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BURNOUT, JOB SATISFACTION, SELF-EFFICACY, AND PROACTIVE COPING AMONG LITHUANIAN SCHOOL PSYCHOLOGISTS

Renata Mackonienė, Natalija Norvilė
Mykolas Romeris University

Abstract
Burnout occurs in occupations, such as psychologists, where a significant proportion of time is spent in close involvement with other people. This article focuses on examining the prevalence of burnout, job satisfaction, self-efficacy, and proactive coping and identifying the correlates of burnout among Lithuanian school psychologists. A descriptive correlational design was used to collect data from school psychologists using the Oldenburg Burnout Inventory, Minnesota Satisfaction Questionnaire (short-form), General Self-Efficacy Scale, Proactive Coping Inventory, and demographic and work-related variables through a self-reported questionnaire. The sample consisted of 115 school psychologists (113 females and 2 males) recruited from 19 cities and small towns in Lithuania. Lithuanian school psychologists showed moderate levels of disengagement and moderate levels of exhaustion. Score on job satisfaction was moderate; score on the external job satisfaction was high, and moderate on internal job satisfaction. Scores of self-efficacy and proactive coping were slightly higher than the midrange. Significant correlations were found among burnout categories, job satisfaction, self-efficacy, and age. Predictor variables accounted for 22.2 % of disengagement, and 21.5 % of exhaustion. Continued research on the correlates of burnout and factors that best predict burnout dimensions is critical to developing better understanding and improving strategies for preventing and reducing its incidence among school psychologists.

KEY WORDS: burnout, job satisfaction, self-efficacy, proactive coping, school psychologists.

Anotacija

PAGRINDINIAI ŽODŽIAI: peredėgimas, pasitenkinimas darbu, saviveiksmingumas, proaktyvi įveika, mokyklos psichologai.

Introduction
The main goal of school psychologists is to help young person regain balance and ability to learn. Over 400 psychologists are currently working at schools in Lithuania. For the past several years in Lithuania, as in the rest of the world, the economic situation is characterized by the unstable labor market. Fear to lose a job, having a job one
does not really like, heavy workload and other individual issues directly contribute to the burnout syndrome and the decrease in job satisfaction.

Job satisfaction can be described as an affective or emotional reaction to the job, resulting from the incumbent’s comparison of actual outcomes with the required outcomes (Cranny et al., 1992; Hirschfeld, 2000). This is a set of person’s feelings and beliefs about one’s job (Cetin, 2011). This definition includes both emotional reaction and reasoning (Saari, Judge, 2004).

Job satisfaction is related to age. D. Schultz and S. E. Schultz (2006) showed that younger employees are the least satisfied with their job. According to the authors’ explanation, younger employees are often disappointed with their first job and do not find themselves in it. Older employees, on the other hand, have changed at least several jobs and tried themselves in various fields hence they are more satisfied with their present job. W. T. Anderson et al. (1984) argue that job satisfaction can be related to psychologist’s age. An Australian study (Lindorff, 2011) conducted in the public sector found that employees attitude toward work is positively correlated with the length of service, i.e., as the length of service increases, the work is valued more positively. Moreover, the longer a person works, the more positive is his attitude toward management. Other studies (Male and Male, 2003) indicate that less experienced psychologists are more satisfied with aspects of their work and have more positive attitudes toward their profession than more experienced psychologists. Recent studies indicate that overall most school psychologists are satisfied with their current jobs. For example, F. L. Wilczenski (1997) found that 77% of school psychologists surveyed reported being “somewhat satisfied” to “very satisfied”, and most would again choose school psychology as a profession.

Self-efficacy can be defined as the confidence that one can successfully perform a task. Bandura (1977) defined self-efficacy expectancy as the expectancy that one can produce a behavior to attain the outcomes of actual performance. Self-efficacy can be defined as the confidence that one can successfully perform a task. Self-efficacy can be encouraged and developed in the workplace in order to achieve better employee well-being and job performance. Previous studies have confirmed the relationship between self-efficacy and job satisfaction (Shoemaker, 1999). Moreover, T. A. Judge and J. E. Bono (2001) conducted a meta-analysis and found positive correlation between self-efficacy and job satisfaction.

C. Maslach, S. E. Jackson and M. P. Leiter (1996) define burnout as a “syndrome of reduced personal accomplishment, increased emotional exhaustion, and increased depersonalization experienced by individuals that work closely with people”. In a person who is burned out, emotional exhaustion appears first and results in depersonalization; when the effect of emotional exhaustion and depersonalization is combined, a person feels low in personal achievement (Maslach and Schaufeli, 1993). Professional burnout is associated with many symptoms and possible effects from the worker’s worries to absenteeism at work (Wang et al., 2012). Burnout affects person’s life, his self-perception, it influences his job performance. Research demonstrated that job burnout has a negative impact on job satisfaction (Biegen, 1993). Further, job satisfaction has an inverse relationship with burnout dimensions (Ay and Avsaroglu, 2010; Griffin et al., 2010; Sharma et al., 2010). Bur-
nout, particularly emotional exhaustion, was found to be strongly related to job dissatisfaction; and job satisfaction is a negative predictor for each subscale of job burnout (Piko, 2006). E. S. Huebner (1992, 1993) concluded that burnout may be a serious unrecognized problem among school psychologists.

Results from various countries show that there is a significant correlation between the burnout syndrome and self-efficacy (Ražienė, Bakšytė, 2010; Schaufeli, Greenglass, 2001). S. Ražienė and A. Bakšytė (2010) confirmed this relation in a Lithuanian study. Correlation analysis showed that the higher employees’ self-efficacy, the more frequent and more intensive personal achievements (and vice versa). Also self-efficacy gradually decreases while increasingly experiencing emotional exhaustion (or vice versa).

Investigations of the impact of demographic factors (i.e., age, gender, years of experience, family status) have produced diverse findings. Single people are more likely to have bigger burnout estimates compared to married people (Maslach, 2003). One relatively stable finding is that younger and/or less experienced workers report an increased level of burnout compared with older and/or more experienced workers (Mearns and Cain, 2003; Maslach, 2003; Pacevičius, 2006). The relation between burnout and gender is ambiguous. Many researchers argue that women are more likely to burnout. According to R. Vilmantaite and A. Šeškevičius (2006), among nursing specialists women also tend to burnout more often. C. Maslach (2003) claims, on the other hand, that some indicators of burnout, such as cynicism, are more common to men. There are also studies showing that the relation between gender and burnout is mediated by gender roles (Pacevičius, 2006). Some studies show that gender does not affect the burnout score significantly (Zhongying, 2008; Kim et al., 2009). Worth mentioning is that the burnout varies depending on the job conditions and characteristics which, in turn, may be related to the demographic variables (Leiter and Maslach, 2000).

S. Folkman and R. S. Lazarus (1980, p. 223) defined coping as “the cognitive and behavioral efforts made to master, tolerate, or reduce external and internal demands and conflicts among them”. R. Schwarzer and S. Taubert (2002) suggested a new conceptualization of coping which is proactive, goal-oriented, and adaptive. E. P. Hambrick and D. M. McCord (2010, p. 70) emphasize that “proactive coping theory proposes that some people are more apt to live their lives in a way that accumulates assets and prepares for inevitable obstacles. Instead of viewing stressors as setbacks, people who utilize proactive coping view stressors as challenges and are motivated to succeed.”

The literature review indicates that the relations among job satisfaction, self-efficacy, professional burnout and proactive coping are not well researched. Especially, there is a lack of knowledge on burnout, its features and manifestation among school psychologist. Therefore, there is no doubt that research on this topic is relevant and valuable.

There are few studies analyzing the correlates of the burnout syndrome among school psychologists in general and there are no such studies in Lithuania at all. There is also a small amount of research on the levels of burnout, self-efficacy, job satisfaction and proactive coping.
Object of the research: burnout and its correlates.

The aim of this study is to examine the prevalence of burnout, job satisfaction, self-efficacy, and proactive coping; and identify the correlates of burnout among Lithuanian school psychologists.

More specifically, the study aims to answer the following research questions:

1) What are the characteristics of Lithuanian school psychologists in terms of demography, burnout, job satisfaction, self-efficacy, and proactive coping?
2) What are the relationships among burnout categories, job satisfaction, self-efficacy, and proactive coping of Lithuanian school psychologists?
3) What are the variables that best predict burnout dimensions among Lithuanian school psychologists?

1. Method

In order to identify the correlates of burnout among Lithuanian school psychologists, an empirical research has been conducted.

1.1. Design

Descriptive correlational cross-sectional design was used to examine the levels of burnout, job satisfaction, self-efficacy, and proactive coping dimensions; and the relationships among burnout dimensions, job satisfaction, self-efficacy, proactive coping, and some demographic and work-related characteristics among Lithuanian school psychologists.

1.2. Measures

For the purpose of this study, burnout and proactive coping scales were translated to Lithuanian. Translation was done from English into Lithuanian by a professional English language translator. Back translation was done by another professional English language translator. Then, the two English forms (the original and the translated form) were compared by two bilingual experts in the field. Pilot testing using a sample of twenty-eight school psychologists was conducted to evaluate readability and comprehensiveness of the scales. The scales were also checked for cultural variation. Data was collected using a questionnaire composed of five parts, the Oldenburg Burnout Inventory (OLBI; Demerouti et al., 2003), Minnesota Satisfaction Questionnaire, short-form (MSQ, Weiss et al., 1967), the General Self-Efficacy Scale (Jerusalem and Schwarzer, 1992), the Proactive Coping Inventory (Greenglass et al., 1999), and demographic and work-related questionnaire.
Job Satisfaction

This study utilized the Minnesota Satisfaction Questionnaire-Short Form (MSQ-SF; Weiss et al., 1967) to assess job satisfaction. This 20-item self-administered instrument consists of the following three scales: Intrinsic Satisfaction, Extrinsic Satisfaction, and General Satisfaction (Weiss et al., 1967). The Intrinsic Satisfaction assesses satisfaction derived from inherent features of the job. The Extrinsic Satisfaction scale measures gratification derived from external aspects of the job. The General Satisfaction scale assesses overall job satisfaction, which is a combination of the Intrinsic Satisfaction and Extrinsic Satisfaction scales. The MSQ-SF requires the respondent to rate each item on a 5-point Likert-type scale ranging from 1 (very dissatisfied) to 5 (very satisfied). Reliability coefficients of 0.859 for the Intrinsic Satisfaction subscale, 0.80 for the Extrinsic Satisfaction subscale, and 0.889 for the General Satisfaction scale.

Self-efficacy

Self-Efficacy Scale (Jerusalem, Schwarzer, 1992) contains 10 items and is a four-point scale. The scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events. The scale is designed for the general adult population, including adolescents not below the age of 12. The scale is usually self-administered, as part of a more comprehensive questionnaire. The scale has 10 items with 4 point scale, ranging from 1 to 4 (1 = not at all true), (2 = hardly true), (3 = moderately true), (4 = exactly true). Responses to all the 10 items have to be summed up to yield the final composite score with a range from 10 to 40. Reliability coefficient Cronbach $\alpha = 0.849$.

Burnout

The Oldenburg Burnout Inventory (OLBI) was originally developed in German by E. Demerouti, A. B. Bakker, I. Vardakou and A. Kantas (2003). The OLBI measures burnout with two dimensions: exhaustion and disengagement. The eight items of the exhaustion subscale are generic, and refer to general feelings of emptiness, overtaxing from work, a strong need for rest, and a state of physical exhaustion. Example items are “After my work, I regularly feel worn out and weary”, and “After my work, I regularly feel totally fit for my leisure activities” (reversed) (1 = strongly disagree, 4 = strongly agree). Disengagement refers to distancing oneself from the object and the content of one’s work and to negative, cynical attitudes and behaviors toward one’s work in general. This subscale also comprises eight items, including “I frequently talk about my work in a negative way”, and “I get more and more engaged in my work” (reversed). The answering categories are the same as for exhaustion. For both subscales, four items are positively worded and four items are negatively worded. Reliability coefficients of 0.714 for the Exhaustion subscale, 0.755 for the Disengagement subscale, and 0.768 for the whole burnout scale.
Proactive Coping

The Proactive Coping Inventory (PCI) is multidimensional and consists of six subscales that were developed to assess the various aspects of proactive coping (Greenglass, Schwarzer, Jakubiec, Fiksenbaum and Taubert, 1999; Greenglass, Schwarzer and Taubert, 1999). The subscales of the PCI assess proactive coping, strategic planning, reflective coping, preventive coping and instrumental and emotional support seeking. In scoring responses, 1 is assigned to “not at all true”, 2 to “barely true”, 3 to “somewhat true” and 4 to “completely true”. Proactive coping subscale was used in this study. This subscale comprises fourteen items, including “I like challenges and beating the odds”, “I turn obstacles into positive experiences”, and “When I have a problem, I usually see myself in a no-win situation” (reversed). Reliability coefficient Cronbach $\alpha = 0.795$.

Demographic and Work-Related Questionnaire

Demographic and work-related characteristics data included: age, gender, years of experience in particular position, place of work (primary school, secondary school, vocational school etc.).

1.3. Sampling and Data Collection

Starting from January 5 until April 20, 2012 potential respondents were distributed with 180 questionnaires in total, 122 of which were returned (questionnaire return quota – 67.78 per cent). 115 fully completed questionnaires were used for analysis. Researches contacted schools from the national list of schools (available from Lithuanian Ministry of Education and Science). Respondents were school psychologists who agreed to participate in research. Sampling encompasses almost a third part (29 %) of all school psychologists in Lithuania (Lithuanian Psychological Association data, 2012). However it should be taken into account like not strongly representative sample.

1.4. Statistical Analysis

Results analysis of quantitative research was conducted by using statistical analysis data package SPSS for Windows, version 17. Descriptive statistics were used to calculate frequencies, mean scores, and standard deviations. The strength and direction of relationships among variables were determined using Pearson and Spearman Correlation Coefficients. Significance level was set at $p < 0.05$. Multiple linear regression analysis (Stepwise Method) was performed to determine the variables that best predict burnout dimensions among school psychologists in Lithuania. Assumptions of multiple linear regression analysis were met. Residuals fit the model. Residuals were normally distributed, independent (not correlated with one another), and not related to the explanatory variables. In addition, there were no outliers in the data.
2. Results

2.1. Demographic and Work-Related Variables

The total sample consisted of 115 school psychologists, of them, 113 (98.3 %) were females. Age of the psychologists ranged between 23 and 57 years (Mean = 35.78, SD = 8.92). Participants’ years of experience in the particular position ranged between 1 and 23 years (Mean = 6.04, SD = 4.75). The majority of the participants worked in a gymnasium (n = 45, 40.7 %), 15.7 % worked in a primary school, 11.3 % worked in a secondary school. Other workplaces of the participants can be seen in Table 1.

Table 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 30 years</td>
<td>50</td>
<td>43.3</td>
</tr>
<tr>
<td>&gt; 30 years</td>
<td>65</td>
<td>56.5</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Female</td>
<td>113</td>
<td>98.3</td>
</tr>
<tr>
<td>Work experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 5 years</td>
<td>62</td>
<td>53.9</td>
</tr>
<tr>
<td>&gt; 5 years</td>
<td>53</td>
<td>46.1</td>
</tr>
<tr>
<td>Workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten-school</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Elementary school</td>
<td>9</td>
<td>7.8</td>
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<tr>
<td>Primary school</td>
<td>18</td>
<td>15.7</td>
</tr>
<tr>
<td>Secondary school</td>
<td>13</td>
<td>11.3</td>
</tr>
<tr>
<td>Progymnasium</td>
<td>7</td>
<td>6.1</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>45</td>
<td>40.7</td>
</tr>
<tr>
<td>Technical school or professional college</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>Pedagogical-Psychological Service</td>
<td>7</td>
<td>6.1</td>
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<tr>
<td>Adult school</td>
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<td>3.5</td>
</tr>
<tr>
<td>Special school</td>
<td>5</td>
<td>4.3</td>
</tr>
</tbody>
</table>

2.2. Burnout, Job Satisfaction, Self-efficacy and Proactive Coping Levels

In order to accomplish the goal of our study to examine the prevalence of burnout, job satisfaction, self-efficacy, and proactive coping; and identify the correlates of burnout among Lithuanian school psychologists, firstly, we examined the characteristics of Lithuanian school psychologists in terms of burnout categories, job satisfaction, self-efficacy, and proactive coping.

205
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Low n (%)</th>
<th>Moderate n (%)</th>
<th>High n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disengagement</td>
<td>16.33</td>
<td>3.15</td>
<td>41 (35.7)</td>
<td>72 (62.6)</td>
<td>2 (1.7)</td>
</tr>
<tr>
<td>Exhaustion</td>
<td>18.97</td>
<td>4.27</td>
<td>19 (16.5)</td>
<td>87 (75.7)</td>
<td>9 (7.8)</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>72.14</td>
<td>10.47</td>
<td>2 (1.7)</td>
<td>60 (52.2)</td>
<td>53 (46.1)</td>
</tr>
<tr>
<td>External job satisfaction</td>
<td>51.03</td>
<td>5.61</td>
<td>26 (22.6)</td>
<td>66 (57.4)</td>
<td>23 (20.0)</td>
</tr>
<tr>
<td>Internal job satisfaction</td>
<td>21.10</td>
<td>5.79</td>
<td>0 (0)</td>
<td>37 (32.2)</td>
<td>78 (67.8)</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>29.74</td>
<td>3.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proactive coping</td>
<td>44.29</td>
<td>8.10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As we can see in Table 2, mean score of the Disengagement subscale indicates that Lithuanian school psychologists are in “moderate” burnout category. About one-third of the participants recorded “low” level of burnout, a large number of school psychologists suffered from “moderate” level of burnout, and only two participants recorded “high” level of burnout.

The mean score for the Exhaustion indicates that school psychologists are in the “moderate” burnout category. More than two-thirds of all participants suffered from “moderate” level of burnout, nineteen participants experienced “low” level of burnout, and nine school psychologists reported “high” level of burnout.

The mean job satisfaction score among Lithuanian school psychologists shows that they are in “moderate” job satisfaction category. Less than fifteen per cent of all participants reported “high” job satisfaction, and only two participants had “low” job satisfaction.

Mean score of the External job satisfaction subscale indicates that Lithuanian school psychologists are in “high” external job satisfaction category. About one-third of the participants recorded “moderate” level of external job satisfaction, and nobody experienced “low” external job satisfaction.

The mean score for the Internal job satisfaction subscale shows that school psychologists are in the “moderate” internal job satisfaction category. More than a half of all participants reported “moderate” level of internal job satisfaction, twenty six participants experienced “low” level of internal job satisfaction, and almost the same number of school psychologists reported “high” level of internal job satisfaction.

Mean score of the General self-efficacy scale indicates that school psychologists have higher scores on self-efficacy than a scale mean is. There is no cut-off score for General self-efficacy scale, so we cannot categorize school psychologists as high, moderate or low self-efficacious. The mean score of Proactive coping scale shows that school psychologists have higher scores on proactive coping than a scale mean is. As well as in General self-efficacy scale case, E. Greenglass et al. (1999) did not provide any cut-off score for Proactive coping scale.
2.3. Correlations among Variables

To examine what are the relationships among burnout categories, job satisfaction, self-efficacy, and proactive coping of Lithuanian school psychologists, correlational method was used.

Table 3

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disengagement</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhaustion</td>
<td>0.523**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>-0.481**</td>
<td>-0.361**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External job satisfaction</td>
<td>-0.472**</td>
<td>-0.325**</td>
<td>0.916**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal job satisfaction</td>
<td>-0.412**</td>
<td>-0.337**</td>
<td>0.922**</td>
<td>0.689**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>-0.211*</td>
<td>-0.206**</td>
<td>0.136</td>
<td>0.204</td>
<td>0.049</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proactive coping</td>
<td>-0.079</td>
<td>0.077</td>
<td>-0.028</td>
<td>0.010</td>
<td>-0.060</td>
<td>0.388**</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>0.212*</td>
<td>0.378**</td>
<td>-0.160</td>
<td>-0.165</td>
<td>-0.129</td>
<td>-0.264**</td>
<td>-0.104</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Years of experience</td>
<td>0.148</td>
<td>0.191</td>
<td>-0.054</td>
<td>-0.028</td>
<td>-0.070</td>
<td>0.067</td>
<td>-0.093</td>
<td>0.336**</td>
<td>1.00</td>
</tr>
</tbody>
</table>

* Correlation is significant at 0.05 level.
** Correlation is significant at 0.01 level.

Disengagement correlated negatively with job satisfaction in general, both internal and external job satisfaction, self-efficacy, and correlated positively with exhaustion and age. Disengagement was reported to be higher among school psychologists dissatisfied with their job, school psychologists who have lower self-efficacy level, and older school psychologists.

Exhaustion correlated negatively with job satisfaction in general, both internal and external job satisfaction, self-efficacy, and correlated positively with age. Exhaustion was reported to be higher among school psychologists dissatisfied with their job, school psychologists who had lower self-efficacy level, and older school psychologists.

Proactive coping correlated positively with self-efficacy and negatively with age. Proactive coping was reported to be higher among school psychologists who had more self-efficacy and younger school psychologists (see Table 3).

2.4. Predictors of Burnout Categories

Next, two separate (first for disengagement and second for exhaustion) multiple linear regressions analyses (Stepwise Method) were performed to detect the predictors of disengagement and exhaustion.

The independent variables that entered the two models were demographics (age and years of experience), job satisfaction, and self-efficacy. Proactive coping was not
included into both regression models because there has not been found any statistically significant correlation between burnout categories and proactive coping.

**Table 4**

Predictors of Burnout Categories (N = 115)

<table>
<thead>
<tr>
<th>Predictor variables</th>
<th>Beta</th>
<th>t</th>
<th>p</th>
<th>F</th>
<th>Adj. R²</th>
<th>Total Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disengagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Job satisfaction</td>
<td>-0.480</td>
<td>-5.021</td>
<td>0.001</td>
<td>25.208</td>
<td>0.222</td>
<td>22.2%</td>
</tr>
<tr>
<td>Exhaustion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Job satisfaction</td>
<td>0.324</td>
<td>3.324</td>
<td>0.001</td>
<td></td>
<td>0.215</td>
<td>21.5%</td>
</tr>
<tr>
<td>2. Age</td>
<td>-0.309</td>
<td>-3.176</td>
<td>0.002</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant models emerged both for disengagement and exhaustion. For disengagement, one variable (job satisfaction) predicted disengagement and accounted for a total variance of 22.2%. For exhaustion, two variables (job satisfaction and age) predicted exhaustion and accounted for a total variance of 21.5% (see Table 4 for the predictor variables).

3. Discussion

The first goal of this study was to examine the levels of burnout, job satisfaction, self-efficacy, and proactive coping among Lithuanian school psychologists. Results revealed moderate levels of disengagement and moderate levels of exhaustion. These results are congruent with the results of most international studies. For example, in the nationwide survey capturing rates of burnout among school psychologists, F. L. Wilczenski (1997) found a median burnout rate of 3 (0 indicating low burnout, 7 indicating high burnout), and B. E. Proctor and T. Steadman (2003) found that professional burnout does not appear to be a significant problem for school psychologists.

It appears that despite moderate levels of burnout reported by Lithuanian school psychologists, the majority of them indicate that they are satisfied with their job. This was a positive finding for the profession as a whole, and it supported previous indications that most school psychologists are at least moderately satisfied with their jobs. For example, F. L. Wilczenski (1997) found that 77% of school psychologists surveyed reported being “somewhat satisfied” to “very satisfied”, and most would again choose school psychology as a profession.

The second goal of this study was to investigate the relationships among burnout categories, job satisfaction, self-efficacy, proactive coping, and some demographic and work-related characteristics of Lithuanian school psychologists. The results revealed that there were strong relationships among the studied variables, except for proactive coping and years of experience. The present findings are similar to other studies that reported that high levels of self-efficacy and job satisfaction correlated negatively with burnout (Sundin et al., 2007). Results suggested that job satisfaction had a positive correlation with age and these results are in line with international studies, where job satisfaction correlated with age (Levinson et al., 1988), with older school psycho-
logists reporting higher rates of job satisfaction than younger professionals. Results revealed positive correlation between burnout categories and age. However, other research studies showed that burnout is negatively related to age (Huberty and Huebner, 1988; Huebner, 1992), with younger and/or less experienced workers reporting an increased level of burnout compared with older and/or more experienced ones (Mearns and Cain, 2003). Positive correlation between burnout categories and age may be explained by having more duties and responsibilities, which older school psychologists tend to have, spending more hours doing paperwork and administrative work and fewer hours doing therapy, or by working with difficult and uncooperative teenagers for a long time, which may lead to helplessness, frustration, and emotional exhaustion for the school psychologists. Those who are reporting higher levels of burnout at an older age may have certain personal characteristics that make them more likely to experience burnout than those who are younger.

The third goal of this study was to identify the factors that best predict burnout dimensions among Lithuanian school psychologists. Results revealed that there were few factors that contributed to burnout categories. Disengagement was predicted only by job satisfaction in general. Exhaustion was predicted by job satisfaction in general and age. There is no doubt that job satisfaction and burnout levels are closely related. The present findings are consistent with other studies that reported that high levels of job satisfaction correlated negatively with burnout (Kalliath and Morris, 2002; Spear et al., 2004; Sherring and Knight, 2009; Sundin et al., 2007). However more work needs to be done to identify critical resources and demands that influence burnout.

Some limitations in the present research should be noted. First, a longitudinal approach might be better suited to explain the burnout among school psychologists. Another limitation was the use of self-reports. Third, the small sample size and moderate response rate limit the extent to which the results can be generalized. Fourth, items could also be added that examine other variables related to job satisfaction, burnout, and effectiveness, such as diversity of student population, SES and size of school, relationship with supervisors, marital status etc.

While it has been consistently demonstrated that burnout is an identifiable and important phenomenon in the human service professions (psychologists, social workers, nurses etc.), it is not be means fully understood. Continued research on the correlates of burnout and factors that best predict burnout dimensions is critical to developing better understanding and improving strategies for preventing and reducing its incidence among school psychologists. Such research on burnout among school psychologists is directly relevant to their health and well-being, and indirectly relevant to the quality of service they provide to their clients.

Conclusions

1. Results revealed moderate levels of disengagement and moderate levels of exhaustion. The majority of Lithuanian school psychologists indicate that they are satisfied with their job.
2. There are strong relationships among burnout categories, job satisfaction, self-efficacy, and age of Lithuanian school psychologists. However no statistically significant correlations were found between the studied variables and proactive coping, and years of experience.

3. There are few factors that contribute to burnout categories: disengagement was predicted only by job satisfaction in general; exhaustion was predicted by job satisfaction in general and age.

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References


BURNOUT, JOB SATISFACTION, SELF-EFFICACY, AND PROACTIVE COPING AMONG...


