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THE EXAMINATION RELATIONSHIP BETWEEN SELF EFFICIENCY WITH BURNOUT FACULTY MEMBERS

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ABSTRACT

Self-efficacy, mechanism necessary for man to manipulate and control events that affect his life. Materials and Methods: The research methodology as a field, with two questionnaires efficacy and burnout. The population consisted of full-time faculty members in Kerman Azad University Thsly2012-2013 involving 349 patients formed. Due to the limited statistical population (349) of the sample did not refer to the number of samples based on 186 Morgan estimated that the researcher examined 190 as an example. In inferential statistics, according to the research objectives and parameters estimation and prediction of statistical tests of Pearson correlation coefficients, and t-test for independent groups was used. To analyze the data and calculate the results of the statistical package version 16 spss significant at $p < 0/05$ used. Finding: Between self-efficacy and personal accomplishment burnout there is no significant relationship ($p > 0/05$). But the efficacy of mental fatigue ($p = 0/005$) and depersonalization ($p = 0/038$) There is a negative relation, ie, by increasing self-efficacy scores, mental exhaustion and depersonalization scores decreases. No statistically significant differences in efficacy were observed in male and female faculty members ($p = 0/711$). statistically significant differences were observed in male and female faculty members Burnout ($p = 0/343$). Concluded: many factors contribute to burnout and self-efficacy is one of the most important Which acts as a mediator of cognition. Also, cultural factors, inaccurate perception of abilities, disproportionate allocation of time, manpower shortages and inappropriate demands caused by the effect of gender on the variables of self-efficacy and burnout.

Keywords: Self- Efficiency, Burnout, Faculty Members.

INTRODUCTION

Statement of the problem:

The present world is replete with various events and issues that exert pressure and stress on human beings in different ways and they cope with them in different ways. However, people need to have a little stress to function normally. Basically, mild arousal keeps the person aware of the work he is doing. Moreover, many of the human behaviors are stimulated and controlled by self-influence mechanism. Belief in personal self-efficacy is the most important and comprehensive self-influence mechanisms (Bandura, 1997). If a person believes that he cannot achieve the expected results or that he cannot prevent unaccepted behaviors, his motivation will

decrease. Although there are other factors that function as the stimulants of the human behavior, all of which depend on the person's belief. Hence, the identification of the effective factors on occupational burnout in the present society which is influenced by any pressure and especially the occupational burnout, not only is useful but also necessary and unavoidable. In fact, mental and occupational health is one of the most important issues of the day which has been always taken into consideration by psychologists and the factors affecting which have been widely taken into account. Psychologists believe that self-efficacy is one of the most important variables affecting the mental and occupational status of the people. From Bandura's perspective, self-efficacy is the most fundamental mechanism of human to handle and control the events affecting his life (Hudson, 2014). However, high self-efficacy has a low relationship with the better health status and the occupational burnout (Sylvain labored et al., 2014). People with weak self-efficacy think that assignments and tasks are more difficult than they seem and it leads to the increased stress and occupational burnout. High self-efficacy can strongly predict the progress of the people (Nicola et al., 2012). Baron et al. (2006) remarked that if the people's feeling is ignored by the employers, the employees' occupational burnout is considered as a danger. Occupational burnout was first studied as a job-assistant factor and manifested in the jobs requiring individual relationships and high levels of occupational sympathy and involvement. Therefore, the identification of the factors affecting occupational burnout can play an effective role in eliminating or reducing it; it is obvious that self-efficacy is one of the most effective factors on occupational burnout. The advantages of this will be the reduced human and material costs. Preventing mental and physical illnesses is one of the major directions of today's psychology that faculty members can teach it to the students in the form of practical skills and provide them with better opportunities so that they can provide them with a brighter future with the help of their potential self-efficacy. Furthermore, the investigation of the relationship between different areas of self-efficacy and the faculty members' subcomponents of occupational burnout can be used as a guide for the officials and decision makers of the higher education organization so as to improve human resources.

METHOD

Regarding the nature of the study, this was a descriptive field research using two self-efficacy and occupational burnout questionnaires. The population included the full-time faculty members of Islamic Azad universities of Kerman in the academic year of 2012-2013 that consisted of 349 people. Sampling was not done because of the limitation of the population (349 people); the number of the samples was estimated as 186 people based on krejcie-Morgan-sample-size-table that the researcher selected 190 people as the sample of the study.

The questionnaires included:

1. The standard self-efficacy questionnaire: the instrument of this study was Sherer's self-efficacy questionnaire which consisted of 17 questions. This questionnaire was standardized for the use in Iran by Najafi Mahmoud in 2007. Its reliability and validity were calculated as 0.80 and 0.61, respectively.
2. The standard occupational burnout questionnaire: the instrument of this study was Maslash's occupational burnout questionnaire which consisted of 22 separate questions, of which 9 questions were related to emotional burnout, 5 questions were related to depersonalization disorder, and 8 questions were related to self-efficacy feeling. This

questionnaire was standardized for the use in Iran by Momeni in 1998. Its reliability was calculated by the researcher as 0.72, using Cronbach's alpha. Descriptive and inferential statistics were used for data analysis. Descriptive statistics was used to arrange, summarize, categorize raw scores and describe the sample size, organize the frequency distribution table and percentages, and calculate the dispersion indices such as mean, standard deviation, and diagrams. Inferential statistics was used to apply the statistical tests of Pearson's correlation and t-test for independent groups based on the research objectives and parameter estimation and prediction. SPSS 16 was used to analyze data and calculate the results at the significance level of $p < 0.05$.

FINDINGS

Hypothesis 1: "there is a significant relationship between self-efficacy and the occupational burnout of the faculty members".

Pearson's correlation was used to investigate the abovementioned hypothesis.

Table 1. Correlation between self-efficacy and occupational burnout of the faculty members

Variables	Self-efficacy	
	Correlation coefficient	Probability value
Occupational burnout	0.10	0.151
Mental fatigue	0.20	0.005
Depersonalization disorder	0.15	0.038
Personal adequacy	-0.13	0.062

Table 1 shows that self-efficacy does not have a significant relationship with occupational burnout and personal adequacy ($p > 0.05$). Yet, self-efficacy has a significantly negative relationship with mental fatigue ($p = 0.05$) and depersonalization disorder ($p = 0.038$) such that an increase in the self-efficacy scores decreases the scores of mental fatigue and depersonalization disorder.

Hypothesis 2: "there is a significant difference between self-efficacy of the male and female faculty members".

The independent t-test was used to investigate the above hypothesis. The results are presented in the following table.

Table 2. Comparison of the self-efficacy of the faculty members participated in the study in terms of gender

Gender \ Statistical indices	No.	Minimum	Maximum	Mean	SD	t-value	P-value
Male	107	25.0	71.0	45.11	8.59	-0.371	0.711
Female	83	30.0	65.0	45.55	7.54		
Total	190	25.0	71.0	45.30	8.13		

Table 2 indicates that the minimum and maximum self-efficacy value among the total participants of the study were respectively 25 and 71. The self-efficacy mean of the faculty members was 45.30 years and the standard deviation was 8.13. Independent t-test was used to compare the self-efficacy of male and female faculty members. There was no statistically significant difference between the self-efficacy of male and female faculty members ($p = 0.711$).



Hypothesis 3: “there is a significant difference between the occupational burnout of the faculty members”.

Independent t-test was used to investigate the above hypothesis. The results are provided in the following table.

Table 3. Comparison of the occupational burnout of the faculty members participated in the study in terms of gender

Variable	Statistical indices	No.	Minimum	Maximum	Mean	SD	t-value	P-value
	Gender							
Occupational burnout	Male	107	22.0	90.0	53.83	10.96	0.951	0.343
	Female	83	13.0	87.0	52.15	13.32		
	Total	190	13.0	90.0	53.10	12.04		
Mental fatigue	Male	107	0.0	33.0	10.28	7.42	1.65	0.100
	Female	83	0.0	46.0	8.33	8.85		
	Total	190	0.0	46.0	9.43	8.11		
Depersonalization disorder	Male	107	0.0	22.0	4.32	3.65	0.667	0.506
	Female	83	0.0	51.0	3.80	6.91		
	Total	190	0.0	51.0	4.10	5.32		
Personal adequacy	Male	107	13.0	52.0	39.22	8.53	-0.591	0.555
	Female	83	0.0	52.0	40.01	9.81		
	Total	190	0.0	52.0	39.56	9.09		

Table 3 shows that the minimum and maximum values of occupational burnout of all participants of the study are respectively 13 and 90. The occupational burnout mean is 53.10 years and the standard deviation is 12.04. Independent t-test was used to compare the occupational burnout of male and female faculty members. There was no statistically significant difference between the occupational burnout of male and female faculty members ($p=0.343$). The minimum and maximum values of the mental fatigue of all participants of the study were respectively zero and 46. The mental fatigue mean was 9.43 years and the standard deviation was 8.11. Independent t-test was used to compare the mental fatigue of male and female faculty members. There was no statistically significant difference between the mental fatigue of male and female faculty members ($p=0.100$).

The minimum and maximum values of depersonalization disorder of all participants of the study were respectively zero and 51. The depersonalization disorder mean was 4.10 years and the standard deviation was 5.32. Independent t-test was used to compare the depersonalization disorder of male and female faculty members. There was no statistically significant difference between the depersonalization disorder of male and female faculty members ($p=0.506$).

The minimum and maximum values of the personal adequacy of all participants of the study were respectively zero and 52. The personal adequacy mean was 39.56 years and the standard deviation was 9.09. Independent t-test was used to compare the personal adequacy of male and female faculty members. There was no statistically significant difference between personal adequacy of male and female faculty members ($p=0.555$).

DISCUSSION AND CONCLUSION

First hypothesis: there is a significant relationship between self-efficacy and the occupational burnout of the faculty members. According to results, there is no significant relationship between self-efficacy and occupational burnout and personal adequacy ($p > 0.05$). Yet, self-efficacy has a significantly negative relationship with mental fatigue ($p = 0.005$) and depersonalization disorder ($p = 0.038$) such that an increase in the self-efficacy scores decreases the scores of mental fatigue and depersonalization disorder. The results of this study are consistent with the study of Eghdami Baher et al. (2009). They conducted a study on the relationship between self-efficacy feeling and emotional intelligence and occupational burnout among the employees of Tabriz Islamic Azad University and concluded that there is no relationship between self-efficacy feeling and emotional intelligence and the other two components of occupational burnout, i.e. emotional fatigue and depersonalization disorder.

However, the results of the present study are not consistent with those of the studies conducted by Tahmasian (2009), Bakhshaei (2007), Skaalvik and Skaalvik (2007), and Ajid and Short (2006).

Tahmasian karineh (2009) investigated the relationship between self-efficacy dimensions and depression in adolescents and concluded that there is an inverse relationship between self-efficacy levels and depression scores; emotional self-efficacy predicts depression only in the girls who are in their late teens.

Bakhshaei Farah (2007) investigated the relationship between collective self-efficacy beliefs and self-efficacy beliefs and the occupational burnout of the primary school teachers in Kerman city. The findings indicated that there is a statistically negative relationship between each of the variables of collective self-efficacy beliefs, teacher self-efficacy beliefs and occupational burnout and its components. Skaalvik and Skaalvik (2007) conducted a study and indicated that there is a strong relationship between teachers' general self-efficacy and their occupational burnout as well as between each of the self-efficacy feeling dimensions, i.e. education, adapting education with individual needs of the students, motivating students, class management, cooperation with parents and colleagues, and coping with changes and challenges and occupational burnout among teachers.

Ajid and Short (2006) showed that the teachers had a great deal of occupational burnout, functioned more uncertainly than other teachers in preparing students to take especial educational tests. Moreover, it was made clear that there is an inverse relationship between self-efficacy feeling and occupational burnout. In other words, an increase in self-efficacy feeling decreased occupational burnout.

To justify this finding, it can be said that the present study has merely investigated the relationship between self-efficacy and occupational burnout while other important variables such as age, job experience, marital status, optimism, social support, control source, lifestyle, economic and social status etc. can have a relationship with occupational burnout.

Second hypothesis: there is a significant difference between the self-efficacy of male and female faculty members. According to the results, this hypothesis is rejected; it means that there is no significant difference between the self-efficacy of male and female faculty members ($p = 0.711$). This result is consistent with the results of the studies done by Asgharnejad et al (2004) and Najafi Mahmoud (2007).

Asgharnejad et al (2004) investigated the relationship between self-efficacy beliefs, the locus of control, and academic achievement of 390 students in different faculties of Shahid Beheshti



University. The results indicated that male students have an internal locus of control compared to female students; however, the difference is not significant in terms of general self-efficacy. Najafi Mahmoud (2007) investigated the relationship between self-efficacy and mental health of high school students and concluded in one of the hypotheses that there is not a significant difference between self-efficacy beliefs in the two male and female groups.

However, the results of the present study are not consistent with those of the studies done by Erabian Aghdas (2004) and Mouris (2002). Erabian Aghdas (2004) investigated the relationship between self-efficacy beliefs and students' mental health and academic achievement and concluded that there is a significant difference between the self-efficacy of male and female students.

Mouris (2002) conducted a study titled the relationship between self-efficacy and the signs of emotional dysregulation disorder in the normal adult sample and concluded that women have a higher self-efficacy capability than the men.

To explain this finding, it should be noted that incongruence of the results is more related to cultural and family factors, misperception of the abilities, the perception of the roles, and gender patterning. In this regard, it should be said that factors such as correct or incorrect perception of capabilities and skills, different educational methods and patterns, having high or low expectations, and the attitude of the society and social institutes affect gender differences.

Third hypothesis: there is a significant difference between the occupational burnout of male and female faculty members. The minimum and maximum values of the occupational burnout of all participants of the study were respectively 13 and 90. The occupational burnout mean was 53.10 years and the standard deviation was 12.04. There was no statistically significant difference between the occupational burnout of male and female faculty members ($p=0.343$). This result is consistent with the results of Palser S. Joel (2004) but inconsistent with those of Jefferson (1990) and Benson, Trasket, and Findley (2007).

Jefferson conducted another study in 1990 titled "occupational burnout in the retirees of Canadian universities". He studied 15 universities and indicated that the retirees experienced burnout, job dissatisfaction, and reduced work motivation. Men were willing to get retired sooner than the women. This was first taken place in the field of accounting.

Some researchers (Gerits et al., 2005) conducted a study on emotional intelligence and adaptability of the social worker nurses' success in dealing with mentally retarded people and severe behavioral problems; 380 Dutch nurses participated in the study. Men had a high problem-solving ability, the capabilities of stress tolerance, and the minimum occupational burnout.

Three researchers named Benson, Trasket and Findley (2007) investigated the relationship between emotional intelligence and burnout in a 126-sample of Australian surgeons and surgical trainees and studied gender differences. They found that women have a more general occupational burnout. At last, they concluded that occupational burnout is an important trouble for surgery with its own high capability of individual, mental, and social damage; it is necessary to teach more precisely, understand the causes of occupational burnout, and minimize the vulnerability of the people who are likely to be under high occupational burnout.

To justify these results, it can be noted that various issues have led to contradictory results such as the increased number of students and classes, love and interest in teaching, incongruent allocation of time, lack of human force, and inappropriate demands.



General Conclusion

It can be generally concluded that different factors affect occupational burnout that self-efficacy is one of the most important ones of which that functions as a cognitive mediator and influences the recognition of the individuals' thoughts and feelings. When people face negative events and stressful situations, a high self-efficacy feeling helps them handle and control those events and situations and hence, protect themselves against many of the mental problems. Moreover, occupational burnout and, generally, the issues related to job are influenced by culture, organizational climate, leadership style, time management, and the like. These factors vary from organization to organization.

Furthermore, gender does not affect the variables of self-efficacy and occupational burnout because of different cultural and family factors, misperception of the abilities, different educational methods and patterns, having high or low expectations, the attitude of the society and social institutes, the increased number of students and classes, love and interest in teaching, incongruent allocation of time, lack of human force, and inappropriate demands.

Recommendations

The following suggestions are presented based on the research findings and investigation of the results of the other related studies.

Suggestions based on the research findings

1. Since high self-efficacy is one of the most important characteristics of the faculty members' occupational burnout, it is better that the Islamic Azad University of Kerman makes greater efforts so as to improve the faculty members' skills in this regard.
2. Short-term courses for teaching, controlling, and managing self-efficacy and occupational burnout need to be organized for the faculty members.
3. The courses of tension control, the faculty members' occupational burnout, and its control manner should be included in the syllabus and educational classes.
4. Encouragement systems need to be provided for the faculty members who greatly manage and control the occupational burnout and have a higher self-efficacy.

Suggestions for further studies

1. It is proposed that the present study be conducted by a completely empirical design since the design of this research is correlational, all of the effective factors could not be controlled, and it may have caused some limitations in the results.
2. A study needs to be done on the managers and employees of different organizations that are involved in education.
3. Regarding the effect of various factors on occupational burnout, it is proposed that other variables be used in the further studies on occupational burnout.

The effect of occupational burnout, self-efficacy, and emotional intelligence on the performance of the faculty members or the organization should be measured.

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