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Abstract

This study aims to identify the relationship of preschool teachers' self-efficacy beliefs, perceptions of organizational justice and support, learned-resourcefulness and burnout. Research's universe, which is in the survey model, has formed from the 174 preschool teachers work in the 2014–2015 academic years, in the center of Burdur City and its districts. The data of the study is collected by General Self-Efficacy Scale, Organizational Justice Scale, Perceptions of Organizational Support Scale, Ego Resilience Scale, The Burnout Measure Short Version and personal information form. The obtained datum was analysed by using SPSS software. According to the results of this study, there was found significant correlation between scales. Burnout levels were compared with the other scales. It was found significant difference between burnout levels and total points of self-efficacy beliefs and learned-resourcefulness. In addition, it was found significant difference between levels of demographic variables and total scores of scales.

Keywords: Preschool, self-efficacy beliefs, perceptions of organizational justice, learned-resourcefulness, burnout.

Introduction

Teachers could be face many hard conditions at schools. This conditions are like; crowded classes, discipline matters, violence, low salaries, unrelated parents, negative administrative attitudes and facing with similar problems leads teachers to experience stress and burnout syndrome (Russel, Altmaier and Velzen, 1987). In spite of hard conditions, teacher's self-efficacy beliefs may allow to minimize the negative environmental effects. In the same way self-efficacy beliefs effect teachers' success and effort. Bandura (1997) argued that the success of the teacher's profession was associated with self-efficacy beliefs. Friedman and Kass (2002) point out that teachers' self-efficacy beliefs was associated with other teachers and staff of school. Organization needs teachers to increase education level. For this reason, teachers' perceptions must be evaluated. The purpose of the study explores preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support, learned-resourcefulness and burnout. In this study, three general research questions examined:

1. As preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support, learned-resourcefulness and burnout examined;
   a. Is there any meaningful difference according to professional experience level?
   b. Is there any meaningful difference according to school type?
   c. Is there any meaningful difference according to number of students?
   d. Is there any meaningful difference according to socio-economic level of students?
2. Do burnout levels make significant difference to preschool teachers' self-efficacy beliefs, perceptions of organizational justice and support and learned resourcefulness?
3. Is there any relationship between preschool teachers' self-efficacy beliefs, perceptions of organizational justice and support, learned-resourcefulness and burnout?

This three questions may help teachers to understand and solve their teachership problems. They can use self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support, learned-resourcefulness to avoid burnout. Nevertheless, there is no research that has been used this researches' variables together. Because, teachers' self-efficacy beliefs (Bandura, 1993), perceptions of organizational justice (Hoy and Tarter, 2004), perceptions of organizational support (Siegel and Kaemmerer, 1978) and burnout (Pines, 2002) was examined in researches; but preschool teachers' learned resourcefulness was not examined so much. This research will help new researches to examine preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support, learned resourcefulness and burnout.

Literature Review

Literature shows that educational process exist many stress sources as environmental factors, role conflict, heavy workloads, long working hours (Cooper and Marshall, 1976), relationship with colleagues (Rayner and Hoel, 1997), the attitudes and behaviours of pupils (Cichon and Koff, 1978), overload of competing role (Pithers and Soden, 1998), inconsistent workloads over the academic year (Kinnunen and Leskinen, 1989), the need for classroom management (Lewis, 1999; Morton, Vesco, Williams, and Awender, 1997) and evaluation apprehension (Capel, 1997; Morton et al., 1997). By the reason of profession-specific stress sources, teachership is a psychologically coercive occupation. The difficulties that teachers faced can effect his/her students, profession, interest in others, compassion and performance to fulfil the responsibilities necessitated by professional role (Cichon and Koff, 1978). The Teaching Events Stress Inventory.). This professional role has defined with concept of self-efficacy by Bandura (1997) as one's belief in one's ability to succeed in specific situations or accomplish a task. Self-efficacy belief indicates individuals' effort when they faced with a problem and how much time they spend to find a solution. If people have low self-efficacy, they would effort less to get rid of the trouble or give up in case of facing a difficulty. On the contrary, person who has a high self-efficacy belief stands face to face with the problems and spend more time to solve the problems (Bandura, 1997).

There are four source of self-efficacy; 1) The selection of activities: The knowledge depending on personal experiences or the knowledge obtained from one's practices to gain skill 2) Vicarious experience; for example, sharing experiences by taking someone's attitudes as a model 3) Verbal persuasion; suggestions an individual take to overcome a situation 4) Physiological state; ability to control the level of fear, anxiety and stress while evaluating one's self-efficacy (Bandura, 1997 pp. 3).

Previous successful experiences, achievement examples of the people with similar characteristics, positive feedbacks from the community and positive mood are the sources to maintain self-efficacy. People create a perception and motivated against the notifications come from the society (Rosenbaum and Ben-Ari, 1985). And individuals, create a perception against administrative behaviour in organizations. Perceptions of organization personnels, which are related to ethical and moral dimensions of administrative behaviour is described as organizational justice. Administrators evaluate employees based on the results they obtained. This leads to confusing results in the distribution of justice. Previous personal value judgments affect the distribution of justice and honesty (Cropanzano, Bowen and Gilliland, 2007). This distribution is described by four dimensions of justice: distributive, procedural, interactional and informational justice (Hess and Ambrosse, 2010).

1. *Distributive Justice:* Frankena (1962) expresses justice as 'equal dissemination of role and status; awards, penalties, privileges in

distribution of tasks and regards distributive justice as the centre of justice (Cohen, 1987 pp. 20).

2. *Procedural Justice:* Procedural justice is distribution's degree of influence achieved by the right method and guidelines (Niehoff and Moorman, 1993).

3. *Interactional Justice:* According to individuals' perceptions of justice, organization personels behaviours must be equal and fair. (Greenberg, 2011).

4. *Informational Justice*: Informational justice, are the perceptions devoted to given fair information in decision-making period of individuals. Individual must be fully informed about the tasks they should do and shouldn't do (Greenberg, 2011). Attitudes in the organisation constitute mentioned perceptions. According to a research, perception of organisational justice affects job satisfaction and organizational commitment. Thereby, workers' perceptions of organizational justice lead to develop feelings, related to other workers of the organisation (Bogler and Nir, 2012).

Eisenberger et al. (1986) define perception of organizational support as attaching importance to involvement, perceptions aimed at attaching importance to favour, sensations related to the activities that affect employees are thought to performed voluntarily. There are some premises in order to form a perception of organisational support for worker: organisational justice, administrative support, organisational rewards, business conditions and individual characteristics (Rhoades, Eisenberger and Armeli, 2001).

Primary target of the perception of organizational support is to deal with prosperity of the organisation and to elicit a sense of obligation to assist achieving the objectives of the organisation. Secondly, interest, approval and respect shown by the organization; fulfils the socio-emotional needs that associate their role status and organizational membership with individual social identity. Thirdly is to strengthen the trust on performance increase to be awarded as the organisation defines. These targets will create job satisfaction for employees and will lead to create more positive mood. Considering the benefits of the organization, affective attachment to the organisation will increase and intention to leave of employment will be disappear (Rhoades and Eisenberger, 2002). The individual's ability to cope up with the problems within the organisation could be possible with the change of perception.

According to Meichenbaum (1977) people can cope up with the problems they encountered and they can convert negative perceptions to positive. Bandura (1977) described this as the ability of self-control; states people have competencies, they could cope up with the difficulties and could get successful results thanks to their experiences (Rosenbaum, 1980a). This term was defined as 'learned resourcefulness' by Rosenbaum (1980a). According to Rosenbaum, learned resourcefulness is described as a repertoire of behaviours individuals develop lifelong and providing them to cope up with stress. Rosenbaum's learned resourcefulness theory arises as upper dimension of Bandura's (1977)

self-control ability (Rosenbaum, 1980b). Feeling competent and self-control against happenings, increases learned resourcefulness (Naisberg-Fennig, Fennig, Keinan and Elizur, 1991).

Rosenbaum (1980a) stated that individuals use their own resources to cope up with the happenings caused by the environment. This resources are emotional resources, sense of pain and cognitive processes. Benefiting from this sources learned resourcefulness has four dimensions are explained thoroughly (Rosenbaum, 1983):

1) Individual's ability to cope with agents that are caused by emotional and physiological factors by using acquired experiences and cognitive development,
2) Executing a number of levels of problem solving strategies such as planning, identifying the problem status, alternative evaluations and estimating the results,
3) Postponing the satisfaction, which can be achieved easily, in order to reach bigger goals,
4) The belief that it is possible to achieve all these internal affairs

Learned resourcefulness can be analysed under situational conditions, modelling or through education. Therefore, all the above mentioned areas of learned resourcefulness must be used. In case when organizations face a situation that needs to be dealt with, the ability to use problem-solving skills, use cognitive skills, postpone satisfaction, and control internal events need to be used. Otherwise, teachers who have low amount of experience acquisition can stand face to face with dissatisfaction with their job and eventually contemplate to quit their job (Rosenbaum, 1980a; Rosenbaum and Palmon, 1984). This situation drains the individual's resources.

Freudenberger (1974) defines burnout syndrome as to fail, wear out, or become exhausted by making excessive demands on energy, strength or resources. According to Pines (2000, 2002), burnout is the loss of idealism, perspective, enthusiasm, energy and goals. And it is a physical, emotional and mental burnout leads to hopelessness, constant stress, feeling trapped and helplessness. Leiter (1992) explained this syndrome as a crisis in one's perception of self-efficacy (Brouwers and Tomic, 2000). Cherniss (1980) described that burnout as negative personal changes which occur over time in helping professionals working in demanding or frustrating jobs, and assessed it as a disorder caused by excessive work load and conflict of values (Cooper, 1981). New employees have high expectations like having support from all of their co-workers and managers. When these expectations didn't come true as they wanted to be they feel insufficient (Allen and Shanock, 2013). As a result, the burnout syndrome begins.

Burnout consists of three main dimensions which include emotional exhaustion, depersonalization and diminished personal accomplishment. These dimensions are analysed below.

1. *Emotional Burnout:* In case of emotional exhaustion, the individual feels exhausted, suffers from low energy and deliberately think himself is useless. The individual goes to the work place unwillingly, gives importance only to working hours, and takes a backseat in group works and teambuilding (Byrne, 2016). The bad attitude of other workers of the organisation towards the ones suffering from burnout and inability of the patient to feel worthy will increase emotional exhaustion (Jones, 2010).

2. *Depersonalization:* This is the second level of burnout, following emotional exhaustion. It is called depersonalization that the worker will see from the mass of people that he is in contact with to be less effective in reducing his loss. The signs of depersonalization are mistreating and being less active, towards the people that communicate poorly (Maslach, Schaufeli and Leiter, 2001). These negative actions created against the others can be emerged in different ways. The individual suffering from depersonalization may speak degradedly to whoever he is in contact with, may refuse to be kind and follow the social conventions, disregard their requests and fail to meet the required service, help or affection (Byrne, 2016).

3. *Diminished Personal Accomplishment:* In the diminished personal accomplishment step, following emotional exhaustion and depersonalization, teachers suffer from depression and personally believe that they are unsuccessful (Embich, 2001; Gates, 2007)

The support that the other works of the organization can offer to teachers that underperform due to burnout, will reverse this low performance. Thus, the employees of the organization, to develop motivational behaviours towards the emotional exhaustion and to feel that they are valuable, will be a factor in reducing emotional exhaustion (Jones, 2010). In the education system, a teacher is expected to bear certain qualities whilst fulfilling his responsibilities. Since the teacher is expected to be fair and set an example, other than to teach (Rist, 1970), it is crucial to analyse the relationship between their beliefs in their own efficacy, understanding of organizational justice, as well as organizational support, learned resourcefulness and burnout.

Methodology

In this part of the analysis, explanations are stated about the model of the research, environment of the data, tools used for data collections, statistical techniques used for data collection and analysis of the data. The research which has studied the relationship of preschool teachers' self-efficacy belief, perceptions of organizational justice, perceptions of organizational support, learned-resourcefulness and burnout is in relational screening model. The environment of this research, which is in the survey model, has formed from the 174 preschool teachers who work in the 2014–2015 academic year, in the

centre of Burdur and in the towns that belongs to Burdur in. The distribution according to preschool teachers' gender and education level is situated in Table 1.

Table 1. *The Distribution according to Preschool Teachers' Gender and Education Level*

Gender	Frequency	Percentage
Female	170	97.7
Male	4	2.3
Total	174	100
Education Conditions	**Frequency**	**Percentage**
Village Institute	1	.6
Master Degree	4	2.3
License Completion	37	21.3
Education Faculty	110	63.2
Others	22	12.6
Total	174	100

When Table 1 examined, 97.7% of preschool teachers are female, 2.3% are male; 0.6% of participants are graduated from village institute, 2.3% of participants are master degree, 21.3% participant is license completion, 63.2% participant is graduate from education faculty and 12.6% graduate from other fields who participate to this research. According to preschool teachers who participate in the research, distribution of teachers' school type and their students' socio-economic level is situated in Table 2.

Table 2. *The Distribution according to Preschool Teachers' School Type and Their Students' Socio-Economic Level*

School Type	Frequency	Percentage
Kindergarten Belong to Primary School	86	49.4
Preschool	88	50.6
Total	174	100
Socio-Economic Level of Students	**Frequency**	**Percentage**
Low Socio-Economic Level	22	12.6
Medium Socio-Economic Level	143	82.2
High Socio-Economic Level	9	5.2
Total	174	100

As Table 2 is examined; data show that 49.4% of preschool teachers work in kindergarten belong to primary schools and 50.6% of preschool teachers work in preschool. According to perceptions of preschool teachers, it is seen that 12.6% of their students at low socio-economic level, 82.2% of their students at medium socio-economic level and 5.2% of their students at high socio-economic level. The distribution according to preschool teachers' professional experience and number of students in their classes is situated in Table 3.

Table 3. *The Distribution according to Preschool Teachers' Professional Experience and Number of Students*

Professional experience	Frequency	Percentage
10 years and under	124	71.3
11-20 years	31	17.8
21 and over	19	10.9
Total	174	100
Number of students	**Frequency**	**Percentage**
10 student and under	10	5.7
11-20	127	73.0
21-30	37	21.3
Total	174	100

As Table 3 is examined; data show that 71.3% of preschool teachers' professional experience is 10 years and under, 17.8% is between 11 to 20 years and 10.9% is 21 years and over. And as can be seen in the table 5.7% of preschool teachers have 10 students and under, 73% between 11 and 20 and 21.3% between 21 and 30 in their classes.

Collection of the Data

In this research public survey is used to collect the data. The first part of the research consists of personal information. The survey overall has 5 scales. Firstly, General Self-Efficacy Scale which developed by Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, and Rogers (1982), adapted into Turkish by Yıldırım and Ilhan (2010), was used to measure teachers' self-efficacy beliefs. The scale has 17 items in 5 option Likert type, and is graded from unfavourable to favourable; between "None" (1) to "Very Good" (5). Worth of each question varies between 1 and 5. Clauses 2, 4, 5, 6, 7, 10, 11, 12, 14, 16 and 17 are reversed during evaluation. The total point of the scale may change between 17 and 85; the higher point means stronger belief in self-efficacy. The values of the items vary between .43 and .70. Cronbach alpha measure of internal consistency appears to be .80 (Yıldırım and Ilhan, 2010).

Secondly, Organizational Justice Scale which developed by Hoy and Tarter (2004) and adopted into Turkish by Tastan and Yılmaz (2008), was used to measure teachers' perceptions of organizational justice. The scale is unidimensional and has 10 items in 5 option Likert type, graded "Strongly Disagree" (1), "Disagree" (2), "Neutral" (3), "Agree" (4) and "Strongly agree" (5) according to their answer. The high point evaluated from the scale shows the positive perception of organizational justice. The values of the items in organizational justice scale vary between .44 and .89. According to the results of reliability analysis through organizational justice scale, Cronbach Alpha reliability estimation appears to be .92 (Tastan and Yılmaz, 2008).

Thirdly, Perception of Organizational Support Scale, developed by Eisenberger, Hungtington, Hutchison and Sowa (1986), adapted to Turkish by Demir (2015), was used to measure teachers' perceptions of organizational support. The scale has 8 items in 5 option Likert type, and varies between

"strongly disagree" (1) and "strongly agree" (5). Four items are coded in reverse. The values of the items are above .50 and Cronbach Alpha reliability estimation appears to be .80 (Demir, 2014).

Fourthly, Ego-Resiliency Scale, developed by Block and Kremen (1996), adapted to Turkish by Karaırmak (2007), was used to measure teachers' learned resourcefulness. The scale consists 14 items in 4 option Likert type. Options of the scale are "Not at all applicable" (1), "applicable in some cases" (2), "generally applicable" (3) and "applicable at all times" (4). The high point evaluated from the scale shows high level of strength. The variance level is reported to be 47%. Cronbach Alpha estimation in accordance with the items of the scale appears to be .80 (Karaırmak, 2007).

Finally, The Burnout Measure Short Version, developed by Pines (2005) and adapted to Turkish by Tümkaya, Çam and Çavuşoğlu (2009) was used to measure teachers' burnout. This scale consists of 10 items; each answered between 1 (None) and 7 (Always). Burnout level is determined by taking arithmetic mean of answers to 10 items of the scale. If the final result is 2.4 or under, the burnout level is low; between 2.5 and 3.4 shows there is the danger of burnout; between 3.5 and 4.4 shows the presence of burnout; 4.5 and 5.4 shows the presence of burnout is on a serious level; 5.5 and above points to ask for professional help as soon as possible. The values of the items vary between .54 and .87. Cronbach alpha measure of internal consistency appears to be .91 (Çavuşoğlu, 2009).

Analysis of the Data

Collection of the data was done under the observation of the researcher. the Average of total points teachers' received from "self-efficacy beliefs", "perceptions of organizational justice, "perceptions of organizational support", "learned resourcefulness" and "burnout" are analysed under demographic variants (Teachers; professional experience, school type, number of students, students socio-economic levels). First step in analysis was to check the availability of the variants under normal distribution. Since the variants do not fit into normal distribution, two-level demographic variants analysed through Mann-Whitney U test and more than two-level variants analysed through Kruskal-Wallis H test. Finally, the relationship between the "self-efficacy beliefs", "perceptions of organizational justice", "perceptions of organizational support", "learned resourcefulness" and "burnout" scales points were analysed by Spearman's rank correlation coefficient.

Results

In this part of the research, preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support, learned resourcefulness and burnout average of points are examined according to three general research questions. Examination of research question 1.a. "Is

there any meaningful difference according to professional experience level?" is presented with Table 4.

Table 4. *Kruskal Wallis H-Test Results of Preschool Teachers' Self-Efficacy Beliefs, Perceptions of Organizational Justice, Perceptions Support, Learned Resourcefulness and Burnout Points according to Professional Experience Level*

Variables	Experience Level	F	Mean Rank	df	x^2	p
Self-Efficacy Beliefs	10 years and under	124	88.50	2	.964	.618
	11-20	31	89.97			
	21 years and over	19	76.92			
Perception of Organizational Justice	10 years and under	124	91.10	2	3.060	.216
	11-20	31	73.47			
	21 years and over	19	86.89			
Perception of Organizational Support	10 years and under	124	91.94	2	3.502	.174
	11-20	31	74.55			
	21 years and over	19	79.66			
Learned Resourcefulness	10 years and under	124	81.84	2	6.614	*.037
	11-20	31	107.50			
	21 years and over	19	91.82			
Burnout	10 years and under	124	87.85	2	2.789	.248
	11-20	31	95.89			
	21 years and over	19	71.50			

*p<.05

As Table 4 is examined, preschool teachers' self-efficacy beliefs (x^2=.964, df=2, p>.05), perceptions of organizational justice (x^2=3.060, df=2, p>.05), perceptions of organizational support (x^2=3.502, df=2, p>.05) and burnout (x^2=2.789, df=2, p>.05) average of points *doesn't make a meaningful difference* according to professional experience level. *But preschool teachers'* learned resourcefulness (x^2=6.614, df=2, p<.05) average of points make *meaningful difference* according to *professional* experience level. As mean ranks are examined, preschool teachers who are between 11-20 years of professional experience level have highest learned resourcefulness (107.50). This is being followed by 21 years and over (91.82) and 10 years and under (81.84). Preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support, learned resourcefulness and

burnout average of points are examined according to school type. Examination of research question 1.b. "Is there any meaningful difference according to school type?" is presented with Table 5.

Table 5. *Mann Whitney U-Test results of Preschool Teachers' Self-Efficacy Beliefs, Perceptions of Organizational Justice, Perceptions of Organizational Support, Learned Resourcefulness and Burnout according to School Type*

Variables	Group	F	Mean Rank	U	p
Self-efficacy beliefs	Primary	86	80.42	3175.000	.066
	Preschool	88	94.42		
Perception of Organizational Justice	Primary	86	76.38	2827.500	*.004
	Preschool	88	98.37		
Perception of Organizational Support	Primary	86	76.88	2871.000	*.006
	Preschool	88	97.88		
Learned Resourcefulness	Primary	86	82.18	3326.500	.168
	Preschool	88	92.70		
Burnout	Primary	86	86.58	3705.000	.812
	Preschool	88	88.40		

*p<.05

As Table 5 is examined, preschool teachers' self-efficacy beliefs (U=3175.00, p>.05), learned resourcefulness (U=3326.50, p>.05) and burnout (U=3705.00, p>.05) average of points doesn't make a meaningful difference according to school type. But preschool teachers working at preschools have higher points of perceptions of organizational justice (U=2827.50, p<.005) and perceptions of organizational support (U=2871.00, p<.05), compared to preschool teachers working at kindergarten belong to primary schools. Preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support, learned resourcefulness and burnout average of points are examined according to number of students. Examination of research question 1.c "Is there any meaningful difference according to number of students?" is presented with Table 6.

Table 6. *Kruskal Wallis H-Test results of Preschool Teachers' Self-Efficacy Beliefs, Perceptions of Organizational Justice, Perceptions of Organizational Support, Learned Resourcefulness and Burnout According to Number of Students*

Variables	Number of Students	F	Mean Rank	df	x^2	p
Self-Efficacy Beliefs	10 and under	10	67.65	2	1.659	.436
	11-20	127	88.90			
	21-30	37	88.07			
Perception of Organizational Justice	10 and under	10	82.45	2	.263	.877
	11-20	127	86.97			
	21-30	37	90.68			
Perception of Organizational Support	10 and under	10	88.90	2	1.009	.604
	11-20	127	85.30			
	21-30	37	94.68			
Learned Resourcefulness	10 and under	10	44.80	2	8.668	*.013
	11-20	127	92.24			
	21-30	37	82.76			
Burnout	10 and under	10	88.80	2	.031	.984
	11-20	127	87.09			
	21-30	37	88.55			

*$p < 0.05$

As Table 6 is examined, preschool teachers' self-efficacy (x^2=1.659, df=2, p>.05), perceptions of organizational justice (x^2=.263, df=2, p>.05), perceptions of organizational support (x^2=1.009, df=2, p>.05) and burnout (x^2=.031, df=2, p>.05) average of points doesn't make a meaningful difference according to number of students. But preschool teachers' learned resourcefulness (x^2=8.668, df=2, p<.05) average of points make meaningful difference according to preschool teachers' number of students in their classes. As mean ranks are examined, preschool teachers who have between 11-20 students in their classes have highest learned resourcefulness. This is being followed by teachers who have between 21 to 30 students and 10 students and under in their classes. Preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support, learned resourcefulness and burnout average of points are examined according to students' socio-economic level. Examination of research question 1.d. "Is there any meaningful difference according to socio-economic level of students?" is presented with Table 7.

Table 7. *Kruskal Wallis H-Test results of preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support, learned resourcefulness and burnout according to socio-economic level of students*

Variables	Socio-Economic Level	F	Mean Rank	df	x^2	p
Self-Efficacy Beliefs	Low	22	73.36	2	2.523	.283
	Medium	143	88.80			
	High	9	101.44			
Perception of Organizational Justice	Low	22	71.09	2	5.665	.059
	Medium	143	88.11			
	High	9	117.89			
Perception of Organizational Support	Low	22	63.43	2	7.724	*.021
	Medium	143	89.57			
	High	9	113.50			
Learned Resourcefulness	Low	22	74.43	2	5.917	.052
	Medium	143	91.49			
	High	9	56.00			
Burnout	Low	22	101.20	2	3.884	.143
	Medium	143	84.06			
	High	9	108.61			

*p< .05

As Table 7 is examined, preschool teachers' self-efficacy (x^2=2.523, df=2, p>.05), perceptions of organizational justice (x^2=5.665, df=2, p>.05), learned resourcefulness (x^2=5.917, df=2, p>.05) and burnout (x^2=3.884, df=2, p>.05) average of points doesn't make a meaningful difference according to students' socio-economic level. But preschool teachers' perceptions of organizational support (x^2=7.724, df=2, p<.05) average of points make meaningful difference according to what teachers perceive about socio-economic level of students in their classes. As mean ranks are examined, preschool teachers who have students high socio-economic level (113.50), have highest perceptions of organizational support. This is being followed by medium socio-economic level (89.57) and low socio-economic level (63.43). Preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support and learned resourcefulness average of points are examined according to burnout levels. Examination of research question 2. "Do burnout levels make significant difference to preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support and learned resourcefulness?" is presented with Table 8.

Table 8. *Kruskal Wallis H-Test Results of Preschool Teachers' Self-Efficacy Beliefs, Perceptions of Organizational Justice, Perceptions of Organizational Support, Learned Resourcefulness according to Burnout Levels*

Variables	Burnout Levels	F	Mean Rank	df	x^2	p
Self-Efficacy Beliefs	Low Burnout	121	95.30	3	10.330	*.016
	Burnout Danger	38	69.63			
	In Burnout State	11	76.82			
	Serious Burnout Danger	4	50.75			
Perception Of Organizational Justice	Low Burnout	121	89.74	3	2.615	.455
	Burnout Danger	38	77.32			
	In Burnout State	11	89.91			
	Serious Burnout Danger	4	109.75			
Perception Of Organizational Support	Low Burnout	121	91.58	3	4.343	.227
	Burnout Danger	38	77.50			
	In Burnout State	11	90.05			
	Serious Burnout Danger	4	52.00			
Learned Resourcefulness	Low Burnout	121	94.49	3	7.949	*.047
	Burnout Danger	38	71.91			
	In Burnout State	11	74.73			
	Serious Burnout Danger	4	59.38			

*p< .05

As Table 8 is examined, preschool teachers' self-efficacy belief average of points (x^2=10.330, df=3, p<.05) make significant difference according to burnout levels. Mean ranks shows that preschool teachers who have lowest burnout (95.30), have highest self-efficacy belief. This is being followed by burnout state (76.82), burnout danger (69.63), and in serious burnout danger (50.75). As Table 8 is analysed, preschool teachers learned-resourcefulness points (x^2=7.949, df=3, p<.05) make significant difference according to burnout levels. Mean ranks show that teachers who have the lowest burnout (94.49), have highest learned-resourcefulness. This is being followed by the state of burnout (74.73), burnout danger (71.91) and serious danger of burnout (59.38). But preschool teachers' perceptions of organizational justice (x^2=2.615, df=3, p>.05) and perceptions of organizational support (x^2=4.343, df=3, p>.05.) doesn't make significant difference according to burnout levels. The last research question 3 is examined as "Is there any relationship between preschool teachers' self-efficacy beliefs, perceptions of organizational justice and support, learned-resourcefulness and burnout?" and it states in Table 9.

Table 9. *The Relationship of Preschool Teachers' Self-Efficacy Belief, Perceptions of Organizational Justice, Perceptions of Organizational Support, Learned-Resourcefulness and Burnout*

Scales	Self-Efficacy Belief	Perception of Organizational Justice	Perception of Organizational Support	Learned-Resourcefulness	Burnout
Self-Efficacy Belief	1.00				
Perception of Organizational Justice	.078	1.00			
Perception of Organizational Support	.245[**]	.633[**]	1.00		
Learned-Resourcefulness	.488[**]	.159[*]	.291[**]	1.00	
Burnout	-.226[**]	-.076	-.116	-.277[**]	1.00

*p< .05, **p< .01

Low level positive aspect significant relation in preschool teachers' perceptions of organizational support and self-efficacy belief point is seen from Table 9 (r=.245, p< .01). These results means, increase in preschool teachers' perceptions of organizational support causes to increase in self-efficacy belief. Mid-level positive aspect significant relation has been observed between perceptions of organizational justice and perceptions of organizational support points (r=.633, p< .01). These shows that increase in preschool teacher's perceptions of organizational support leads to increase in perceptions of organizational justice. Mid-level positive aspect significant relation is found between learned-resourcefulness and self-efficacy belief points (r=.488, p< .01). Means increase of learned-resourcefulness led by increase of preschool teacher's self-efficacy belief. Low-level positive aspect significant relation is observed between learned-resourcefulness and perceptions of organizational justice points (r=.159, p< .05). These results means, increase in preschool teacher's perceptions of organizational justice causes to increase in learned-resourcefulness. Low-level positive aspect significant relation is observed between learned-resourcefulness and perceptions of organizational support points (r=.291, p< .01). These show that increase in preschool teacher's perceptions of organizational support leads to increase in learned-resourcefulness. Low level negative aspect significant relation is noticed between burnout and self-efficacy belief (r=-.226, p< .01). Means decrease of burnout led by increase of preschool teacher's self-efficacy belief. Low-level negative aspect significant relation is noticed between burnout and learned-resourcefulness points (r=-.277, p< .01). That means increase in preschool teachers learned-resourcefulness leads to burnout decrease.

Discussion

In this part, findings of research discussed in the framework of preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support, learned resourcefulness and burnout according to situation of demographic variables. Demographic variables are defined as professional experience, number of students, socio-economic level of students and school type. After the first step, discussion continued with preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support, learned resourcefulness according to burnout levels. And lastly, relationship of preschool teachers' self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support, learned resourcefulness and burnout discussed.

Demographic variables don't make meaningful difference on self-efficacy beliefs. In contrast to our research, Watters and Ginns (1995) showed that professional experience could affect teachers' self-efficacy beliefs. Parker and Guarino (2001) found that teachers who haven't got any teaching experience have higher self-efficacy belief. A direct study wasn't found for other demographic variables. If continued to examining three of demographic variables didn't make meaningful difference on perception of organizational justice. But school type makes meaningful difference according to perception of organizational justice in favour of preschool teachers who work at preschool. Because of separating schools as kindergarten belong to primary schools and preschools is unique to Turkey there isn't any research which support this result. At the same time, there isn't any research which support the following result. The following result is that two of demographic variables don't make meaningful difference on perception of organizational support. But socioeconomic level of students and school type make meaningful difference on perception of organizational support. The difference of socioeconomic level of students is in favour of high level and difference of school type is in favour of preschool teachers who work at preschool.

In this research, professional experience and number of students make meaningful difference on learned resourcefulness. The difference of professional experience is in favour of 10-20 years and difference of number of students is in favour of 11-20 students. But socioeconomic level of students and school type don't make meaningful difference on learned resourcefulness. Teachers who have between 11-20 professional experience years and 11-20 students feel stronger and dominating their professionalism. Usually, teachers start working their job age of twenty. The first ten years of teachership passes learning job as practically and provisioning process of job dominating. In this process, teacher experience true or false owing to lived experiences. At the end of the ten years, teacher who is self-confident and experienced, has higher learned resourcefulness. In this research, this age of group refers equivalent to 31-41 ages. These years corresponds to first years of Eriksons' stage of generativity vs stagnation. After age of forty, some of biological and psychological changes affect negatively individuals in this period of human life

(Lachman, 2004). As mentioned in the literature one of these negative affects is burnout (Pines, 2000, 2002). But demographic variables don't make meaningful difference on burnout. Because self-efficacy beliefs and learned resourcefulness make significant difference according to burnout levels. Preschool teachers who have lowest burnout, have highest self-efficacy belief. And at the same time preschool teachers who have lowest burnout, have highest learned resourcefulness. Perception of organizational justice and perception of organizational support don't make significant difference according to burnout levels.

When relationship of all variables examined, mid-level positive aspect significant relation is found between learned-resourcefulness and self-efficacy belief points. At the same time, mid-level positive aspect significant relation has been observed between perception of organizational justice and perception of organizational support points. In another research, Moorman, Blakely and Niehoff (1998), found that individuals' perception of organizational support could affect procedural justice. In the present research, preschool teachers' perceptions of organizational support and self-efficacy belief points have low level positive aspect significant relation. In addition, low-level positive aspect significant relation is observed between perceptions of organizational support and learned-resourcefulness points. And also, low-level positive aspect significant relation is observed between learned resourcefulness and perceptions of organizational justice points. It could be seen from the passage, increase of preschool teachers' self-efficacy beliefs, perceptions of organizational justice and perceptions of organizational support lead to increase in learned resourcefulness. In contrast to previous points, low-level negative aspect significant relation is noticed between burnout and learned resourcefulness points. In a similar way, Cilliers (2003) found that when learned resourcefulness increase burnout decrease. In addition, this, low level negative aspect significant relation is noticed between burnout and self-efficacy belief. Brouwers and Tomic (2000), reached to the same result. In their research, it was determined that increase in self-efficacy belief cause to decrease of burnout level.

Conclusions

Preschool teachers face many difficulties in their working life. Even though working environment may be difficult, teachers' own coping skills may enable themselves to decrease the negative effects of that work place (Jamil, Downer and Pianta, 2012). On the basis of teachers' coping skills, is located in learned resourcefulness. Learned resourcefulness is effected by personal and organizational sources such as belief in self-efficacy, perceptions of organizational justice, perceptions of organizational support and burnout. As a result of this research, preschool teachers';

- Perceptions of organizational justice increase when perceptions of organizational support increase.
- Learned resourcefulness increases when they develop their belief in self-efficacy
- Learned resourcefulness increases when perceptions of organizational justice increase
- Learned resourcefulness increases when perceptions of organizational support increase
- Level of burnout decreases when self-efficacy belief increase
- Level of burnout decreases when learned resourcefulness increase

When preschool teachers' level of burnout is examined to self-efficacy beliefs, perceptions of organizational justice, perceptions of organizational support and learned resourcefulness; it is confirmed that the teachers with high level of self-efficacy belief and learned resourcefulness suffer a low level of burnout.

These significant differences which was found, show that if the teachers' self-efficacy beliefs and learned resourcefulness are supported, they will suffer less burnout. In order to eliminate the risk of burnout, preschool teachers must be offered opportunity for progress and changes must be made in occupational regulations, which will allow teachers to improve themselves. When professional experience is taken into consideration, it is determined that preschool teachers who have 11-20 years of professional experience have highest learned resourcefulness. As a result of the research, teachers with the highest level learned resourcefulness have between 11-20 students in their classes. Therefore, the number of students must be limited between 11 and 20. Also, preschool teachers who have highest socio-economic level of students have highest perceptions of organizational support. This shows that the involvement of the families is important for teachers to provide quality education.

Preschool teachers should be supported and should be treated fairly by their organizations to them. In preschool, preschool teachers have higher perception of organizational justice and perception of organizational support. It has been determined that the preschool teachers working in kindergarten belong to primary schools are not able to see the organizational justice and support adequately. This difference from preschools stems from the fact that the same branch teachers can understand each other's professional problems. In an organization formed by teachers who teach in different branches, the problems of the preschool teacher cannot be understood sufficiently, which can cause the preschool teachers working in kindergarten belong to primary school to not see enough organizational justice and support in the professional difficulties they face.

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