Out of 63 respondents, 35 were female and 28 were male. The participants whose ages ranged from 31 and 40 constituted the largest group of the participants (47.6%), whereas, the ones between 41 and 50 represented the smallest group (17.4%). 18 of the instructors who participated in the study had *up to 5 years* of total teaching experience, whereas 6 of them had *6 to 10 years*, 25 of them *11 to 15 years*, 5 of them *16 to 20 years* and 9 were involved in teaching *over 20 years*.

The study was carried out during the spring term of the 2008-2009 academic years. The primary goal of the Preparatory School Program is to help students improve their English in order to continue their academic studies in their respective departments. The students are placed to different classes according to their proficiency levels and receive English courses 30 hours per week that vary as, Grammar (12 hours), Reading (3 hours), Writing (6 hours), Listening and Speaking (3 hours) and ESP (6 hours).

At the end of the one-year intensive study, the students take the English Proficiency Examination, which determines whether they can begin studying in their departments. The cutoff point is 60 out of 100. If the student cannot get the average score, s/he has a chance to enter 3 more Proficiency Exams during which s/he has to get at least 60. If not, the students are withdrawn from the university.

The main instruments of the present study were based on collecting quantitative data by using a questionnaire (see Appendix A) including three parts: Multiple-choice questions (*Part 1*), to gather information on teacher's demographic information; the adaptation of Maslach Burnout Inventory-Education Survey developed by Friedman (1999a) (*Part 2*), to measure burnout; and the two subscales of the Teacher Interpersonal Self-Efficacy Scale of Friedman and Kass (2002) (*Part 3*), to measure perceived self-efficacy in eliciting social support at workplace from colleagues and principals.

In order to gain insight about teachers' demographic information, the participants were provided with three multiple questions at the beginning of the questionnaire. The aim was to identify the three significant personal (individual) variables, age, gender and teaching experience.

As for measuring burnout, an adapted version of Maslach Burnout Inventory-Education Survey developed by Friedman (1999a) was administered. The survey contained 14 items based on three subscales: emotional exhaustion (5 items), unaccomplishment (5 items), and depersonalization (4 items). Reliability estimates for subscales were  $\alpha=0.90$  for emotional exhaustion,  $\alpha=0.82$  for unaccomplishment,  $\alpha=0.79$  for depersonalization, and  $\alpha=0.90$  for the whole scale. As for the present study, reliability estimates were  $\alpha=0.79$  for emotional exhaustion,  $\alpha=0.74$  for unaccomplishment,  $\alpha=0.64$  for depersonalization, and  $\alpha=0.82$  for the whole scale. Each item in the subscale was accompanied by a 6-point Likert scale ranging from 'never' (0) through 'every day' (6). A high score on this scale meant a high level of burnout.

Finally, perceived self-efficacy in eliciting social support at work was measured by two subscales developed by Friedman and Kass (2002). The aim of the Perceived Self-Efficacy in Eliciting Social Support from Colleagues (PSESSC) subscale was to assess the extent to which teachers feel confident about eliciting support from their colleagues, while the Perceived Self-Efficacy in Eliciting Social Support from Principals (PSESSP) subscale tried to measure teachers' self-efficacy beliefs in eliciting support from principals. Both subscales comprised 5 items measure on a 5-point Likert scale ranging from 'strongly agree' (5) to 'strongly disagree' (0).

## FINDINGS & RESULTS

Data were analyzed using Pearson Product Moment Correlation to describe the linear relationships between two variables, perceived self-efficacy in eliciting social support at workplace (from colleagues and principals) and the three dimensions of teacher burnout (emotional exhaustion, depersonalization and personal

accomplishment). In addition, a t-test and one way ANOVA were used to understand the possible impacts of teacher's personal variables (gender, age and teaching experience) on the three dimensions of teacher burnout (emotional exhaustion, depersonalization and personal accomplishment).

Considering the average of PSESSC items, only the two burnout dimensions were either positively or negatively correlated (see Table 1). There was a negative significant correlation of  $-.745$  ( $p < .01$ ) between the average of items of PSESSC and emotional exhaustion (EE). On the contrary, the highest relationship was a positive correlation  $.793$  ( $p < .01$ ) between depersonalization (DP) and the average of items of the PSESSC. Finally, there was not a significant correlation between reduced personal accomplishment (RPA) and the average of items of the PSESSC.

Additionally, there was a negative significant correlation only between the two burnout dimensions regarding the average of PSESSP items. The highest negative correlation of  $-.628$  ( $p < .01$ ) was between depersonalization (DP) and the average of items of the PSESSP. Reduced personal accomplishment (RPA) also showed a negative correlation with the average of items of the PSESSP  $-.271$  ( $p < .01$ ). The only burnout dimension that indicated no significant correlation with the average of items of the PSESSP was emotional exhaustion (EE).

Table 1  
*Correlation between PSESSC and PSESSP Subscales on Emotional Exhaustion (EE), Depersonalization (DP) and Reduced Personal Accomplishment (RPA) (n=63)*

<i>Burnout</i>	<i>School Type</i>	
	<i>PSESSC</i>	<i>PSESSP</i>
<i>Emotional Exhaustion</i>	$-.745^*$	$.206$
<i>Depersonalization</i>	$.793^*$	$-.628^*$
<i>Reduced Personal Accomplishment</i>	$-.104$	$-.217$

\* $p < .01$

In relation to gender and its effects on burnout dimensions, the t-test results indicated that emotional exhaustion (EE) and depersonalization (DP) were not revealed to be significantly predictive effects of the three burnout dimension as it can be seen in Table 2. Nevertheless, reduced personal accomplishment (RPA) scores differed with regard to gender ( $t_{61} = -2.394$ ;  $p < .01$ ). More specifically, males ( $M = 3.38$ ,  $SD = .42$ ) had significantly lower scores than females ( $M = 3.65$ ,  $SD = .46$ ).

Table 2  
*Burnout dimensions according to gender*

Burnout	Female (n=35)		Male (n=28)		t	p
	M	SD	M	SD		
<i>Emotional Exhaustion</i>	4.25	.82	4.02	.80	-1.075	.18
<i>Depersonalization</i>	3.11	1.03	2.94	.96	-.660	.13
<i>Reduced Personal Accomplishment</i>	3.65	.46	3.38	.42	-2.394	.01**

\*\* p<.01

Furthermore, the results of the one way ANOVA revealed that, emotional exhaustion (EE) differed with regard to age with a significant correlation of  $F_{2,60}=85.477$  ( $p<.01$ ). As shown in Table 3, the *21-30 years* of total teaching experience Group 1 (G1) had significantly higher scores than the other two groups. In addition, the *31-40 years* of total teaching experience Group 2 (G2) had significantly higher scores than the *41-50 years* of total teaching experience Group 3 (G3). Furthermore, there was also a significant correlation between depersonalization (DP) and age ( $F_{2,60}=40.206$ ;  $p<.01$ ). The *21-30 years* of total teaching experience Group 1 (G1) had significantly lower scores than the other two groups. Finally, there was an impact of age on reduced personal accomplishment (RPA) with a significant correlation of  $F_{2,60}=5.056$  ( $p<.009$ ). More specifically, Group 1 had higher scores than Group 2.

Table 3  
*Correlations of burnout dimensions according to age*

Burnout	G1 (n=22)		G2(n=30)		G3 (n=11)		F	p
	M	SD	M	SD	M	SD		
<i>EE</i>	5.12	3.92	3.76	.47	3.41	.31	85.477	.00**
<i>DP</i>	2.00	.89	3.67	.55	.31	3.27	40.206	.00**
<i>RPA</i>	3.73	.48	3.52	.45	3.23	.25	5.056	.00**

\*\* p<.01

Finally, the last variable, teaching experience was closely related to burnout dimensions. As indicated in Table 4, emotional exhaustion (EE) scores differed with regard to experience. ( $F_{4,58}=38.533$ ;  $p<.01$ ). More specifically, EE scores of the *0-5 years* of total teaching experience Group 1 (G1) were higher than all other groups. In addition, the *6-10 years* of total teaching experience Group 2 (G2) had higher scores than the *11-15 years* of total teaching experience Group 3 (G3) and over 20 years of experience Group 5 (G5), whereas the scores of the *11-15 years* of total teaching

experience Group 3 (G3) were higher than the *over 20 years* of total teaching experience Group 5(G5).

Furthermore, there was a significant correlation of  $F_{4,58}=22.977$  ( $p<.01$ ) between depersonalization (DP) and burnout dimensions. More specifically, the scores of Group 1 (G1) were lower than all the other groups.

Finally, reduced personal accomplishment (RPA) scores differed with respect to experience. ( $F_{4,58}=3.685$ ;  $p<.01$ ). More specifically, G5 had lower scores than G1 and G2 (see Table 4).

Table 4  
*Burnout dimensions according to teaching experience*

<i>Burnout</i>	G1 (n=18)		G2(n=6)		G3 (n=25)		G4 (n=5)		G5 (n=9)		<i>F</i>	<i>p</i>
	M	SD	M	SD	M	SD	M	SD	M	SD		
<i>EE</i>	5.16	.31	4.36	.88	3.78	.44	3.64	.38	3.28	.22	38.533	.00**
<i>DP</i>	1.84	.59	3.41	1.45	3.69	.50	3.45	.32	3.13	.30	22.977	.00**
<i>RPA</i>	3.68	.46	3.90	.60	3.52	.42	3.28	.30	3.17	.21	3.685	.00**

\*\* $p<.01$

## DISCUSSIONS & CONCLUSIONS

The primary aim of this study was to investigate the possible effects of personal variables, (age, gender and teaching experience) and perceived self-efficacy in eliciting social support (from colleagues and principals) on the three successive burnout dimensions, (emotional exhaustion-EE, depersonalization-DP and reduced personal accomplishment-RPA) in Turkish EFL teachers. On the basis of data analyzed, the results suggested the following aspects of interest. First, the study revealed that perceived self-efficacy in social support (from colleagues and principals) contributed to the prediction of burnout dimensions. Teachers who reported lack of support from colleagues were more likely to experience the feelings of emotional exhaustion and depersonalization whereas lack of support from principals was a consistent predictor of depersonalization and reduced personal accomplishment. These findings were in line to those reported previously indicating that colleague and principal support, respectively, were closely associated with teacher burnout (Sarros & Sarros, 1992; Greenglass, Burke & Konarski, 1997; Brouwers & Tomic, 2001).

Nevertheless, the results of the present study showed no correlation between social support from colleagues and reduced personal accomplishment, and social support from principals and emotional exhaustion. One possible explanation for these findings was offered by Sarros and Sarros (1992) suggesting that social support is a multifaceted

resource that works better in some situations, depending on which type or source of support was available. The concept of resource is conflicting since it might lead to different effects, particularly in a fluid educational environment. Thus, more rigorous research on these resources is necessary.

Besides, the study showed that there was a significant relationship between personal variables (gender, age and teaching experience) and burnout dimensions. The only burnout dimension that differed with regard to gender was reduced personal accomplishment. More specifically, males had significantly lower scores than females, which was also supported by Lippel (1999) and van Dick and Wagner (2001). Women were considered to be more at risk than men when workload leads to stress. On the contrary, the study found no gender differences across emotional exhaustion and Depersonalization. This finding is also similar with Rosenblatt's (2001), and Hastings' and Bham's (2003) studies examining the relationship between stress and burnout.

In addition, age was a significant personal variable predicting teacher burnout. The results indicated that, the younger the teachers, the higher the level of burnout. In the present study, Group 1 (G1) scored the highest level in emotional exhaustion and reduced personal accomplishment and the lowest in depersonalization, which were in accord with Lackritz's (2004) and Sünbül's (2003) results.. A possible reason behind this finding might be the lack of experience among younger teachers when compared to older ones. They don't have established routines yet, and might get demoralized in a demanding situation. As a result, their level of burnout might increase.

Finally, as mentioned in the results of the study, teaching experience was correlated with the burnout dimensions. The less experienced teachers, Group 1, showed the highest scores in emotional exhaustion, and the lowest in depersonalization and reduced personal accomplishment. These results corroborated with previous studies carried out by Letihwood (1999) and Bivona (2002) who reported that older teachers were the most personally accomplished and this may be interpreted as follows: younger teachers, because of lack of experience, are more prone than older ones to an excessive job involvement leading them to 'burnout'. Therefore, they are more likely to experience burnout and leave their job.

The results obtained in the present study provided a research foundation for the intuitive association between personal variables and perceived self-efficacy in eliciting social support on the three successive burnout dimensions. Teacher burnout should be accepted as one of the realities that teachers face in the real schools and classrooms. According to the research findings, school administrators should be careful about teachers for factors not only related to teachers' burnout and social support, but also because of what can be done to improve the quality of work life in the school. They should be concerned with teachers' job burnout as increasing demands can adversely affect their well-being, and perhaps the well-being of their students. Nevertheless, there are several limitations of the present study; hence, the findings of the study should be considered keeping these limitations in mind. First of all, the target population of the present study was Turkish EFL teachers working at a private university Language

Preparatory Program in Istanbul. A convenient sample of 63 Turkish EFL teachers participated in the study, which indicates that the results of the study can be only generalized to this group of teachers. The study would have revealed more valid and generalizable results if the whole population had been reached at the university. However, the whole population could not be reached because of time and financial constraints. Besides, including additional data collection instruments like, observation would lead to in-depth results on teachers' burnout and increase the reliability of the findings.. Finally, the Turkish EFL teachers were working at a private university. Further research should try to complement the data by involving Turkish EFL teachers from a state university to compare and contrast the level of burnout in two institutions.

In conclusion, the findings of this contribute to our understanding of teacher burnout by stressing the importance of an organizational variable, social support and the impact of the three personal variables, age, gender and teaching experience in relation to burnout. It is therefore recommended that teachers should receive support from their colleagues and/or principals at workplace which will positively affect the personal variables and perceived self-efficacy beliefs.

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## APPENDIX

Please indicate how often you feel the way the following items suggested by putting the most suitable number on the spaces provided next to each item.

0=Never 1= A few times a year or less 2= Monthly or less 3= A few times a month 4= every week 5= A few times a week 6=Every day

1. \_\_\_\_\_ I feel exhausted from teaching.
2. \_\_\_\_\_ I feel burned out from teaching.
3. \_\_\_\_\_ I feel worn out from teaching.
4. \_\_\_\_\_ I feel wiped-out by the end of a day of teaching.
5. \_\_\_\_\_ I feel physically worn out by teaching.
6. \_\_\_\_\_ I feel I could have better used my professional and personal capabilities in a profession other than teaching.
7. \_\_\_\_\_ I do not feel that I fulfill myself in teaching.
8. \_\_\_\_\_ I feel that I am not doing so well as a teacher.
9. \_\_\_\_\_ I think that if I had to choose again, I would not choose teaching.
10. \_\_\_\_\_ I feel my expectations of teaching have not been met.
11. \_\_\_\_\_ I feel that my students do not really try enough.
12. \_\_\_\_\_ I feel that my students do not really care about being good students.
13. \_\_\_\_\_ I feel that my students do not really want to learn.
14. \_\_\_\_\_ I think that I would rather have better students than those I have now.

Please indicate how often you feel the way the following items suggested by putting the most suitable number on the spaces provided next to each item.

0=Strongly disagree 1= Disagree 2= Somewhat disagree 3= Somewhat agree 4= Agree 5= Strongly Agree

1. \_\_\_\_\_ When it is necessary, I am able to ask a colleague for assistance.
2. \_\_\_\_\_ I am able to approach my colleagues if I want to talk about problems at work.
3. \_\_\_\_\_ If I feel confronted by a problem with which my colleagues can help me, I am
4. \_\_\_\_\_ I can always find colleagues with whom I can talk about problems at work.
5. \_\_\_\_\_ I am confident that, if necessary, I can ask my colleagues for advice.  
able to approach them about this.
6. \_\_\_\_\_ I am confident that, if necessary, I can ask a principal for advice.
7. \_\_\_\_\_ When necessary, I am able to bring up problems with principals.
8. \_\_\_\_\_ I am able to approach principals if I want to talk about problems at work.
9. \_\_\_\_\_ When it is necessary, I am able to get principals to support me.
10. \_\_\_\_\_ I am confident that, if necessary, I can get principals to help me.

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