

THE ROLE OF CLASSROOM MANAGEMENT EFFICACY, MARITAL STATUS,  
GENDER, AND TEACHING EXPERIENCE IN PREDICTING  
TEACHER BURNOUT

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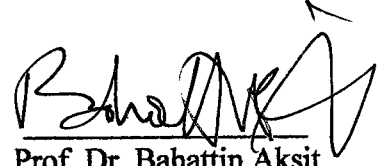
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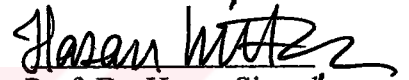
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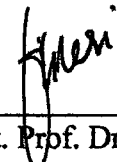
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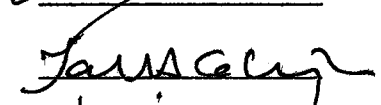
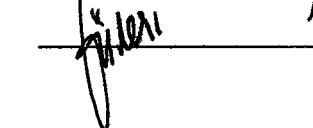
  
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## **ABSTRACT**

# **THE ROLE OF CLASSROOM MANAGEMENT EFFICACY, MARITAL STATUS, GENDER, AND TEACHING EXPERIENCE IN PREDICTING TEACHER BURNOUT**

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The purpose of this study was to examine whether classroom management efficacy, marital status, gender, and experience were significant predictors of the dimensions of teacher burnout (emotional exhaustion, depersonalization, personal accomplishment) among secondary school teachers. Fifty secondary schools were sampled out of 102 schools in Çankaya provience by random sampling. A total of 800 teachers in these schools were asked to fill out two measures Maslach Burnout

Inventory, Teacher Efficacy in Classroom Management and Discipline Inventory and the demographic data sheet. Of the 800 teachers, 523 teachers (345 females, 178 males) completed and returned the measures. Three separate multiple regression analyses were used to evaluate four sets of predictor variables (classroom management efficacy, marital status, gender, and teaching experience) upon the three criterion variables: emotional exhaustion, depersonalization, and personal accomplishment. The results indicated that different dimensions of teacher burnout were effected differently from four predictor variables. As for the emotional exhaustion, classroom management efficacy, marital status and teaching experience were significant predictors. Regarding depersonalization dimension, classroom management efficacy and marital status were significant predictors, and finally for the personal accomplishment dimension, classroom management efficacy, gender, and teaching experience were significant predictors.

**Keywords:** Teacher burnout, classroom management efficacy.

## ÖZ

# **SINIF YÖNETİMİNDE ÖZYETERLİĞİN, MEDENİ DURUMUN, CİNSİYETİN, VE ÖĞRETMENLİK DENEYİMİNİN ÖĞRETMEN TÜKENMİŞLİĞİNDEKİ ROLÜ**

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Bu çalışmanın amacı sınıf yönetiminde özyeterliğin, medeni durumun, cinsiyetin ve öğretmenlik deneyiminin ilköğretim ikinci kademe öğretmenlerinin tükenmişliklerinin (duygusal tükenme, duyarsızlaşma, kişisel başarı) yordayıcıları olup olmadığını araştırmaktır. Çankaya bölgesinde bulunan 102 ilköğretim okulu arasından rastgele örneklem yoluyla 50 okul seçilmiştir. Bu okullarda çalışan toplam 800 öğretmenden Maslach Tükenmişlik Envanteri, Sınıf Yönetimi ve Disiplinde

Öğretmen Özyeterlik Ölçeğini ve Demografik Veri Formunu doldurmaları istenmiştir. 800 öğretmen arasından 523 (345 kadın, 178 erkek) öğretmen anketleri doldurarak araştırmacıya ulaştırmıştır. Sınıf yönetiminde özyeterliğin, medeni durumun, cinsiyetin ve öğretmenlik deneyiminin öğretmenlerdeki duygusal tükenmeyi, duyarsızlaşmayı ve kişisel başarıyı ne kadar açıkladığını analiz etmek için çoklu regresyon analizi kullanılmıştır. Çoklu regresyon analizi sonuçlarına göre tükenmişliğin üç boyutunun da dört yordayıcı değişkenden farklı şekilde etkilendiği ortaya çıkmıştır. Duygusal tükenme için sınıf yönetiminde özyeterlik, medeni durum ve öğretmenlik deneyimi önemli değişkenler olarak; duyarsızlaşma açısından sınıf yönetiminde özyeterlik ve medeni durum önemli değişkenler olarak, ve son olarak kişisel başarı boyutu için sınıf yönetiminde özyeterlik, cinsiyet ve öğretmenlik deneyimi önemli değişkenler olarak ortaya çıkmıştır.

Anahtar kelimeler: Öğretmen tükenmişliği, sınıf yönetimi özyeterliği.

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## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>iii</b>
<b>ÖZ .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>CHAPTER</b>	
<b>I INTRODUCTION .....</b>	<b>1</b>
1.1. Background to the study .....	1
1.2. Purpose of the Study .....	5
1.3. Limitations of the Study .....	6
1.4. Significance of the Study .....	6
1.5. Definition of Terms .....	9
<b>II REVIEW OF THE LITERATURE .....</b>	<b>10</b>
2.1. Burnout .....	10
2.2. Personal and Situational Factors in Teacher Burnout .....	14
2.3. Studies on Burnout in Turkey .....	20
2.4. General Self-Efficacy, Teaching Efficacy, Classroom Management Efficacy .....	24
<b>III METHOD .....</b>	<b>32</b>



3.1. Overall Design of the Study .....	32
3.2. Research Questions .....	33
3.3. Hypotheses .....	34
3.4. Descriptions of Variables .....	35
3.4.1. Independent Variables .....	35
3.4.2. Dependent Variables .....	35
3.5. Population and Sample Selection .....	36
3.6. Data Collection Instruments .....	36
3.6.1. Maslach Burnout Inventory .....	37
3.6.2. Teacher Efficacy in Classroom Management and Discipline Inventory .....	37
3.7. Data Collection Procedure .....	41
3.8. Data Analysis Procedure .....	42
<b>IV RESULTS .....</b>	<b>43</b>
4.1. Emotional Exhaustion .....	43
4.2. Depersonalization .....	46
4.3. Personal Accomplishment .....	47
<b>V CONCLUSIONS and IMPLICATIONS .....</b>	<b>48</b>
5.1. Discussion and Conclusions .....	48
5.2. Implications for Practice and Research .....	54
<b>REFERENCES .....</b>	<b>57</b>
<b>APPENDICES</b>	
Demografik Veri Formu (In Turkish) .....	66
Maslach Burnout Inventory (In Turkish) .....	67

## Teacher Efficacy in Classroom Management and Discipline

Inventory (In Turkish) .....69



## LIST OF TABLES

### TABLE

4.1.	Multiple Regression Analysis Results for Four Unordered Sets of Predictors for the Emotional Exhaustion Sub-scale Scores .....	44
4.2.	The Bivariate and Partial Correlations of the Predictors with Maslach Burnout Inventory (MBI) Sub-scales .....	45
4.3.	Means and Standard Deviations of the Quantitative Predictor Variables and Criterion Variables for the Total Sample .....	45
4.4.	Means and Standard Deviations of Maslach Burnout Inventory (MBI) Sub-scales by Marital Status and Gender .....	45
4.5.	Multiple Regression Analysis Results for Four Unordered Sets of Predictors for the Depersonalization Sub-scale Scores .....	46
4.6.	Multiple Regression Analysis Results for Four Unordered Sets of Predictors for the Personal Accomplishment Sub-scale Scores .....	47

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Background to the Study**

Burnout as a three dimensional concept is defined as “emotional exhaustion that is feelings of being emotionally overextended, lack of enthusiasm for work; depersonalization that is emotional distancing and negative attitudes towards others; and reduced personal accomplishment that is decline in one’s feelings of competence and negative self evaluation related to work” (Maslach & Jackson, 1986). The construct of burnout has long been recognized an issue of primary concern for workers in people-oriented occupations such as human services, health care, and education. In today’s terminology, Maslach and Leiter (1997) define these occupations as high-touch, that is, such jobs involve lots of face-to-face contact, which are emotionally, and physically demanding. When teaching is concerned, this situation is more demanding and stressful (Abel & Sewell, 1999; Iwanicki, 2001; Olson & Matuskey, 1982). Because the education system has all the elements associated with stress: a bureaucratic structure, increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community. In addition, increased student misconduct, student apathy, overcrowded classrooms, inadequate salaries, demand-

inadequate salaries, demanding or unsupportive parents, expanding administrative loads, lack of support, time pressures, poor working conditions and poor staff relations have negative impact on teachers psychological states (Iwanicki, 2001; Olson & Matuskey, 1982; Tufan , 1997).

Results of the Bryne's (1998) study showed that burned out teachers report the following symptom logy of "Feelings of powerlessness in the attempt to educate and make school pleasant for students"; "Lack of enthusiasm to prepare lessons"; "Depression, difficulty in motivating myself to come to work, loss of energy"; "Disgust, desire for change of occupation, cynicism, lack of interest in work"; "Boredom, lack of interest in the subject, physical fatigue"; "Loss of memory, easily frustrated"; and "Anxiety".

Besides its damaging effects on the physical and emotional functioning, teachers' burnout also effects teachers' instructional behaviors (Wisniewski & Gargiulo, 1997), commitment to teaching profession (Farber, 1984), and interpretation of student behavior. As concluded by Whiteman, Young and Fisher (1996) teacher's interpretation of student behavior appears to become more negative as burnout becomes more severe. In other words, burnout not only presents a real danger to the teacher's mental and physical health but also may have negative impact on his/her attitude toward student.

The overall classroom climate is also stated as one of the major variables in the process of teacher burnout (Byrne, 1993; Iwanicki, 2001; Olson & Matuskey,

1982). The findings suggest that, as the climate of the classroom deteriorates, students discipline and disruptive behaviors increase, teachers can become emotionally exhausted, develop negative attitudes toward their students and their job, and accomplish few educational goals for their students. Several researchers also mentioned student discipline problems, and student disruptive behaviors among the most powerful factors of teacher's burnout (Iwanicki, 2001; Olson & Matuskey, 1982).

As interaction research during classroom instruction revealed that, especially for less experienced teachers, pupil's failure to behave and work were significant sources of stress. In other words, when teachers feel that they are not able to handle with difficult children, or manage their class they feel more burnout (Antoniou, Polychroni, & Walters, 2000).

It is likely that classroom discipline problems are related with teacher's efficacy in classroom management. Regarding the importance of classroom management in burnout, Leiter (1992) explained burnout as a crisis in self-efficacy and brought the necessity of investigating how teachers perceive themselves in the area of classroom management. Therefore, an increasing number of studies drawn on self- efficacy theory as useful framework for understanding burnout in educational setting.

For example, Emmer and Hickman (1991) focused on teacher classroom management efficacy and extended the teacher self- efficacy construct to the domain of classroom management and discipline. They stated that classroom management

efficacy is a distinct domain than general self- efficacy and teaching efficacy. Because a considerable amount of teacher attention is focused on achieving order and cooperation, an understanding of teacher decision-making and behavior in classroom may require knowledge of efficacy in classroom management.

Recent research about classroom management efficacy also indicated a relationship between classroom management efficacy and three dimensions of burnout and supported the earlier studies by revealing that teachers who consider themselves less competent in the area of classroom management report high level of burnout (Brouwers & Tomics, 2000)

As well as individual (e.g. locus of control, positive self concept, self- efficacy, classroom management efficacy) and situational variables (e.g. student misbehavior, social support, role conflict, role ambiguity), which are critical factors in teacher burnout, researchers have looked for significant relationship between burnout and some demographic variables. These studies suggested that males found to be higher on emotional exhaustion and depersonalization (Burke, Greenglass, & Schwarzer, 1996); women have higher mean score on emotional exhaustion subscale of burnout, man have higher score on depersonalization, and experienced teachers had higher score on personal accomplishment (Baysal, 1995; Girgin, 1995; Tm- kaya, 1996); secondary school teachers are burned out than are their elementary col- leagues, male teachers have been found to be higher on depersonalization (Berg, 1994; Schwarzer, Schmitz, & Tang, 2000); married people had lower emotional ex- haustion and depersonalization scores than single living or divorced people, people

who had less work experience had higher emotional exhaustion and depersonalization scores (Ergin, 1993; Yaman & Urgan, 2002).

Parallel to the growing interest in the world about factors that effect teacher burnout, several studies have also been carried out in Turkey. These studies have investigated factors such as age of teacher, the number of children, duration of service, level of satisfaction with educational system, and the type of high school (Baysal, 1995; Girgin 1995; Özer, 1998; Tümkaya, 1996; Yıldırım, 1996) family structure and social support variables (Torun, 1995), coping strategies (Dolu, 1997), and attribution styles (Dursun, 2000). In addition, burnout levels of the teachers and administrators (Çokluk, 1999) burnout levels of primary school teachers who are working in cities and villages (Yerlikaya, 2000) were compared by the researchers.

## **1.2. Purpose of the Study**

The present study was aimed to investigate how well classroom management efficacy, marital status, gender and teaching experience predict dimensions of burnout (emotional exhaustion, depersonalization, personal accomplishment) among secondary school teachers.



### **1.3. Limitations of the Study**

Limitations of the study were as follows. First, the sample of this study was limited to the secondary school teachers in a state school Çankaya province of Ankara. Therefore, the results of this study cannot be generalized to teachers who teach at different educational levels. Second, this study has relied on teacher questionnaires and is subject to the shortcomings of such instruments. Considering the self-report nature of the study, the results may not reflect the teachers' everyday working experience.

### **1.4. Significance of the Study**

In comparison with various other kinds of 'people work' such as mental and physical health professions, teachers appear to be at a high risk of burnout (Rudow, 1999; Ever, Brouwers, & Tomic, 2002). Studies in Europe suggest that 60- 70 % of the teachers are under frequent stress and that approximately 30 % of the teachers show signs of burnout (Rudow, 1999). Huberman (1989) found that a large number of teachers (% 40) teaching experienced burnout at least once or several times in their careers. In a similar vein, results of Farber's (1984) study indicated that 70 % of the sampled teachers rarely felt burned out, 19 % occasionally felt burned out, 10 % frequently felt burned out.

Burnout is an important phenomenon that effects the quality of educational services, instructional and interpersonal interactions as well as teachers' physical and

mental health. As indicated by research findings (Wisniewski & Gargiulo, 1997), burned out teachers respond more negatively, are less task oriented, deliver less positive reinforcement, are less able to concentrate on instructional interactions. These teachers are also less effective in managing classroom disciplinary problems and more likely to use aversive methods to modify student behavior and less sensitive to the social, physical, and emotional needs of their students.

Moreover, burnout could severely limit the competence and commitment of teachers. Results of Farber's (1984) study indicated that 9 % of the sampled teachers never feel a total commitment to teaching and 28 % of teachers either never or rarely feel it. This limitation of teachers may lead to a tremendous human and financial waste due to teachers' functioning at less than full potential and burnout significantly lessens teachers' motivation to continue in the profession and lessens the basic satisfaction inherent in the student-teacher relationship.

It is vital to investigate the causes of teacher burnout in order to prevent these negative consequences. Therefore, the goal of burnout research in education are 1) to identify the factors that cause burnout, 2) to identify behaviors of burned out teachers and 3) to develop strategies to control or remove the situational and personal factors that cause to teacher burnout (Farber (1984).

Although the burnout syndrome has primarily been studied as a result of organizational variables, such as role stress, work overload and interpersonal relationships, various studies have been suggested that personality variables may play an

play an important role in development of burnout (Brissie, Hoover-Dempsey & Bassler, 1988). Thus, in the present study, it is believed that classroom management efficacy perspective has significant promise for studying burnout.

In Turkey, several factors that lead to teacher burnout such as age, gender, marital status, teaching experience, education level, school type, job satisfaction, and socio economic level of the school (Baysal, 1995; Girgin, 1995; Tmkaya, 1996), social support (Torun, 1995; zer, 1998), coping strategies (Dolu, 1997), attribution styles (Dursun, 2000), locus of control (Tmkaya, 2001) have been studied as the causes of teacher burnout. However, in spite of the growing interest in the literature about relationship between teacher burnout and classroom management efficacy, no research study in Turkey has investigated the effect of this variable and joint effects of some demographic variables with this variable on teacher burnout. Besides there is a limited number of research in Turkey about burnout among secondary school teachers (Yerlikaya, 2000). Therefore, the present study aims to examine how well classroom management efficacy, marital status, gender and teaching experience predict the dimensions of teacher burnout (emotional exhaustion, depersonalization, personal accomplishment) among secondary school teachers. Findings of the present study might be useful in identifying the factors that cause teachers' burnout, and contribute to further studies aimed at developing strategies to control or remove the situational and personal factors that cause to teachers' burnout.

## 1. 5. Definition of Terms

**Burnout:** Burnout is described as a psychological syndrome of emotional exhaustion that is lack of enthusiasm for work, a strong depletion of one's emotional resources, depersonalization that is emotional distancing and negative attitudes towards the persons that one works with, and reduced personal accomplishment that is a decline in one's feelings of competence and negative self evaluation in relation to his or her job performance" (Maslach & Jackson, 1986)

**Classroom management efficacy:** Teachers' beliefs in their capabilities to organize and execute the course of action required to maintain classroom order (Brouwers & Tomic, 2000).

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

The purpose of this study was to examine whether classroom management efficacy, marital status, gender and teaching experience were significant predictors of the dimensions of teacher burnout (emotional exhaustion, depersonalization, personal accomplishment) among secondary school teachers. The first section consists of an overview on burnout and factors that contribute to burnout. The second section explains self-efficacy, teacher efficacy, teacher classroom management efficacy and relationships between these factors and burnout.

#### **2.1. Burnout**

Burnout construct is defined differently by psychological and sociological models. According to Freudenberger (1974) burnout is a problem of human service professionals, such as social workers, mental health workers, nurses, and teachers, that is characterized by feelings of “wearing out”.

Other psychologists defined burnout as “a syndrome of emotional exhaustion, depersonalization, and reduced accomplishment which is a special risk for individuals who work with other people in some capacity”. Emotional exhaustion is seen as the “stress component fatigue, debilitation, loss of energy, and wearing out

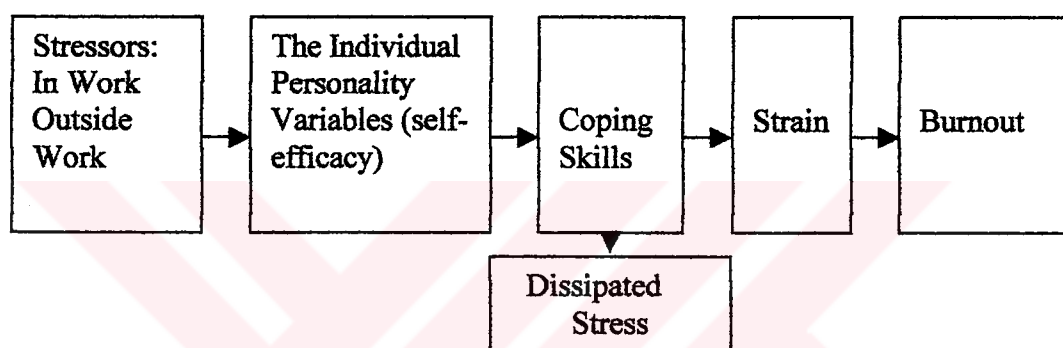
are characteristics of this component". Depersonalization is the "other-evaluation component." "It is described as cynicism, irritability, loss of idealism, negative or inappropriate attitudes toward recipients." It refers to a negative and excessively detached response to other people. Reduced personal accomplishment is the "self-evaluation component" and "is equated with reduced productivity or capability, low morale, and an inability to cope with job demands." It represents a decline in one's feelings of competence and achievement at work. Distancing oneself from one's job then can lead to reduced accomplishment on the job. Thus, it can become a chronic phenomenon during the course of one's career (Maslach & Jackson 1986; Maslach & Leiter, 1997).

In the view of Maslach and Jackson (1986); Maslach and Leiter, (1997) burnout occurs when overstressed individuals feel emotionally drained by their work environment, feel that their activities result in no benefit to those they had intended to help or to themselves, and come to blame their clients, patients, or students for failing to improve, get better, or learn, and in turn, for the professional's loss of feelings of accomplishment.

Other investigators viewed burnout as the inability of the individual to cope with stressors. For example, Burke and Greenglass (1995) focussed on stress and coping experiences resulting in negative attitude change. According to their definition, certain work settings interact with individual differences. In other words, individuals cope with these stresses in different ways. Some employ strategies such as active problem solving, whereas others respond by exhibiting negative attitude

change, that is, burnout. Similarly, Gold and Bachelor (2001) defined burnout as a function of the many stresses felt by individuals in both their social life and their work experiences.

The linkage between stress, personality factor and work environment is critical to the study of burnout. Based on this, Barrick (1989) proposed following model:



According to this model, individuals are faced with a variety of stressors, but some personality variables (e.g. self-efficacy) determine how much stress an individual will experience. Later on through coping skills, some stress is alleviated. Unrelieved stress leads to strain which, in turn, can result in burnout. In a similar vein, burnout is defined by (Farber, 1984) as behaviorally manifest emotional and physical exhaustion deriving from stressful situational events not adequately met by effective coping strategies.

Based on this model, burnout can be defined as a function of the many stresses felt by an individual that are both socially and work related. However, the

professional literature has often confused or equated stress with burnout. According to Gold (2001), these two concepts are similar yet not identical. Iwanicki (2001) sees stress as a reality of teaching which can be beneficial or harmful, depending on how a teacher responds. He stated that a challenging class can be stressful to teach. If a teacher's effort to meet student needs lead to increased teacher growth and satisfaction, it can be said that the effects of stress are beneficial. However, if teacher's effort result in emotional and physical illness, the effects of stress are harmful and these stresses that leads to the burnout. In other words, burnout is often the result of being stressed and it has been regarded as the final step in the process of continuous unsuccessful attempts to cope with various negative stress conditions.

Wisniewski and Gargiulo (1997) proposed that frequent, intense, and prolonged levels of occupational stress are the causes of teacher burnout. The teacher perceives these stress as a direct threat to his or her personal well-being and loses concern for and positive feelings or respect for his or her students. Reduced professional commitment and a desire to leave the profession are also associated with burnout. It is in this process of "burning out" that stress impairs health, leads to a deterioration in the quality of educational services.

Sociologists conceptualized burnout differently. Burnout defined is as a form of alienation including powerlessness, meaninglessness, normlessness, isolation (Seeman, 1975). Alienation is seen as having organizational and social structural roots and therefore should not be addressed by the teaching of coping skills, but rather through structural change. According to sociological models stress can still be



a precipitating factor in burnout, as it is in the psychological models, but the causal elements of burnout are to be seen within the structure of the school or the structure of the educational system (Dworkin, 2001).

## **2.2. Personal and Situational Factors in Teacher Burnout**

There are numerous personal and situational factors involved in teacher burnout. Personal factors can be grouped into four categories: demographic characteristics, general personality factors, psychological traits, and motivational factors. The first two of these categories are not changeable factors, but the other two are changeable factors (Leithwood, Jantzi & Steinbach, 2001).

With respect to demographic characteristics, literature showed that demographic variables such as gender, age, teaching experience and marital status are important variables in predicting teacher burnout (Berg, 1994; Freed, 1994). Regarding experience, although some studies did not indicate relationship between burnout and experience (Farber, 1984) there are other research studies suggested that younger teachers report high burnout level compared to older teachers (Perlman & Hartman, 1982), there is a relationship between teaching experience and personal accomplishment (Berg, 1994; Ito, 2000), and with the increase in years of teaching experience, the levels of emotional exhaustion increases (Antoniou, Polychroni, & Walters, 2000). Burnout is also less likely for teachers with very little and quite extensive (more than twenty four years) teaching experience (Leithwood, Jantzi, & Steinbach, 2001).

With regard to gender, male teachers were found to be more burned out than are female teachers. More specifically, men had higher scores than women on emotional exhaustion and depersonalization dimensions of burnout (Burke & Greenglass, 1995; Leithwood, Jantzi, & Steinbach, 2001; Perlman & Hartman, 1982; Schwarzer, Schmitz, & Tang, 2000).

Similarly, Beer (1992) compared the burnout levels of male and female teachers teaching different levels (elementary and high school). Results showed that elementary school teachers experienced less burnout than did high school teachers. Male high school teachers' scores were higher than those of the male elementary school teachers. Burnout scores of female high school teachers were also significantly higher than both male and female elementary school teachers.

Moreover, Berg (1994) found significant depersonalization mean score differences for the gender and level of school. Men reported significantly higher levels of depersonalization burnout than did women and secondary school level teachers disclosed significantly higher depersonalization burnout levels than did their elementary school colleagues.

Pedrabissi and Rolland (1993) carried out a study to show differences between culture-bound stress levels in two samples of elementary and junior high school teachers in Italy and in France. The results confirmed the influence of sociocultural background on burnout in both samples in relation to age. Personal

accomplishment was the most discriminating indicator in the two groups. In terms of gender the results showed differences between Italian and French women. Italian women appeared emotionally more exhausted but less depersonalized and professionally more satisfied. There were no statistically significant differences in depersonalization between Italian and French men. In the French sample, the only statistically significant differences between men and women were in depersonalization. In the Italian sample, differences between the men and women were significant except for personal accomplishment. For age, no difference existed in personal accomplishment, whereas depersonalization scores in the two groups differed.

Contrary to previous studies, Gold and Bachelor (2001) showed that there was no association between gender, marital status, grade level thought and burnout.

Differences between the burnout levels of general and special education teachers were also investigated. Shoho and Katims (2001) for instance, compared self-reported burnout levels among special and general education teachers. Results indicated that general education teacher had significantly higher levels of burnout in comparison to special education teachers.

Besides the commonly studied factors (age, experience, gender, school level, etc.) related to burnout among teachers, burnout might be influenced by the personality factors. In terms of general personality factors, burnout is less likely with impatience, achievement oriented teachers and with teachers who avoid extremes of

competitiveness (Leithwood, Jantzi, & Steinbach, 2001). With respect to psychological traits, teachers less likely to experience burnout are the ones with internal locus of control, strong purpose in their professional and personal lives, have sense of humor, and hardiness (Delaney, Newcomb, & Dembo, 1997; Leithwood, Jantzi, & Steinbach, 2001; Pettigrew & Wolf, 1982; Yiu-kee & Tang, 1995). With respect to motivational dispositions or capacity beliefs teachers with high self-esteem, high self-confidence, professional self-efficacy and positive self concept are less likely to experience burnout (Berg, 1994; Freed, 1994; Leithwood, Jantzi, & Steinbach, 2001; Gil Monte & Peiro, 1997; Pettigrew & Wolf, 1982; Rosse & Wayne, 1991)

More specifically, Brisse, Hoover-Dempsey and Bassler (1988) found that teachers who found teaching to be personally rewarding and teachers with a higher sense of efficacy were less likely to report burnout.

Regarding relationship between personality variables and burnout, Pedrabissi and Rolland (1993) stated that burnout does not only depend entirely on particular personality traits but also it is mainly due to situational factors. With respect to situational factors, factors most strongly correlated with teacher burnout were as follows: problem of classroom discipline, student misbehavior (Burke, Greenglass, & Schwarzer, 1996; Olson & Matuskey, 1982), tensions within the school, lack of recognition and support for work accomplished, and lack of material resources for accomplishing one's job, role conflicts (being caught between contradictory expectations), role ambiguity (uncertainties about the definition, limits, and

obligations of one's job), an overburdening of roles, and nonparticipation (a feeling of not being able to intervene or give one's opinion on the scope of one's work), (Byrne, 1993; Leithwood, Jantzi, & Steinbach, 2001; Pettigrew & Wolf, 1982).

Farber (1984) investigated factors which either impede or promote teacher burnout. Among teacher-administrator relationships and teachers' perceived lack of a psychological sense of community was found to be related with burnout. Brisse, Hoover-Dempsey and Bassler (1988) found that teachers who perceived the school's organization as more rigid and inflexible reported higher levels of burnout.

Similarly, Byrne (1993) investigated the impact of organizational factors (role ambiguity, role conflict, work overload, classroom climate, decision making, superior support, peer support) on burnout. Results revealed role conflict, work overload, classroom climate, decision making, peer support as organizational determinants of teacher burnout.

Gil Monte and Peiro (1997) examined both situational and personality variables as predictors of burnout. Role conflict, role ambiguity, and social support at work were included as environmental variable, self confidence was included as a personality variable. Results showed that role ambiguity together with self-confidence were significant predictors of personal accomplishment, while role conflict was found to be a significant predictor of emotional exhaustion.

Abel and Sewell (1999) examined factors that contributed to burnout levels of urban and rural secondary school teachers. Results showed that urban school

teachers experienced significantly more stress from poor working conditions and poor staff relations than did rural school teachers. Stress from pupil misbehavior and time pressures was significantly greater than stress from poor working conditions and poor staff relations for both rural and urban school teachers. Poor working conditions and time pressures predicted burnout for rural school teachers; pupil misbehavior and poor working conditions predicted burnout for urban school teachers.

Among the situational factors, teacher-student interactions were found to be the primary source of stress leading to burnout. For example, Friedman (1995) conducted studies that examined how typical student behavior patterns contribute to predicting burnout among male and female teachers possessing different pupil control ideologies. The typical student behaviors -disrespect, inattentiveness and sociability- accounted for 22% of teacher burnout variance for the whole sample. Humanistic teachers were effected mainly by disrespect, whereas custodial teachers were effected mainly by inattentiveness. Burnout among male teachers was mainly effected by students' inattentiveness, whereas burnout among female teachers was mainly effected by students' disrespect.

Besides studies investigating factors that contribute to teacher burnout, there are studies assessing the impact of burnout on physical and psychological health. For instance, Archibauld and his colleagues (1999) investigated relationship between burnout and symptoms of disease or illness. Significant correlations were found between levels of emotional exhaustion, personal accomplishment, and symptoms of

stress-related illness. Specifically, the more emotional exhaustion and the fewer personal accomplishments reported, the greater the number of symptoms reported.

Burnout is not only related to negative outcomes for the individual, including depression, a sense of failure, fatigue, and loss of motivation, but also to negative outcomes for the organization, including absenteeism, turnover rates, and lowered productivity (Maslach & Leiter, 1997).

In summary, studies to date indicate that factors leading to burnout can be related to individual and environmental factors. Individual characteristics, such as gender, age, teaching experience; personality attributes, such as self actualization, locus of control, self-esteem, self-efficacy; environmental variables that often were defined as negative characteristics of the school environment, such as student misbehavior, inappropriate work demands, role conflict, role ambiguity, poor administrative support. Research on teacher burnout has indicated that demographic variables, individual personality characteristics and specific environmental factors all interact to determine whether or not a teacher will experience burnout.

### **2.3. Studies on Burnout in Turkey**

Literature in Turkey showed that demographic variables and situational variables are most studied variables in relation to teacher burnout. For example, Baysal (1995), Girgin (1995), and Tmkaya (1996) found relationship between burnout and gender, age, education degree, type of the school, teaching experience,

marital status and the socio-economic level of the school, level of satisfaction with the work environment, and level of satisfaction with education system. In terms of gender, Baysal (1995) and Girgin (1995) found that women have higher mean score on emotional exhaustion subscale of burnout man have higher score on depersonalization dimension of burnout than woman. Male teachers' burnout scores were found to be higher than female teachers (Tümekaya, 2001).

Ergin (1993), Yaman and Ungan (2002) also found that 1) women were high in emotional exhaustion scores and male teachers were low in personal accomplishment, 2) married teachers had lower emotional exhaustion and depersonalization scores than single teachers, 3) less experienced teachers had higher emotional exhaustion and depersonalization scores. Similarly, Girgin (1995) found negative relationship between age of teacher, teaching experience and burnout. Murat (2000) studied the burnout in terms of developmental process. He found that emotional exhaustion and personal accomplishment starting to emerge after four years of work. After eight years burnout scores of teachers steadily decrease.

Regarding the burnout among teachers at different educational levels, findings indicated 1) burnout related to coping to job stress arises among the teachers who have more working period 2) teachers who are female, more educated and using external attributions teaching experience more burnout related to attitudes toward students 3) the more educated and the less experienced teachers experience more burnout related to job satisfaction (Dursun, 2000)



Studies carried out with primary school teachers showed no statistical difference on burnout measures among teachers working in urban or rural areas (Yerlikaya, 2000).

Tümekaya (2001) found relationship between locus of control of primary school teachers and teacher burnout. The results showed that teachers with external locus of control expressed much more burnout.

Tümekaya (1996) found relationship between the teacher burnout and their symptoms of distress. To cope with burnout and symptom of distress some of the frequently used behaviors are; sleeping 8-10 hours, excessive alcohol consumption, overeating, and smoking.

Özer (1998), also investigated levels and causes of burnout among guidance teachers working in school guidance services and guidance research centers in different cities. Results showed that personal accomplishment was mostly experienced dimension (%24) followed by emotional exhaustion (%13), and depersonalization is (%2). Gender, teaching experience, work place found to have no effect on burnout of guidance teachers. The lack of social support from colleagues and administrators were also found among the most powerful causes of burnout.

Some researchers studied burnout among special education teachers. Findings of these studies showed no significant difference on the total burnout score of elementary school teachers and special education teachers. However, personal

accomplishment scores of the elementary school teachers were found to be higher than the special education teachers. Gender, age, and the number of years spent in teaching were found to be significant variables on some of the subscales scores (Sucuoğlu & Kuloğlu, 1996).

Çokluk (1999) investigated burnout levels of the teachers and administrators working in the special education schools for the hearing impaired and mentally retarded students and variables affecting the burnout levels of these two groups. Results revealed significant differences between the two groups regarding the total burnout scores. Depersonalization and emotional exhaustion scores of the administrators were higher than those of the teachers. As for personal accomplishment dimension, no significant differences between the two groups were found. Predictors of the depersonalization subscale of burnout for administrators were marital status, the number of years at the current school and attitudes towards the disabled; predictors of the emotional exhaustion subscale of burnout were marital status, the number of years at the current school and attitudes towards the disabled, eagerness or reluctance to work in special education school until retirement; predictors of the personal accomplishment subscale of burnout were marital status, eagerness or reluctance regarding the job at the current special education school. Predictors of emotional exhaustion dimension of burnout for teachers were attitudes towards the disabled, eagerness or reluctance to work in a special education school or with normal children until retirement age, number of years at the current school, type of the school, and age; for the personal accomplishment dimension of burnout

eagerness or reluctance to work in a special education school or with normal children until retirement age.

In literature studies which have assessed the effect of burnout on job satisfaction have reported a negative influence of burnout. For instance, Dervişoğlu (2000) investigated the role of burnout on job satisfaction of Gima personnel. The results of the study indicated that Personal Accomplishment (PA), Emotional Exhaustion (EE) were significant predictors of job satisfaction scores of the total sample.

In summary, in Turkey several individual and situational factors such as gender, age, education degree, type of the school, teaching experience, marital status and the socio-economic level of the school, level of satisfaction with the work environment, and level of satisfaction with education system, locus of control, social support were found to be significant predictors of teacher burnout.

#### **2.4. General Self-Efficacy, Teaching Efficacy, and Classroom Management Efficacy**

Several researchers (Leiter, 1992; Evers, Brouwers, & Tomic, 2002) concluded that Bandura's theory of self efficacy is an instrumental framework for studying the burnout. Therefore, an increasing number of researchers used self efficacy theory in their burnout research (Van Yperen, 1998; Leiter, 1992; Evers, Brouwers, & Tomic, 2002).

Self-efficacy is defined by Bandura (1995) “as a cognitive process in which one constructs beliefs regarding one’s abilities to organize and execute courses of action required to produce given accomplishment.” Bandura (1995) proposed that individuals who perceive themselves as capable tend to attempt and successfully execute tasks or activities.

Bandura (1986) postulated two dimensions of efficacy. First one is outcome expectancy, describes beliefs held by an individual that certain behaviors produce a predicted result. This implies that behavior of the person is his/her control not as a result of some extraneous variable. Second dimension is personal efficacy, refers to individuals’ belief in their own competence to carry out the behavior.

Bandura (1995) stated that people with high efficacy beliefs persisted with the task in the face of difficulty and achieved higher results with lower levels of stress. Self-efficacy makes a difference in how people feel that is a low sense of self-efficacy is associated with depression, anxiety, and helplessness. People with low efficacy beliefs, on the other hand, avoided the difficult task, give up more easily in the face of difficulty, and demonstrate lower performance outcomes and higher stress levels.

Moreover, Jerusalem and Mittag (1995) proposed that a generalized belief in one’s efficacy serve as a resource factor that buffer against stressing teaching experiences. In contrast, individuals who are characterized by low perceived efficacy

are prone to self-doubts, anxiety arousal, threat appraisals of events and perceptions of coping deficiencies when confronted with difficult situational demands.

When teaching is concerned, two similar factors have been identified that relate well to Bandura's conceptualization (Gibson & Dembo, 1984). The first, usually referred to as General Teaching Efficacy, relates to a teacher's belief that teachers generally would be able to teach most children regardless of home background, ability or other factors outside the teacher's control. The second, referred to as Personal Teaching Efficacy, describes the teacher's belief in his/her own competence to carry out efficacious teaching behaviors.

General self-efficacy and teaching efficacy is commonly understood as being domain-specific. That is, one can have more or less firm self-beliefs in different domains or particular situations of functioning. But some researchers have also conceptualized a generalized sense of self-efficacy. It refers to global confidence in one's coping ability across a wide range of demanding or novel situations. General self-efficacy aims at a broad and stable sense of personal competence to deal effectively with a variety of stressful situations (Schwarzer, 1994). On the other hand, teaching efficacy has been defined as a "teacher's confidence in his or her ability to execute appropriate teacher behaviors to positively effect student outcomes" (Campbell, 1996).

Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) proposed a model that reflects the cyclical nature of teaching efficacy. Teachers' efficacy beliefs influence

teachers' performance levels, which in turn serve as a new source of efficacy beliefs. According to cyclical nature of teaching efficacy, lower levels of efficacy lead to lower levels of effort and persistence, which lead to decrease in performance, which in turn lead to lower efficacy. It can be concluded that, as a consequences of cyclical nature of teaching efficacy, low level of teacher efficacy leads to higher level of teacher burnout.

As a support for this model, some studies found that teacher efficacy beliefs have an influence on teacher burnout. Brissie, Hoover-Dempsey, and Bassler (1988) found that teacher efficacy predicts teachers' level of burnout. Teachers with a low sense of efficacy are also found to be the ones most likely to drop out of the teaching profession (Glickman & Tamishiro, 1982). Chwalisz, Altmair, and Russel (1992) found that teachers who score low in self-efficacy reported a higher degree of burnout than their counterparts who score high in self- efficacy. Battles (2000) found that stress, professionals self-efficacy, and several personal and job characteristics accounted for 51% of the variance in burnout and intentions to leave job among teachers. Similarly, Schwarzer, Schmitz, and Tang (2000) found that self-efficacious teachers are less burned out than their less confident counterparts.

Research that investigated relationship between self-efficacy beliefs and dimensions of burnout (Evers, Brouwers, & Tomic, 2002) found that self-efficacy beliefs of teachers were significantly and negatively related to the depersonalization and emotional exhaustion dimensions of burnout, and significantly positively related to the personal accomplishment dimension of burnout.

In relating the belief construct of personal teaching efficacy to learning outcomes, Ashton (1984) have demonstrated that teachers with high teacher efficacy beliefs are likely to engage in more productive teaching practices than teachers with low teaching efficacy. These behaviors include developing positive, accepting relationships with students, including those having difficulty; holding higher expectations of student achievement; demonstrating openness to students' ideas; enthusiasm within the classroom; accepting responsibility for student learning; developing achievable plans and strategies for student learning; implementation of innovative programs; and developing democratic decision making processes in classrooms. On the other hand, teachers with low teaching efficacy beliefs demonstrated lower levels of performance on each of these elements within the teacher-learner interaction and generally felt "frustrated and discouraged about teaching".

Teachers' sense of efficacy appears to be related to the teachers' classroom management strategies. Smylie (1989) suggested that teacher efficacy influence the classroom management and instructional strategies they choose. Henson (2001) examined the multivariate relationships between teacher efficacy and classroom beliefs about control. Results indicated that more efficacious teachers use positive strategies for classroom management.

Emmer and Hickman (1991) proposed to measure efficacy in distinct domains than general efficacy and teacher efficacy because they proposed that rather than regarding teachers as high or low in overall teaching efficacy, it may be more

informative to examine their efficacy in critical sub areas. In an attempt to extend the Teacher Efficacy Scale to better reflect the domain of classroom management, Emmer and Hickman (1991) adapted the Gibson and Dembo instrument, yielding a 36-item measure with three efficacy subscales: efficacy for classroom management and discipline, external influences, and personal teaching efficacy. Among a sample of preservice teachers, the efficacy sub scales were correlated with preferences for using positive strategies for classroom management, that is, strategies aimed at increasing or encouraging desirable student responses through praise, encouragement, attention, and rewards.

Classroom teaching has been regarded as a very stressful undertaking. For instance, teachers need to deal with students of different backgrounds, personalities, and standards in order to maintain proper classroom discipline and to induce optimal learning. If teachers don't believe they can manage their classroom effectively, they perceive this as threat and they fall easy victim to stress and burnout (Jeruselam & Mittag, 1995). Because Bandura (1995) stated that people who doubt their abilities in a particular domain of activity are quick to consider such activities as threats. Teachers who distrust their ability to maintain classroom order cannot avoid this key factor of the job. Teachers who have no confidence in their classroom management abilities are confronted by their incompetence every day, while at the same time understanding how important that competence is if they are to perform well and achieve the educational goals (Brouwers & Tomic, 2000). It may therefore be said that these teachers can easily suffer stress, exhaustion, and negative attitudes.



Researchers explored importance of classroom management skills in reducing troublesome behavior among pupils and in reducing stress among teachers. For example; Merrett and Wheldall (1993) presented the views and opinions of secondary school teachers on their initial professional training with reference to classroom behavior management; need for training in classroom management; role of classroom management training in reducing troublesome behavior among pupils. The results showed that the vast majority of teachers believe classroom management skills to be of major importance to them professionally. Nearly three-quarters of them were dissatisfied with the preparation in this area of professional skills provided by their initial training courses. Many thought that their colleagues spent too much time on matters of order and control and 38 % thought that they, themselves, did also. Generally, they showed an interest in attending training courses in classroom behaviour management. Many felt that such training could reduce stress among teachers and might help to reduce troublesome behaviour among their pupils.

Zeidner (1988) also, concluded that for teachers student misbehaviour and classroom discipline are the most difficult and disturbing aspect of the teaching as well as a major factor contributing to teacher discontent and burnout. Therefore, adequate classroom discipline is regarded to be one of the most essential aspects of education as well as an absolute prerequisite to achieving instructional objectives and safeguarding students' mental and pyhsical health.

Gold and Bachelor (2001) investigated the relationship between teacher burnout and teacher training courses and preperation for disciplining students.

Results showed that teachers who felt that their teacher training prepared them for handling discipline problems reported significantly lower emotional exhaustion than those who did not feel well-prepared and teachers who felt prepared for handling discipline problems reported more personal accomplishment than those who did not feel well-prepared. Moreover, Brouwers and Tomic (1999) demonstrated that teacher's self-efficacy beliefs about classroom management were significantly related to their level of burnout and self-efficacy beliefs were found to be related to the depersonalization and personal accomplishment dimensions of burnout, and not to the emotional exhaustion dimension (Brouwers & Tomic, 2000).

As it was stated above there are few number studies carried out on relationship of classroom management efficacy and teacher burnout. However no research study is found in Turkey which studied the relationship of classroom management efficacy and teacher burnout. Therefore, through keeping the discussion in the literature about the necessity of identifying the different factors that causes teacher burnout it is necessary to investigate relationship of classroom management efficacy and teacher burnout.

## **CHAPTER III**

### **METHOD**

This section consists of overall design of the study, research questions, hypothesis, description of variables, population and sample selection, data collection instruments, data collection procedure and data analysis procedures.

#### **3.1. Overall Design of the Study**

This correlational study was designed to examine how well classroom management efficacy, marital status, gender and teaching experience predict dimensions of burnout (emotional exhaustion, depersonalization, personal accomplishment) among secondary school teachers. The sample of this study consisted of the secondary school teachers in Çankaya region of Ankara. Teachers were presented with two measures (Maslach Burnout Inventory and Teacher Efficacy in Classroom Management and Discipline Inventory) and demographic data sheet.

### 3.2. Research Questions

The main research problem in this study was “How well do classroom management efficacy, marital status, gender, and teaching experience predict the emotional exhaustion, depersonalization and personal accomplishment scores of secondary school teachers.”

The sub problems were as follows:

- 1) What is the extend to which classroom management efficacy could predict the emotional exhaustion, depersonalization and personal accomplishment scores of secondary school teachers.
- 2) What is the extend to which marital status could predict the emotional exhaustion, depersonalization and personal accomplishment scores of secondary school teachers.
- 3) What is the extend to which gender could predict the emotional exhaustion, depersonalization and personal accomplishment scores of secondary school teachers.
- 4) What is the extend to which teaching experience could predict the emotional exhaustion, depersonalization and personal accomplishment scores of secondary school teachers.

### 3.3 Hypotheses

The problems stated previously were tested with the following hypotheses:

- 1) Four predictor variables together (classroom management efficacy, marital status, gender and teaching experience) do not explain significant amount of variance in teacher burnout.
- 2) There will be no significant relationship between classroom management efficacy and emotional exhaustion, depersonalization, and personal accomplishment scores of teachers.
- 3) There will be no significant relationship between marital status and emotional exhaustion, depersonalization, and personal accomplishment scores of teachers.
- 4) There will be no significant relationship between gender and emotional exhaustion, depersonalization, and personal accomplishment scores of teachers.
- 5) There will be no significant relationship between teaching experience and emotional exhaustion, depersonalization, and personal accomplishment scores of teachers.

### **3.4. Descriptions of Variables**

#### **3.4.1. Independent Variables**

**Classroom management efficacy:** This is a continuous variable, which refers to teachers' beliefs in their capabilities to organize and execute the course of action required to maintain classroom order (Brouwers & Tomic, 2000).

**Gender:** This variable is a nominated dichotomous variable with categories of (1) Female and (2) Male.

**Marital status:** This variable is a nominated dichotomous variable with categories of (1) Married and (2) Single.

**Teaching experience:** This variable is a continuous variable.

#### **3.4.2. Dependent Variables**

**Emotional exhaustion:** This continuous variable refers to fatigue, debilitation, loss of energy, and wearing out.

**Depersonalization:** This continuous variable refers to cynicism, irritability, loss of idealism, negative or inappropriate attitudes toward recipients.

**Personal accomplishment:** This continuous variable refers to reduced productivity or capability, low morale, and an inability to cope with job demands.

### **3.5. Population and Sample Selection**

Fifty secondary schools were sampled out of 102 state schools in Çankaya province by random sampling procedure. A total of 800 teachers in these schools were asked to fill out measures. Of the 800 teachers, 523 teachers (345 females, 178 males) completed the measures. Return rate was 75 %. The participants were selected from only Çankaya province, which serves low middle class to middle class SES in order to control the SES levels of students, which is known as a factor that contributes to teacher burnout (Girgin, 1995). In addition, secondary school teachers were selected because burnout is found to be prevalent in secondary school teachers (Berg, 1994)

The mean age of teachers was 38.15 (SD = 6.95). Sixty six percent were women and 34 % were men. Eighty three percent were married and remaining 17 % were single. In addition, teachers' mean years of teaching experience was 13.77 (SD = 7.60).

### **3.6. Data Collection Instruments**

Two different measures, namely, Maslach Burnout Inventory and Teacher Efficacy in Classroom Management and Discipline Inventory were used in this

study. Participants were also given demographic data sheet that asks information regarding gender, total years of teaching experience and marital status.

### **3.6.1. Maslach Burnout Inventory (MBI)**

Maslach Burnout Inventory (MBI) was originally developed by Maslach and Jackson (1986). MBI has three subscales; Emotional Exhaustion, Depersonalization, and Personal Accomplishment. Emotional Exhaustion includes 9 items describing feelings of fatigue, decrease of emotional energies, and tiredness that interfere with teacher interactions with students. Depersonalization contains 5 items representing negative and distant attitudes toward students. Personal accomplishment includes 8 items reflecting teachers' perceptions about fulfilling their goals of helping students' learn. The 22 items of the MBI are rated on a 7-point Likert-type scale on which the respondent indicates how often a feeling had been teaching experienced, ranging from 0 (never) to 6 (every day). Emotional exhaustion score ranged from 9 to 45, Depersonalization score ranged from 5 to 25, and Personal Accomplishment score ranged from 8 to 40. MBI yields three separate scores for each subscales, the higher the score on the Emotional Exhaustion and Depersonalization subscales, the higher the level of burnout. The Personal Accomplishment subscale was scored in the opposite direction so that the lower the score, the higher the level of burnout. Maslach and Jackson (1986) reported that the response formats of frequency and intensity were highly correlated and recommended to use only the frequency formats.



Maslach and Jackson (1986) reported Cronbach alpha for the three subscales of the MBI as .90 for Emotional Exhaustion; .79 for Depersonalization; .71 for Personal Accomplishment.

In this study burnout was assessed with the Turkish version of the Maslach Burnout Inventory (Ergin, 1993). Adaptation studies were done among the physicians, nurses, teachers and policemen. Similar to the original version of the inventory (Maslach & Jackson, 1986) the Turkish version also contains three subscales (Emotional Exhaustion, Depersonalization and Personal Accomplishment) and 22 items. The items were measured on a 5 point Likert-type scale ranging from 0 (never) to 4 (always). Chronbach's alphas representing the internal consistency of the sub-scales were .83 (Emotional Exhaustion) .71 (Depersonalization) and .72 (Personal Accomplishment). Test-retest reliability is .83 for Emotional Exhaustion, .72 for Depersonalization, and .67 for Personal Accomplishment (Ergin, 1993).

Sucuoğlu and Kuloğlu (1996) were also carried out the reliability study of MBI for teachers. The alpha coefficients found for the subscales are as follows: the Emotional Exhaustion subscales .82; the Depersonalization subscale .60; and the Personal Accomplishment subscale .73. Test-retest reliability for Emotional Exhaustion is .83, for Depersonalization is .72, and for Personal Accomplishment is .67.

In the present study, internal consistency of teacher version of MBI was estimated by Chronbach's alpha. The reliability coefficients for subscales were as fol-

lows .81 for Emotional Exhaustion; .66 for Depersonalization; .77 for Personal Accomplishment. This result indicated that MBI has high internal consistency.

### **3.6.2. Teacher Efficacy in Classroom Management and Discipline Inventory**

Teacher Efficacy in Classroom Management and Discipline Inventory which was originally developed by Emmer and Hickman (1991) have three subscales; Classroom Management and Discipline, External Influence, and Personal Teaching Efficacy. Classroom Management and Discipline subscale includes 14 items related to the teacher's self-perception of competence in the area of management and discipline. External Influence subscale contains 14 items reflects relative influence on student behavior of events or characteristics beyond the teacher's control. Personal Teaching Efficacy subscale includes 8 items describing an individual teacher's belief in her or his own effectiveness. The questionnaire includes 36 items measured on a 6-point likert scale ranging from (1) "strongly agree" to (6) "strongly disagree". Teacher Efficacy Scale for Classroom Management and Discipline yields three separate scores for each subscales; the higher the score on the Classroom Management and Discipline, and Personal Teaching Efficacy subscales, the higher the level of efficacy but the lower the score on the External Influence subscale, the higher the level of efficacy. Examples of item for Classroom Management and Discipline subscale is "I can keep a few problem students from running an entire class." for Personal Teaching Efficacy subscale is "If a student masters a new concept quickly this might be because I knew the necessary steps in teaching the concept." for External

Influence subscale is “The hours in my class have little influence on students compared to the influence of their home environment.”

Emmer and Hickman (1991) reported Cronbach alpha for the three subscales of the Teacher Efficacy in Classroom Management and Discipline Scale as .81 for Classroom Management and Discipline; .79 for External Influence; .69 for Personal Teaching Efficacy. Test-retest reliability was found .79 for Classroom Management and Discipline; .83 for External Influence; .82 for Personal Teaching Efficacy.

The Emmer and Hickman questionnaire was adapted to Turkish by Yerin Güneri, Bulut, and Özdemir (2003). Turkish version of the questionnaire includes 54 items rated on a 6-point likert scale ranging from (1) “strongly agree” to (6) “strongly disagree”. In addition to the 36 items that existed in the original questionnaire, 18 items were added to the Turkish version of the questionnaire based on related literature and suggestions of the ten secondary school teachers who checked the comprehensibility of the items.

Similar to the original English version, Turkish version of the scale has three subscales. The first subscale is Classroom Management Efficacy and contains 24 items related to the teacher’s self-perception of competence in the area of management. The second subscale is External Influence and includes 19 items, which reflects the relative influence on student behavior or characteristics beyond the teacher’s control. The third subscale is Personal Teaching Efficacy and consists of 11 items reflecting a belief that teachers know suitable teaching techniques and are able to help students learn, achieve more, do better than usual, and increase retention.

A determination of the reliability of the whole scale was made by performing Cronbach alpha. This procedure yielded a reliability coefficient of .88 (N=262). The coefficient alpha of .88 suggested that the scale scores are reasonably reliable. Chronbach's alphas representing the internal consistency of the sub-scales were .90 (Classroom Management Efficacy) .59 (External Influence) and .74 (Personal Teaching Efficacy).

In the present study, Classroom Management Efficacy subscale of Teacher Efficacy in Classroom Management and Discipline Inventory was used to gather data on classroom management efficacy as proposed by Yerin Güneri, Bulut, and Özdemir (2003). This scale includes 24 items measured on a 5-point likert scale ranging from strongly agree/ to strongly disagree. Internal consistency estimates of reliability were computed for the Classroom Management Efficacy Scale: Cronbach alpha values indicated satisfactory reliability .90 (Yerin Güneri, Bulut, & Özdemir, 2003).

### **3.7. Data Collection Procedure**

The procedure in the present study was completed in several consecutive steps. First, the principals and assistant principals of 50 randomly selected schools in the province of Çankaya were contacted and given information about purpose of the study and they were asked to give permission in administering the measures to teachers. Second, the letter that explains the purpose of the study, demographic data sheet and measures were given in an envelope to assistant principals of the schools. Third,

administrators gave measures to teachers and asked them to return them in a sealed envelope in duration of one week to the same office. Forth, the teachers completed the questionnaires without indicating their names or other identifying details and then returned them in a sealed envelope to the school administration. The questionnaires were completed by all subjects during a three-week period between May 13 and May 31, 2002. Teachers reported that questionnaires took approximately thirty minutes to complete.

### **3.8. Data Analysis Procedures**

In this study, multiple regression analyses were used to evaluate four sets of predictor variables (classroom management efficacy, marital status, gender, and teaching experience) upon the three criterion variables: emotional exhaustion, depersonalization, and personal accomplishment. The four sets of predictor variables were treated as unordered sets, thus the goal of the study was to examine predictive power of each set of predictors, predictive power of each set of predictors over the other sets of predictors, and predictive power of all sets in combination. Among the independent variable sets; gender, marital status were dummy coded into two (i.e.  $k-1$ ) variables prior to their entry. Other sets of independent variables: teaching experience, and classroom management efficacy were quantitative variables.

## CHAPTER IV

### RESULTS

The purpose of this study was to examine whether classroom management efficacy, marital status, gender, and teaching experience were significant predictors of the dimensions of teacher burnout (emotional exhaustion, depersonalization, personal accomplishment) among secondary school teachers. Prior to conducting multiple regression analyses, a preliminary investigation of correlations among independent variables evidenced no presence of multicollinearity that would artificially inflate the overall equation.

#### 4.1. Emotional Exhaustion

The first multiple regression with classroom management efficacy (CME), marital status, gender and teaching experience as predictors of emotional exhaustion was significant,  $R^2 = .16$ , *adjusted*  $R^2 = .15$ ,  $F(1, 517) = 24.87$ ,  $p < .001$ . When testing the contribution of each independent variable over and above the other three variables in the model, classroom management efficacy  $R^2 \text{ change} = .13$ ,  $F(1, 520) = 79.09$ ,  $p < .001$ ; marital status  $R^2 \text{ change} = .02$ ,  $F(1, 519) = 10.75$ ,  $p < .001$  and teaching experience  $R^2 \text{ change} = .01$ ,  $F(1, 517) = 7.23$ ,  $p < .007$  contributed

significantly to the prediction of the emotional exhaustion over and above the gender in this equation. However, gender did not predict significantly over and above the other three variables,  $R^2 \text{ change} = .00$ ,  $F(1, 518) = .00$ ,  $p < .989$  (See Table 4.1).

Table 4.1. Multiple Regression Analysis Results for Four Unordered Sets of Predictors for the Emotional Exhaustion Sub-scale Scores.

Predictors	Emotional Exhaustion			
	$R^2 \text{ change}$	Beta	F	p
CME	.130	-.360	79.0	.000
Marital Status	.020	-.130	10.7	.001
Gender	.000	-.001	.000	.989
Teaching Experience	.012	.110	7.23	.007

Based on these results, it seemed clear classroom management efficacy, marital status and teaching experience were significant predictors of the emotional exhaustion dimension of teacher burnout. However, given the small magnitude of teaching experience and marital status, classroom management efficacy seemed to be the most meaningful indicator of the emotional exhaustion dimension of burnout (see Table 4.1). Table 4.2 shows the bivariate and partial correlations associated with the analyses of the three subscales of MBI; Table 4.3 and Table 4.4 lists the means and standard deviations by gender and marital status.

Table 4.2. The Bivariate and Partial Correlations of the Predictors with MBI Subscales.

Predictors	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
	r	r(p)	r	r(p)	r	r(p)
CME	-.36	-.36	-.38	-.38	.52	.52
Marital Status	.14	.14	-.18	-.18	.04	.03
Gender	.00	-.00	-.04	-.06	-.08	-.09
Teaching experience	.03	.11	-.01	.06	.16	.09

$p < .05$

Table 4.3. Means and (Standard Deviations) of the Quantitative Predictor Variables and Criterion Variables for the Total Sample.

Variables	M	SD
Teaching experience	13,77	7,60
Classroom management efficacy	120.1	14.38
Emotional Exhaustion	20.68	5.95
Depersonalization	7.90	2.81
Personal Accomplishment	32.05	4.19

N=523

Table 4.4. Means and (Standard Deviations) of MBI Subscales by Marital Status and Gender

	Marital Status				Gender			
	Married (N=439)		Single (N=84)		Female (N=345)		Male (N=178)	
	M	SD	M	SD	M	SD	M	SD
Emotional Exhaustion	20.31	5.89	22.60	5.96	20.71	6.00	20.62	5.87
Depersonalization	7.68	2.64	9.05	3.34	7.81	2.77	8.08	2.88
Personal Accomplishment	32.12	4.20	31.70	4.12	31.79	4.19	32.56	4.15



## 4.2. Depersonalization

The second multiple regression analysis was conducted to predict the score on the depersonalization dimension of MBI. The results indicated that linear combination of four sets of variables (classroom management efficacy, marital status, gender and teaching experience as predictors of depersonalization) was significant,  $R^2 = .18$ , *adjusted*  $R^2 = .17$ ,  $F(1, 517) = 28.19$ ,  $p < .000$ . When testing the contribution of each independent variable over and above the other three variables in the model, classroom management efficacy  $R^2 \text{ change} = .14$ ,  $F(1, 520) = 87.03$ ,  $p < .001$ ; and marital status  $R^2 \text{ change} = .03$ ,  $F(1, 519) = 18.27$ ,  $p < .001$  contributed significantly to the prediction of the depersonalization dimension of burnout over and above gender ( $R^2 \text{ change} = .003$ ,  $F(1, 518) = 1.82$ ,  $p < .178$ ; and teaching experience  $R^2 \text{ change} = .004$ ,  $F(1, 517) = 2.30$ ,  $p < .130$ ) (see Table 4.5). However, given the small magnitude of the contribution of marital status and teaching experience, it appeared that classroom management efficacy was the most meaningful predictor of the depersonalization dimension of burnout.

Table 4.5. Multiple Regression Analysis Results for Four Unordered Sets of Predictors for the Depersonalization Sub-scale Scores.

Predictors	Depersonalization			
	$R^2 \text{ change}$	Beta	F	p
CME	.140	-.380	87.03	.000
Marital Status	.030	-.170	18.27	.000
Gender	.003	-.050	1.82	.178
Teaching Experience	.004	.060	2.30	.130

### 4.3. Personal Accomplishment

Third multiple regression analysis was conducted to predict the score on the personal accomplishment dimension of MBI. The results showed that the linear combinations of four sets of variables (classroom management efficacy, marital status, gender and teaching experience as predictors of personal accomplishment) was significant,  $R^2 = .28$ , *adjusted*  $R^2 = .27$ ,  $F(1, 517) = 50.65$ ,  $p < .000$ . While testing the contribution of each independent variable over and above the other three variables in the model, classroom management efficacy  $R^2 \text{ change} = .27$ ,  $F(1, 520) = 191.28$ ,  $p < .001$ ; gender  $R^2 \text{ change} = .006$ ,  $F(1, 518) = 4.45$ ,  $p < .035$ ; and teaching experience  $R^2 \text{ change} = .006$ ,  $F(1, 517) = 4.15$ ,  $p < .042$  contributed significantly to the prediction of the personal accomplishment dimension of teacher burnout over the marital status ( $R^2 \text{ change} = .001$ ,  $F(1, 519) = .440$ ,  $p < .507$ ) in this equation (see Table 4.6). Similar to the other dimensions of burnout, classroom management efficacy appeared to be the most meaningful indicator of the personal accomplishment of burnout.

Table 4.6. Multiple Regression Analysis Results for Four Unordered Sets of Predictors for the Personal Accomplishment Sub-scale Scores.

Predictors	Personal Accomplishment			
	$R^2 \text{ change}$	Beta	F	p
CME	.270	.520	191.2	.000
Marital Status	.001	.025	.440	.507
Gender	.006	-.080	4.45	.035
Teaching Experience	.006	.080	4.15	.042

## **CHAPTER V**

### **CONCLUSIONS AND IMPLICATIONS**

This chapter presents the discussions and conclusions of the results that were reported in the previous chapter, their implications for practice and future research.

#### **5.1. Discussion and Conclusion**

The main area of investigation in the present study was to investigate the validity of each predictor variables (classroom management efficacy, marital status, gender and teaching experience) on three dimensions of burnout. The results of the investigation indicated that classroom management efficacy, marital status, and teaching experience can be considered as significant predictors of emotional exhaustion; classroom management efficacy and marital status can be considered as significant predictors of depersonalization; classroom management efficacy, gender, and teaching experience appeared to be the significant predictor of the personal accomplishment dimension of burnout. More specifically, findings revealed that first, the teachers who have longer years of teaching experience, who score low in classroom management efficacy and who are single tend to experience more emotional exhaustion. Second, teachers who score low in classroom management

efficacy and who are single tend to experience more depersonalization. Finally, teachers who score low in classroom management efficacy, who are male and who have longer years of teaching experience tend to experience more personal accomplishment.

Given that classroom management efficacy alone accounted for 13 % of the variance of the emotional exhaustion, 14 % of the variance of the depersonalization, 27 % of the variance of the personal accomplishment it appeared to be the most important predictor of teacher burnout.

Classroom management efficacy negatively correlated with emotional exhaustion and depersonalization but positively correlated with personal accomplishment. In other words, these results indicate that those teachers who score high in classroom management efficacy tend to score low in emotional exhaustion and depersonalization but high in personal accomplishment. More specifically, the more the teachers had doubts about their classroom management efficacy, the higher their emotional exhaustion and depersonalization scores are and the lower their personal accomplishment scores are. Supporting this conclusion is the strength of the bivariate correlation between classroom management efficacy and emotional exhaustion, depersonalization, and personal accomplishment (-.36, -.38, .52,  $p < .05$  respectively, as well as partial correlation -.36, -.38, .52,  $p < .05$  respectively) (see Table 4.2).

These findings seem to be consistent with and conforming previous findings indicating that classroom management problems, student discipline problems and student disruptive behaviors among the most powerful factors of teachers burnout (Burke, Greenglass, & Schwarzer, 1996; Byrne, 1993; Iwanicki, 2001; Olson & Matuskey, 1982). Moreover, Friedman and Farber (1992) found that teachers who considered themselves less competent in classroom management reported a higher level of burnout than those who have more confidence in their competence in this regard. Similar to the findings of the present study, Brouwers and Tomic (1999) demonstrated that teacher's self-efficacy beliefs about classroom management were significantly related to their burnout level. Self-efficacy beliefs in classroom management were also found to be only related to the depersonalization and personal accomplishment dimensions of burnout, and not to emotional exhaustion (Brouwers & Tomic, 2000).

As Bandura (1986) stated that those beliefs that subjects hold about their capacities directly effect their own emotions. Therefore, a possible explanation for the finding of the present study that indicated significant relationship between classroom management efficacy and dimensions of burnout (emotional exhaustion, depersonalization, and personal accomplishment) might be that; if teachers have less confidence about how to manage a class, it is likely that they will give up easily in the face of classroom discipline problems. As a result, teachers may get stressed and emotionally drained, may start to treat students in an unfeeling and impersonal manner and develop a negative attitude toward students, demonstrate lower

performance outcomes, may start to feel themselves ineffective, less competent and less accomplished (Jerusalem & Mittag, 1995).

Findings of the present study also revealed that although the amount of variance explained by the marital status was not very high, marital status has been found to be statistically significant predictor of two dimensions of burnout, i.e., emotional exhaustion and depersonalization, explaining 2 % and 3 % of the variance of these dimensions respectively. Looking specifically the mean scores as a function of marital status it may be concluded that married teachers tend to have higher scores on emotional exhaustion and depersonalization than single teachers. This finding is consistent with the findings of the previous studies that indicated married people have lower emotional exhaustion and depersonalization scores than single living or divorced people (Ergin, 1993; Yaman & Ugan, 2002). Although there are some studies (Gold & Bachelor, 2001; Farber, 1984) reporting no significant relationship between burnout and marital status of teachers, studies indicating results similar to the present study in general concluded that marriage provides social support and people who have continuous social support available (principal, workmates, family, friend and peer) are less likely to experience burnout (Um & Harrison (1998; Brissie, Hoover-Dempsey, & Bassler, 1988).

In the present study, gender was found to be the only significant predictor of personal accomplishment. In the literature, relationship between gender and burnout revealed inconsistent findings across studies. In some studies, gender were found to be related to emotional exhaustion and depersonalization (Baysal, 1995; Burke,

Greenglass, & Schwarzer, 1996; Girgin, 1995; Schwarzer, Schmitz, & Tang, 2000) and personal accomplishment dimension of burnout (Beer, 1992; Torun, 1995). However, several researchers did not find significant relationship between gender and three measures of burnout (Freed, 1994; Özer, 1998; Gold & Bachelor, 2001).

A possible explanation for the lack of relationship between emotional exhaustion, depersonalization and gender might be that regardless of gender teachers might suffering from similar problems. Tufan's (1997) study that showed teachers perceptions of stress sources do not differ as a function of gender seems to support this explanation. However, the finding that male teachers present higher scores on the personal accomplishment scale might be attributed to sex role socialization and different career expectations between males and females. As stated by several researchers (Nakou, Stogiannidou, and Kiosseoglou, 1999) males are socialized to be achievement-oriented, (Leithwood, Jantzi, and Steinbach, 2001) and burnout is less likely with achievement oriented teachers. Therefore, male teachers might be experiencing less burnout in terms of personal accomplishment dimension.

With regard to the teaching experience, findings showed that teaching experience is a significant predictor of emotional exhaustion and personal accomplishment dimensions of burnout. Finding that personal accomplishment is predicted by the variable of teaching experience supported by the findings of the other studies (Berg, 1994; Girgin, 1995; Ito, 2000; Sucuoğlu & Kuloğlu, 1996). The result regarding emotional exhaustion was consistent with the finding of Antoniou,

Polychroni, and Walters (2000) who found that as years of teaching experience increased, the levels of emotional exhaustion increased.

The existence of a positive correlation between teaching experience and emotional exhaustion and personal accomplishment indicated that teaching experienced teachers are more exhausted than their less teaching experienced colleagues, but those teachers at the same time tend to respond at higher levels of personal accomplishment. The explanation for the relationship between emotional exhaustion and experience might be that emotional exhaustion is a gradual process that takes a long time (Schwarzer, Schmitz, & Tang, 2000). In other words, as years of experience increase teachers may become more exhausted. On the other hand, the finding that personal accomplishment scores of teachers increase with the experience indicates that while becoming emotionally exhausted teachers are at the same time feel more personal accomplishment. This is a complicated finding which also indicates that with the increase in teaching experience teachers also experience more personal accomplishment. For the finding that depersonalization does not differ as a function of teaching experience, it can be concluded that because of their sense of personal accomplishment these teachers may not be experiencing feelings of depersonalization or negative attitudes toward their students (Gold & Bachelor, 2001).



## **5.2. Implications for Practice and Research**

Several implications for practice can be drawn from the findings of the present study. First, the findings indicated that classroom management efficacy is one of the significant predictors of three dimensions of burnout. This result suggests that classroom management efficacy might be important in decreasing the likelihood of teacher burnout. As Bandura's theory of self-efficacy suggests, efficacy may be developed early in teaching, thus the first years of teaching could be critical to the long-term development of teacher efficacy. The findings of Hoy and Woolfolk (1990) also indicated that some aspects of efficacy increase during student teaching. Thus, adequate training during student teaching about how to handle classroom problems may offer effective solution to the problem of teacher burnout in the future.

Second, it is important to take classroom management efficacy into consideration when devising interventions to prevent and to treat teacher burnout for those teachers already in teaching. Therefore, from the findings of the present study it can be concluded that teachers need to be regularly monitored, for those having problems in classroom management, programs that could enhance their feelings of self-efficacy in classroom management.

While designing training programs, different sources of information that constitute base for self-efficacy beliefs as stated by Bandura (1995): (1) enactive mastery teaching experience that serve as direct indicators of capabilities, (2) vicarious teaching experiences that alter efficacy beliefs by observing other people

performing similar tasks, (3) verbal persuasion in which others can guide individuals to believe in their own capabilities, and (4) physiological arousal (that is, the level of arousal, either of anxiety or excitement, adds to the feeling of mastery or incompetence) must be taken into account.

Third, administrators can prevent or reduce teachers' burnout by providing feedback to teachers, rewarding them for their accomplishments. Because receiving feedback may enhance professional effectiveness and may develop self-efficacy (Brissie, Hoover- Dempsey, & Bassler, 1988).

Finally, overcrowded classrooms were found to be an important factor on teacher stress levels in Turkey (Tufan, 1997). Since decreasing the number of students in classes seem difficult in Turkey, teachers could be equipped with classroom management skills about how to manage overcrowded classrooms.

Results of this study may have several implications for future research, also. First, in this study only four factors were investigated in relation to burnout. However, other factors not identified in this study may contribute to burnout. For example, although findings of the present study revealed that married teachers experience less burnout more studies are needed to investigate the other factors in marriage such as number of children that can effect teacher burnout. Further studies that incorporate both individual and organizational factors in searching the contributors of burnout are also needed.

Second, only secondary school teachers in Çankaya region of Ankara participated in this study and data were collected through self report inventories. Therefore, further research that include subjects from different socioeconomic level and geographic areas, and different educational levels that uses other methods of data collection such as personal interviews with the teachers and observations of teachers in their work settings are also needed.

Finally research is needed to determine the ways to prevent burnout and solutions to the burnout.



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## APPENDICES

### APPENDIX A (In Turkish)

#### DEMOGRAFİK VERİ FORMU

**Sayın Öğretmen,**

Bu araştırmada kişilerin işleri ile ilgili tutumları ve sınıf yönetimi ile ilgili görüşleri incelenmektedir. Bu amaçla size ekte iki adet anket ve bir bilgi formu verilmiştir. Bilgi formunda ve anketlerde yer alan sorulara vereceğiniz içten cevaplarınız çalışmanın amacına ulaşması açısından büyük bir önem taşımaktadır. Anketlere adınızı lütfen yazmayınız. Anketlerde yer alan sorulara vereceğiniz cevaplar sadece araştırmanın amacına yönelik olarak kullanılacak ve araştırmacı dışında hiç kimse cevaplarınızı öğrenmeyecektir. Yardımlarınız için çok teşekkür ederim.

Yalçın ÖZDEMİR  
ODTÜ Eğitim Fakültesi  
Eğitim Bilimleri Bölümü

1- Cinsiyetiniz: Bayan ☐ Erkek ☐

2- Medeni durumunuz:.....

4- Kaç yıldır öğretmenlik yapıyorsunuz: .....

**APPENDIX B**  
**(In Turkish)**

**MASLACH TÜKENMİŞLİK ENVANTERİ**

Bu araştırmada kişilerin işleri ile ilgili tutumları incelenmektedir. Bu amaçla hazırlanan elinizdeki ankette, insanların işleriyle ilgili tutumlarını yansıtan ifadeler yer almaktadır. Sizden istenen, her bir ifadenin örneklediği durumu ne kadar sıklıkla yaşadığınızı uygun yanıt aralığına çarpı (X) işareti koyarak belirtmenizdir.

	Hiçbir Zaman	Çok Nadir	Bazen	Çoğu Zaman	Her Zaman
1. İşimden soğuduğumu hissediyorum.					
2. İş dönüşü kendimi ruhen sıkılmış hissediyorum.					
3. Sabah kalktığımda birgün daha bu işi kaldıramayacağımı hissediyorum					
4. Öğrencilerimin ne hissettiğini hemen anlarım.					
5. Bazı öğrencilere sanki insan değillermiş gibi davrandığımı fark ediyorum.					
6. Bütün gün öğrencilerle uğraşmak benim için gerçekten çok yıpratıcı.					
7. Öğrencilerin sorunlarına en uygun çözüm yollarını bulurum.					
8. Yaptığım işten yıldığımı hissediyorum.					
9. Yaptığım iş sayesinde öğrencilerin yaşamına katkıda bulunduğuma inanıyorum.					
10. Bu işte çalışmaya başladığımdan beri insanlara karşı sertleştim.					
11. Bu işin beni giderek katılaştırmasından korkuyorum.					
12. Çok şeyler yapabilecek güçteyim.					
13. İşimin beni kısıtladığını hissediyorum.					
14. İşimde çok fazla çalıştığımı hissediyorum.					
15. Öğrencilere ne olduğu umrumda değil.					
16. Doğrudan doğruya öğrencilerle çalışmak bende çok fazla stres yaratıyor.					

	Hiçbir Zaman	Çok Nadiren	Bazen	Çoğu Zaman	Her Zaman
17. Öğrencilerle aramda rahat bir hava yaratırım.					
18. Öğrencilerle yakın bir çalışmadan sonra kendimi canlanmış hissederim.					
19. Bu işte birçok kaydadeğer başarı elde ettim.					
20. Yolun sonuna geldiğimi hissediyorum.					
21. İşimdeki duygusal sorunlara serinkanlılıkla yaklaşıyorum.					
22. Öğrencilerin bazı problemlerini sanki ben yaratmışım gibi davrandıklarını hissediyorum.					

**APPENDIX C**  
**(In Turkish)**

**SINIF YÖNETİMİ VE DİSİPLİNDE ÖĞRETMEN ÖZYETERLİLİK**  
**ANKETİ**

Aşağıda size sınıf yönetimi ile ilgili çeşitli ifadeler verilmiştir. Sizden istenilen, ders verdiğiniz bütün sınıflarda çoğunlukla nasıl davrandığınızı ve düşündüğünüzü göz önününe alarak, her bir ifade de verilen duruma ne derecede katıldığınızı “**Kesinlikle katılıyorum**”, “**Katılıyorum**”, “**Kararsızım**”, “**Katılmıyorum**” “**Kesinlikle Katılmıyorum**” seçeneklerinden sizin için en uygun olan seçeneği işaretleyerek belirtmenizdir.

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Sınıf düzenini bozan öğrenciler ile nasıl baş edeceğimi bilirim					
2. Öğrencilerime onlardan neler beklediğimi açıkça ifade etmekte güçlük çekmem.					
3. Sınıf içi etkinliklerinin etkili bir şekilde sürdürülmesi için neler yapmam gerektiğini bilirim.					
4. Öğrencilerime sınıf içinde uygun davranışlar göstermeleri konusunda ne kadar ciddi olduğumu belirtirim.					
5. Öğrencinin verilen ödevi yapmama sebebinin ödevin zorluğundan kaynaklanıp kaynaklanmadığını anlayabilirim.					
6. Öğrencilerimin derse katılımını sağlamak için onları nasıl ödüllendireceğimi bilirim.					
7. Bana karşı gelen öğrencilere nasıl davranmam gerektiğinden emin değilim.					



	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
8. Sınıf disiplini sağlamak için hangi kuralların koyulması gerektiği konusunda güçlük çekerim.					
9. Birkaç problemli öğrencinin sınıf düzenini bozmasına izin vermem.					
10. Öğrenciler sınıf içi etkinlikleri yapmayı bırakırlarsa onları tekrar etkinliğe çekmenin yolunu bulurum.					
11. Eğer öğrenci bir önceki derste yapılanları hatırlamıyorsa bir sonraki derste öğretilen konunun kalıcılığını nasıl artıracağımı bilirim.					
12. Etkili sınıf yönetimi konusunda kendimden emin olduğum için öğrencilerime sınıfta nasıl davranmalarını gerektiğini öğretmekte güçlük çekmiyorum.					
13. Etkili sınıf yönetimi konusunda gerekli bilgi ve becerilere sahibim.					
14. Sınıf kurallarının nasıl belirleneceği, öğrencilere nasıl açıklanacağı konusunda güçlük çekmem.					
15. Öğrencilerime bilgileri etkili bir şekilde öğretmenin yollarını ararım.					
16. Öğrenciler, okulda evden daha iyi davranışlar gösteriyorlar ise bunun nedeni; benim öğrencilerin davranışlarını yönlendirebilecek tekniklerini kullanmam ailelerin ise bu teknikleri kullanmamasıdır.					
17. Aldığım mesleki eğitim etkili sınıf yönetimi için gerekli becerileri kazanmamı sağladı.					
18. Öğretmen olarak öğrencimin başarısı üzerinde çok güçlü bir etkim vardır.					
19. Edindiğim mesleki tecrübe etkili öğretim için gerekli becerileri kazanmamı sağladı.					
20. Öğrencinin ilgisini çekecek biçimde ders işlemem sınıf disiplinini sağlamamda yardımcı olur.					
21. Öğrencilerimin derse aktif katılımını sağlamakta güçlük çekmem					
22. Öğrencilerimle olumlu ilişkiler kurmakta güçlük çekmem.					
23. Sınıf fiziksel ortamını, öğrencilerimin daha iyi öğrenmesine olanak verecek şekilde düzenleyebilirim					
24. Ders zamanını verimli şekilde kullanmakta güçlük çekerim.					