

SOCIAL COMPARISONS OF IN-SERVICE TEACHERS AND THEIR EFFECTS ON ADJUSTMENT AND EMOTIONS

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Abstract

The purpose of this study was to explore the impact of social comparisons on teachers' adjustment (adjustment indicators: job satisfaction, teachers' sense of efficacy, intentions to quit, and burnout) and emotions. The study explored the differences in teachers' uses of social comparisons, adjustment and emotions according to region, age, years of teaching experiences, and designations and the effects of each type of social comparisons on teachers' adjustment and emotions were also studied. A total of 757 teachers (370 teachers from Yangon Region and 387 teachers from Kayin State) were chosen as a sample. Self-regulation strategy questionnaire composed of three subscales, each with two items; 5 items Teacher Satisfaction Survey; Teachers' Sense of Efficacy Scale that involved 24 items; Occupational Commitment Scale with 3 items; Maslach Burnout Inventory with three subscales with 22 items; and Teacher Emotions Scale with three subscales that consisted of 12 items were used as instruments for the study. According to this study, there were significant difference in teachers' sense of efficacy, personal accomplishment, and anxiety by region. Teachers from Yangon Region were higher in teachers' positive adjustment and less in anxiety than teachers from Kayin State. The results of ANOVA revealed that teachers with greater teaching experiences could make more adjustment and had more positive emotions than fewer teaching experienced teachers. In addition, senior teachers were found with greater intentions to quit and burnout and with less job satisfaction and teachers' sense of efficacy than primary teachers. Senior teachers' depersonalization and anger were higher and their personal accomplishment was lower than other teachers. Upward social comparison was explored to provide teachers' positive adjustment and positive emotions though horizontal social comparison was related with teachers' negative adjustment and negative emotions. Downward social comparison was found no relation with teachers' adjustment and emotions.

Keywords: Social Comparisons, In-service Teachers, Adjustment, Emotions

Introduction

Social comparisons serve as a motivational strategy to make adjustment on individual's awful emotions. Festinger(1954) defined it as a process used by an individual to deliberately select social information in order to judge his/her opinions and abilities but also to reduce his/her uncertainty with regard to his/her own worth. In order to satisfy this need, one can compare oneself to targets that are relatively similar to oneself (i.e. horizontal comparison), or to targets who are slightly better (i.e. upward comparison) or worse than oneself (i.e. downward comparison). Thus, social comparisons are typically portrayed as strategic processes, which are executed to satisfy certain motives or goals (Taylor et al., 1996). Specifically, social comparison is mostly understood as a process which is engaged to fulfill fundamental needs such as self-evaluation, self-enhancement, and self-improvement (Kruglanski & Mayseless, 1990; Suls, Martin, & Wheeler, 2002; Wood & Taylor, 1991).

Purpose of the Study

The purpose of the study is to examine how three forms of social comparison affect on measures of burnout, job satisfaction, and sense of efficacy, intentions to quit, and emotions of in-service teachers.

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Research Questions

1. Are there differences in three forms of social comparisons of in-service teachers by region, years of teaching experiences, age, and designation?
2. Are there differences in job satisfaction, sense of efficacy, intentions to quit, burnout, and emotions of in-service teachers by region, years of teaching experiences, age, and designation?
3. Are there correlation between in-service teachers' social comparisons, adjustment, and emotions?
4. Are there the effects of downward social comparison of in-service teachers on their adjustment and emotions?
5. Are there the effects of horizontal social comparison of in-service teachers on their adjustment and emotions?
6. Are there the effects of upward social comparison of in-service teachers on their adjustment and emotions?

Definitions of Key Terms

Social Comparison: According to Festinger (1954), human beings have the drive to assess their opinions and to know more about their abilities and when they are incapable of evaluating their opinions and abilities; they tend to compare themselves with others. This is called social comparison.

In-service Teachers: Teachers who are currently employed in the school setting and currently teaching.

Adjustment: Adjustment has been considered as an index to integration; a harmonious behavior of the individual by which other individuals of the society recognize the person as well adjusted (Pathak, 1990).

Emotions: Emotions are all those feelings that so change men as to affect their judgments, and that are also attended by pain or pleasure. Such are anger, pity, fear and the like, with their opposites (Aristotle, 384-322BCE).

Review of Related Literature

Teachers' Emotions

About 40% to 50% of working time of teachers is spent in the classroom (OECD, 2011) and therefore if we say that emotions of teachers mean that emotions occur while teaching. The emotions teachers experience is extremely dependent on students' engagement and performance (Frenzel, 2009). Teachers are to experience anger or frustration when their students misbehave in the classroom and these behaviors destroyed their teaching plans (Sutton, 2007). The three most commonly experienced types of emotions by teachers are enjoyment, anger and anxiety (Scherer et al, 2004). Experiencing enjoyment is more common in teachers rather than anger and anxiety (Frenzel, & Gotz, 2007).

Job Satisfaction

Job satisfaction has been defined as a pleasurable emotional state of the appraisal of one's job; an effective reaction and an attitude towards one's job (Weiss, H.M. 2002). In educational

settings, job satisfaction among teachers is offering a sense and feeling of accomplishment, interest and challenge (Howard & Frink, 1996). If the teacher has positive feelings towards job, his job satisfaction level will be high and if he has negative feelings towards job, job satisfaction level will be low.

Burnout

Originally, burnout was defined as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981). Emotional exhaustion exists when teachers are unable to physically and emotionally provide for students due to overwhelming feelings of fatigue and stress (Byrne, 1991). Once it occurs, it can decrease individual enthusiasm. Consequently, high levels of emotional exhaustion lead to a withdrawal from people around them in work. Such withdrawal ends with depersonalized reactions to people and toward the job. Depersonalization is the condition in which teachers develop negative and cynical attitudes towards their work situation, including interactions with students, parents, and colleagues (Burke et al., 1996). The development of burnout occurs within those two processes (Demerouti et al., 2001). Because of withdrawal from working conditions, it will also decrease work effort and results in the third component, reduced personal accomplishment.

Intentions to Quit

Intention to leave is defined as individuals' perceived likelihood that they will be staying or leaving the working organization (Bigliardi, Petroni & Ivo Dormio, 2005). It is not the actual action of quitting, but the wanting and desires to do commitment that may contribute to quitting (Klassen & Chiu, 2011).

Self-efficacy

Self-efficacy is defined as people's beliefs about their capacities to produce designated levels of performance and exercise influence over events that affect their lives (Bandura, 1994). Bandura said that self-efficacy is one of the most important predictors of human motivations. According to him, self-efficacy is one's belief about the ability to perform a task.

Self-regulatory Mechanisms

Self-regulation of motivation and sociocognitive functioning is determined by several self-regulatory mechanisms (Bandura, 1986, 1988). Social comparisons, one of the self-regulatory mechanisms, play a role in self-appraisal capabilities (Festinger, 1954; Goethals & Darley, 1977; Suls & Miller, 1977).

Social Comparisons

In Festinger (1954) original theory, he postulated that people need to maintain the accurate and stable view of them. For this purpose, people find information about their capabilities. If objective standards for this information are not available, people make social comparisons with others. Some people make social comparison even if objective standards are available (Klein, 1997). This is called self-evaluation, one of the main motives for social comparisons. Sometimes, when people do not accurately evaluate themselves, they try to create and maintain self-image. This is called self-enhancement in which people make comparisons with the ones who are worse than they do. The third need of social comparisons is self-improvement. Self-improvement is made by information of others who are better than ones' own abilities. Therefore, social comparison is the process which is to fulfill the needs such as self-

evaluation, self-enhancement, and self-improvement (Kruglanski & Mayseless, 1990; Suls, Martin, & Wheeler, 2002; Wood & Taylor, 1991).

Method

Sample of the Study

Participants for this study included 757 in-service teachers from the schools in districts of Yangon Region and Kayin State. This sample included 370 teachers from Yangon Region and 387 teachers from Kayin State, 246 primary teachers, 306 junior teachers, and 205 senior teachers.

Instrumentation

To explore the effects of social comparisons on in-service teachers' adjustment and emotions, six types of questionnaires were used. First, six-item Social Comparison Scale ($\alpha=0.78$) was used to determine social comparisons of teachers and it was adapted from a self-regulation strategy questionnaire by Heckhausen and colleagues (Optimization of Primary and Secondary Control, OPS; Haase et al., 2008). Second, job satisfaction was scored by using five-item scale by Moe et al. (2010) ($\alpha=0.756$). Third, teachers' sense of efficacy was determined using Teachers' Sense of Efficacy Scale Survey (Ohio State Teacher Efficacy Scale) developed by Megan Tschannen-Moran and Mary Anita Woolfolk Hoy in 2001 ($\alpha=0.926$). Fourth, a three-item Occupational Commitment scale by Hackett et al. (2001) ($\alpha=0.894$) was used to measure teachers' intention to quit. Fifth, teachers' burnout was determined by using 22-item scale from the Maslach Burnout Inventory (MBI; Maslach, Jackson, & Leiter, 1986) ($\alpha=0.789$). Sixth, a 12-item Teacher Emotions Scale (TES, Frenzel et al., 2009) ($\alpha=0.713$) was used to score teachers' emotions related to instructional activities.

Data Analysis and Results

To find out the differences in three types of social comparisons, adjustment indicators, and emotions of in-service teachers by region, descriptive statistics and independent sample *t* test were made.

Table 1 Descriptive Statistics and Results of Independent Sample *t* Test for In-service Teachers' Adjustment Indicators by Region

Adjustment Indicators	Region	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Job Satisfaction	Yangon	370	14.96	2.04	1.285	755	.199
	Kayin	387	14.77	2.01			
Teachers' Sense of efficacy	Yangon	370	91.63	10.57	2.782**	755	.006
	Kayin	387	89.47	10.78			
Intentions to Quit	Yangon	370	7.21	3.38	.495	755	.620
	Kayin	387	7.09	3.15			
Burnout	Yangon	370	29.26	17.45	-1.211	755	.226
	Kayin	387	30.69	15.00			

Note: ** $p < 0.01$

Only in-service teachers' sense of efficacy was significant between Yangon Region and Kayin State. Teachers from Yangon Region had more sense of efficacy than teachers from Kayin State.

Table 2 Descriptive Statistics and Results of Independent Sample *t* test for In-service Teachers' Burnout by Region

Burnout	Region	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Emotional Exhaustion	Yangon	370	16.81	10.32	.844	755	.399
	Kayin	387	16.22	8.87			
Burnout	Region	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Personal Accomplishment	Yangon	370	38.94	8.08	4.115* **	755	.000
	Kayin	387	36.37	9.03			
Depersonalization	Yangon	370	3.38	5.29	.449	755	.654
	Kayin	387	3.22	4.19			

Note: ****p*<0.001

According to the results of *t* test, teachers' personal accomplishment was significantly different by region at 0.001 level.

Table 3 Descriptive Statistics and Results of Independent Sample *t* Test for In-service Teachers' Emotions by Region

Teachers' Emotions	Region	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Enjoyment	Yangon	370	13.22	1.85	1.915	755	.056
	Kayin	387	12.97	1.69			
Anxiety	Yangon	370	7.97	2.22	-2.725**	755	.007
	Kayin	387	8.38	1.88			
Anger	Yangon	370	9.13	2.21	.138	755	.891
	Kayin	387	9.11	2.03			
Teachers' Emotions Total	Yangon	370	30.32	4.07	-.506	755	.613
	Kayin	387	30.48	3.44			

Note: ***p*<0.01

According to the results of *t* test, there was significant difference in anxiety of teachers by region at 0.01 level.

One-way analysis of variance was calculated to find out the differences in types of social comparisons, adjustment indicators, and emotions of in-service teachers among different years group of teaching, age, and designation.

Table 4 Descriptive Statistics and ANOVA Results for Adjustment Indicators of In-service Teachers by Years of Teaching and Their Levels of Significance

Adjustment Indicators	Years of Teaching	N	Mean	SD	F	p
Job Satisfaction	1-10	187	14.99	1.99	3.181	.023
	11-20	231	14.62	1.99		
	21-30	193	14.74	2.16		
	31-40	146	15.23	1.91		
Teachers' sense of efficacy	1-10	187	90.71	10.69	.891	.445
	11-20	231	89.85	10.99		
	21-30	193	90.30	10.97		
	31-40	146	91.65	10.01		
Intentions to Quit	1-10	187	7.16	3.10	3.593	.013
	11-20	231	7.67	3.43		
	21-30	193	6.66	3.07		
	31-40	146	6.95	3.35		
Burnout	1-10	187	29.44	15.04	1.913	.126
	11-20	231	32.05	17.37		
	21-30	193	29.27	16.25		
	31-40	146	28.39	15.76		

According to Table 4, there were significant differences in the mean scores of teachers' job satisfaction and intentions to quit according to years of teaching. To look at the differences in detail, Post hoc with Tukey method and the results were shown in Table 5.

Table 5 Results of Post Hoc Test of Adjustment Indicators by Years of Teaching

Adjustment Indicators	(I)Years of Teaching	(J)Years of Teaching	Mean Difference (I-J)	p
Job Satisfaction	11-20	31-40	-.603*	.025
Intentions to Quit	11-20	21-30	1.003**	.009

Note: *p<0.05, **p<0.01

According to Table 5, from 11 to 20 years of teaching was different significantly different at 0.05 level with 31 to 40 years of teaching in job satisfaction and for intentions to quit, the mean score of that 11-20 years of teaching was much more higher than 21-30 years of teaching group and different at 0.05 and 0.01 level for each one. It could be concluded that teachers who were with lesser teaching experiences were higher in intentions to quit and lower in job satisfaction.

Table 6 Descriptive Statistics and ANOVA Results for In-service Teachers’ Emotions by Years of Teaching and Their Levels of Significance

Teachers’ Emotions	Years of Teaching	N	Mean	SD	F	p
Enjoyment	1-10	187	13.02	1.83	6.127	.000
	11-20	231	12.83	1.61		
	21-30	193	13.08	1.82		
	31-40	146	13.62	1.80		
Anxiety	1-10	187	8.24	1.90	3.189	.023
	11-20	231	8.41	2.15		
	21-30	193	8.18	1.99		
	31-40	146	7.75	2.17		
Anger	1-10	187	9.01	2.05	3.287	.020
	11-20	231	9.45	2.06		
	21-30	193	9.09	2.30		
	31-40	146	8.78	1.98		
Teachers’ Emotions Total	1-10	187	30.27	3.30	.767	.513
	11-20	231	30.69	3.75		
	21-30	193	30.35	4.28		
	31-40	146	30.14	3.61		

According to Table 6, there were significant differences in teachers’ enjoyment, anxiety, and anger according to years of teaching. To explore the differences specifically, post hoc test with Tukey method was used and the results were presented in Table 7.

Table 7 Results of Post Hoc Test of Teachers’ Emotions by Years of Teaching

Teachers’ Emotions	(I)Years of Teaching	(J)Years of Teaching	Mean Difference (I-J)	p
Enjoyment	31-40	1-10	.595*	.012
		11-20	.785***	.000
		21-30	.539*	.027
Anxiety	31-40	11-20	-.665*	.012
Anger	31-40	11-20	-.665*	.015

Note: *p<0.05, ***p<0.001

According to the results of Table 7, for enjoyment, 31-40 years of teaching group was significantly different with 11-20 years of teaching group at 0.001 level, and significant with (1-10) years of teaching group at 0.05 level and slightly different with (21-30) group at 0.05 level. The mean score of 11-20 groups was higher than 31-40 years of teaching group in both anxiety and anger and significant at 0.05 level. It could be concluded that the most experienced teachers were the happier groups in teaching profession with less anxiety and anger.

Table 8 Descriptive Statistics and ANOVA Results for Adjustment Indicators of In-service Teachers by Age and Their Levels of Significance

Adjustment Indicators	Age	N	Mean	SD	F	p
Job Satisfaction	21-30	158	15.15	2.11	4.756	.033
	31-40	239	14.48	1.95		
	41-50	134	14.86	2.00		
	51-60	226	15.06	2.02		
Teachers' Sense of efficacy	21-30	158	90.66	10.55	1.699	.166
	31-40	239	89.28	11.41		
	41-50	134	91.40	10.31		
	51-60	226	91.22	10.27		
Intentions to Quit	21-30	158	7.30	3.31	1.714	.163
	31-40	239	7.45	3.32		
	41-50	134	6.77	3.16		
	51-60	226	6.94	3.21		
Burnout	21-30	158	31.68	16.83	2.137	.094
	31-40	239	30.92	16.71		
	41-50	134	29.96	15.61		
	51-60	226	27.86	15.59		

According to Table 8, there was significant difference in teachers' job satisfaction according to teachers' age. Post hoc test with Tukey method was carried out to find out the differences in job satisfaction of teachers among different age group. Table 9 presented the results.

Table 9 Results of Post Hoc Test of Adjustment Indicators by Age

Adjustment Indicators	(I)Age	(J)Age	Mean Difference (I-J)	p
Job Satisfaction	31-40	21-30	-.675**	.006
		51-60	-.585*	.010

Note: * $p < 0.05$, ** $p < 0.01$

According to the results of Table 9, teachers' job satisfaction of age group (31-40) was significant with the age groups of (21-30) and (51-60) at 0.01 and 0.05 level respectively. It could be said that the middle-aged teachers were the least satisfied with their work though the youngest and the oldest teachers were the most satisfied with their work.

Table 10 Descriptive Statistics and ANOVA Results for In-service Teachers' Emotions by Age and Their Levels of Significance

Teachers' Emotions	Age	N	Mean	SD	F	p
Enjoyment	21-30	158	13.15	1.85	4.659	.003
	31-40	239	12.75	1.62		
	41-50	134	13.31	1.63		
	51-60	226	13.29	1.92		
Anxiety	21-30	158	8.34	2.04	3.581	.014
	31-40	239	8.45	2.06		
	41-50	134	8.05	1.88		
	51-60	226	7.87	2.15		

Teachers' Emotions	Age	N	Mean	SD	F	p
Anger	21-30	158	9.15	2.11	2.213	.085
	31-40	239	9.38	2.10		
	41-50	134	8.90	2.10		
	51-60	226	8.95	2.13		
Teachers' Emotions Total	21-30	158	30.64	3.66	.917	.432
	31-40	239	30.58	3.60		
	41-50	134	30.25	3.50		
	51-60	226	30.11	4.13		

According to Table 10, there were significance differences in teachers' enjoyment and anxiety according to teachers' age. To find out the differences in detail, post hoc with Tukey method was carried out and the results were shown in the Table 11.

Table 11 Results of Post Hoc Test of Teachers' Emotions by Age

Teachers' Emotions	(I)Age	(J)Age	Mean Difference (I-J)	p
Enjoyment	31-40	41-50	-.557*	.018
		51-60	-.539**	.006
Anxiety	31-40	51-60	.580*	.013

Note: *p<0.05, **p<0.01

According to Table 11, the mean scores of (31-40) age group were lower than that of (41-50) and (51-60) age groups and significant at 0.05 and 0.01 level for emotion of enjoyment. For anxiety, (31-40) age group' mean score was higher than that of 51-60 age group and significant at 0.05 level. It could be concluded that the oldest teachers enjoyed their work the most with the least anxiety.

Table 12 Descriptive Statistics and ANOVA Results for In-service Teachers' Social Comparisons by Designation and Their Levels of Significance

Social Comparisons	Designation	N	Mean	SD	F	P
Horizontal Social Comparison	PAT	246	5.66	1.26	.328	.721
	JAT	306	5.71	.98		
	SAT	205	5.63	1.13		
Upward Social Comparison	PAT	246	6.52	.87	1.871	.155
	JAT	306	6.42	.82		
	SAT	205	6.37	.93		
Downward Social Comparison	PAT	246	5.99	1.07	6.129	.002
	JAT	306	5.90	1.04		
	SAT	205	5.65	1.08		
Social Comparisons Total	PAT	246	18.18	2.54	2.872	.057
	JAT	306	18.03	2.21		
	SAT	205	17.65	2.47		

Note: PAT= Primary Assistant Teacher, JAT= Junior Assistant Teacher, SAT= Senior Assistant Teacher

According to Table 12, there was no significant difference in all types of social comparison according to designation. To find out the differences in detail, post hoc with Tukey method was used and the results were shown in Table 13.

Table 13 Results of Post Hoc Test of Social Comparisons by Designation

Social Comparisons	(I)Designation	(J)Designation	Mean Difference (I-J)	<i>p</i>
Downward Social Comparison	SAT	PAT	-.343**	.002
		JAT	-.247*	.028

Note: * $p < 0.05$, ** $p < 0.01$

According to Table 13, the mean score of senior assistant teacher was lower than both primary assistant teacher and junior assistant teacher for downward social comparison and significant at 0.01 and 0.05 level respectively. It could be said that primary assistant teachers and junior assistant teachers were using downward social comparison more than senior assistant teachers.

Table 14 Descriptive Statistics and ANOVA Results for In-service Teachers' Adjustment Indicators of Teachers by Designation and Their Levels of Significance

Adjustment Indicators	Designation	N	Mean	SD	<i>F</i>	<i>p</i>
Job Satisfaction	PAT	246	15.40	2.14	13.306	.000
	JAT	306	14.62	1.91		
	SAT	205	14.58	1.94		
Teachers' Sense of efficacy	PAT	246	92.65	9.78	8.236	.000
	JAT	306	90.03	10.60		
	SAT	205	88.71	11.59		
Intentions to Quit	PAT	246	6.86	3.24	8.764	.000
	JAT	306	6.83	3.15		
	SAT	205	7.95	3.32		
Burnout	PAT	246	27.33	14.88	7.990	.000
	JAT	306	29.85	15.74		
	SAT	205	33.40	17.95		

According to Table 14, there were significant differences in teachers' job satisfaction, sense of efficacy, intentions to quit, and burnout according to designation. To look out the differences specifically, post hoc with Tukey method was used and the results were shown in Table 15.

Table 15 Results of Post Hoc Test of Adjustment Indicators by Designation

Adjustment Indicators	(I)Designation	(J)Designation	Mean Difference (I-J)	<i>p</i>
Job Satisfaction	PAT	JAT	.781***	.000
		SAT	.823***	.000
Teachers' Sense of efficacy	PAT	JAT	2.614*	.012
		SAT	3.939***	.000
Intentions to Quit	SAT	PAT	7.263**	.001
		JAT	7.453***	.000
Burnout	SAT	PAT	4.606***	.000
		JAT	2.691*	.039

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

According to the results of Table 15, the mean score of primary assistant teacher in job satisfaction was higher than junior assistant teacher and senior assistant teacher and significantly different at 0.001 level. For teachers' sense of efficacy, the mean score of primary assistant teacher also was higher than junior assistant teacher and senior assistant teacher and with junior assistant teacher, it was significant at 0.05 level and it was significantly different with senior assistant teacher at 0.001 level. The mean score of senior assistant teacher was higher than primary and junior assistant teacher in the scale of intentions to quit. They were significant with the former at 0.01 level and with the latter is at 0.001 level. In burnout scale, the mean score of senior assistant teacher also was higher than primary assistant teacher and junior assistant teacher. Senior assistant teacher and primary assistant teacher were significant at 0.001 level and with junior assistant teacher, senior assistant teacher was significant at 0.05 level.

Table 16 Descriptive Statistics and ANOVA Results for In-service Teachers' Burnout by Designation and Their Levels of Significance

Burnout	Designation	N	Mean	SD	F	p
Emotional Exhaustion	PAT	246	15.44	8.70	3.705	.025
	JAT	306	16.44	9.45		
	SAT	205	17.90	10.67		
Personal Accomplishment	PAT	246	38.78	8.11	3.312	.037
	JAT	306	37.18	8.84		
	SAT	205	36.91	8.96		
Depersonalization	PAT	246	2.62	3.67	8.681	.000
	JAT	306	3.09	4.20		
	SAT	205	4.42	6.28		

According to Table 16, the mean scores were significantly different in emotional exhaustion, personal accomplishment, and depersonalization according to designation. To view the differences in detail, post hoc test with Tukey method was carried out and the results were shown in Table 17.

Table 17 Results of Post Hoc Test of Burnout by Designation

Burnout	(I)Designation	(J)Designation	Mean Difference (I-J)	p
Emotional Exhaustion	PAT	SAT	-2.459*	.018
		JAT		
Depersonalization	SAT	PAT	1.802***	.000
		JAT	1.331**	.005

Note: *p<0.05, **p<0.01, ***p<0.001

According to Table 17, the mean score of senior assistant teacher was higher than primary assistant teacher and they were significant at 0.05 level in the emotional exhaustion scale. For depersonalization scale, the mean score of senior assistant teacher was higher than both primary and junior assistant teacher. Senior assistant teacher was significant with primary assistant teacher at 0.001 level and with junior assistant teacher, it was significant at 0.01 level.

Table 18 Descriptive Statistics and ANOVA Results for In-service Teachers' Emotions by Designation and Their Levels of Significance

Teachers' Emotions	Designation	N	Mean	SD	F	p
Enjoyment	PAT	246	13.12	1.89	.071	.931
	JAT	306	13.09	1.72		
	SAT	205	13.06	1.72		
Anxiety	PAT	246	8.20	2.00	1.563	.210
	JAT	306	8.04	1.92		
	SAT	205	8.37	2.33		
Anger	PAT	246	8.84	2.05	3.786	.023
	JAT	306	9.17	2.08		
	SAT	205	9.38	2.21		
Teachers' Emotions Total	PAT	246	30.17	3.68	1.778	.170
	JAT	306	30.30	3.42		
	SAT	205	30.80	4.29		

According to Table 18, there was significant difference only in anger according to designation. To explore the differences in detail, post hoc test with Tukey method was carried out and the results were shown in Table 19.

Table 19 Results of Post Hoc Test of Teachers' Emotions by Designation

Teachers' Emotions	(I)Position	(J)Position	Mean Difference (I-J)	p
Anger	PAT	SAT	-.539*	.019

Note: *p<0.05

According to Table 19, the mean score of primary assistant teacher was less than that of senior assistant teacher in subscale of anger. They are significantly different at 0.05 level. It could be said that senior assistant teachers experienced more anger than the other teachers. More emotional exhaustion, depersonalization, and job satisfaction might lead to anger.

Relationship Between In-service Teachers' Social Comparisons and Adjustment Indicators

The following Table 20 presented the correlations between three types of social comparisons and adjustment indicators of In-service teachers.

Table 20 Intercorrelations of In-service Teachers’ Social Comparisons and Adjustment Indicators

VA	HS	US	DS	JS	SE	IQ	EE	PA	DP	BU
HS	-	.294***	.470***	.114**	-.040	.066	.160***	-.087*	.123**	.174***
US		-	.484***	.257***	.134***	-.178***	-.074*	.140***	-.004	-.118**
DS			-	.127***	.099**	-.039	.038	.050	.067	.016
JS				-	.203***	-.293***	-.234***	.176***	-.058	-.236***
SE					-	-.092*	-.180***	.372***	-.110**	-.350***
IQ						-	.452***	-.132***	.362***	.441***
EE							-	.095**	.601***	.813***
PA								-	-.127***	.586***
DP									-	.712***

***Correlation is significant at the 0.001 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Note: VA= Variables, HS= Horizontal Social Comparison, US= Upward Social Comparison, DS= Downward Social Comparison, JS= Job Satisfaction, SE= Teachers’ Sense of Efficacy, IQ= Intentions to Quit, EE= Emotional Exhaustion, PA= Personal Accomplishment, DP= Depersonalization, BU= Burnout

According to Table 20, the teachers’ horizontal social comparison, upward social comparison, and downward social comparison were significantly correlated with job satisfaction. Upward and downward social comparison was significantly correlated with teachers’ sense of efficacy. Upward social comparison was correlated with teachers’ intentions to quit. Horizontal and upward social comparisons were significantly correlated with emotional exhaustion and personal accomplishment which were subscales of burnout. One of the subscales of burnout, depersonalization, was correlated only with horizontal social comparison.

Relationship Between In-service Teachers’ Social Comparisons and Emotions

To find out the correlation between social comparison and emotions of in-service teachers, Pearson product-moment correlation was carried out. The following Table 21 presented the correlations between three types of social comparisons and emotions of in-service teachers.

Table 21 Intercorrelations of In-service Teachers’ Social Comparisons and Emotions

VA	HS	US	DS	SC	EJ	AX	AG	EM
HS	-	.294***	.470***	.783***	.113**	.100**	.122**	.177***
US		-	.484***	.716***	.397***	-.085*	-.079*	.096**
DS			-	.841***	.221***	.068	-.010	1.137***
SC				-	.296***	.046	.024	.178***
EJ					-	-.165***	-.145***	.300***
AX						-	.521***	.764***
AG							-	.780***
EM								-

***Correlation is significant at the 0.001 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Note: VA= Variables, HS= Horizontal Social Comparison, US= Upward Social Comparison, DS= Downward Social Comparison, EJ= Enjoyment, AX= Anxiety, AG= Anger

According to Table 21, horizontal and upward social comparisons were significantly correlated with teachers' emotions of enjoyment, anxiety and anger. Downward social comparison was significantly correlated with enjoyment. To find out in detail the predictive powers of social comparisons to teachers' adjustment indicators and emotions, multiple regression analysis was conducted.

Table 22 Multiple Regression Analysis Between Social Comparisons and Teachers' Job Satisfaction

Variables	B	β	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> ²	<i>Adj R</i> ²	<i>F</i>
(Constant)	10.801		18.644***	.000	.260	.068	.064	18.201*****
HS	.086	.048	1.190	.234				
US	.583	.251	6.209***	.000				
DS	-.031	-.017	-.377	.706				

Note: *** $p < 0.001$

Note: Constant= Job Satisfaction, HS= Horizontal Social Comparison, US= Upward Social Comparison, DS= Downward Social Comparison

The result showed that job satisfaction was a significant predictor of uses of social comparisons of teachers. Upward social comparison was a significant predictor of job satisfaction ($\beta = .251$, $p < .001$). It could be interpreted that the more the teachers used upward social comparison, the more they had job satisfaction. The adjusted R^2 value was .064. This could be interpreted that approximately 6% of the variance in job satisfaction could be predicted from social comparisons. The model equation to predict job satisfaction from teachers' uses of social comparisons was as follows.

$$JS = 10.801 + 0.583US$$

Table 23 Multiple Regression Analysis Between Social Comparisons and Teachers' Sense of efficacy

Variables	B	β	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> ²	<i>Adj R</i> ²	<i>F</i>
(Constant)	78.989		26.296***	.000	.140	.019	.017	7.496**
US	1.387	.113	2.737**	.006				
DS	.443	.044	1.072	.284				

Note: ** $p < 0.01$, *** $p < 0.001$

Note: Constant= Teachers' Sense of Efficacy, US= Upward Social Comparison, DS= Downward Social Comparison

The results showed that teachers' sense of efficacy were significant predictor of teachers' uses of social comparisons. Upward social comparison was a significant predictor of teachers' sense of efficacy ($\beta = 0.113$, and $p < 0.01$) in positive direction. It could be interpreted that the more the teachers used upward social comparison, they more they had sense of efficacy. The adjusted R^2 was 0.017. It could be said that approximately 2% of the variance in teachers' sense of efficacy could be predicted from teachers' uses of social comparisons. The model equation to predict teachers' sense of efficacy from teachers' uses of social comparisons was as follows.

$$SE = 78.989 + 1.387US$$

Table 24 Multiple Regression Analysis Between Social Comparisons and Teachers' Intentions to Quit

Variables	B	β	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> ²	<i>Adj R</i> ²	<i>F</i>
(Constant)	11.444		13.143***	.000	.178	.032	.031	24.823***
US	-.667	-.178	-4.982***	.000				

Note: ***p<0.001

Note: Constant= Intentions to Quit, US= Upward Social Comparison

The results showed that teachers' intentions to quit were significant predictors of teachers' uses of social comparisons. Upward social comparisons was also significant predictors of teachers' intentions to quit (β =-0.178, and p <0.001, but upward social comparison in negative direction. It could be interpreted that the more the teachers used upward social comparison, the less they had intentions to quit. The adjusted R^2 was 0.031. It could be said that approximately 3% of the variance in teachers' intentions to quit can be predicted from teachers' uses of social comparisons. The model equation to predict teachers' intentions to quit from teachers' uses of social comparisons was as follows.

$$IQ=11.444-0.667US$$

Table 25 Multiple Regression Analysis Between Social Comparisons and Teachers' Burnout

Variable	B	β	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> ²	<i>Adj R</i> ²	<i>F</i>
(Constant)	33.354		7.225***	.000	.174	.030	.029	23.536***
HS	3.321	.228	6.183***	.000				
US	-3.447	-.185	-5.010***	.000				

Note: ***p<0.001

Note: Constant= Teachers' Burnout, HS= Horizontal Social Comparison, US= Upward Social Comparison

The result showed that teachers' burnout was a significant predictor of teachers' uses of social comparison. Horizontal social comparison was a significant predictor of teachers' burnout (β = 0.228, p < 0.001) and upward social comparison was a significant predictor of teachers' burnout in negative direction (β = -0.185, p < 0.001). This could be interpreted that the uses of horizontal social comparison could increase teachers' burnout and uses of upward social comparison could decrease teachers' burnout. The adjusted R^2 was 0.029. It could be said that approximately 3% of the variance in teachers' burnout could be predicted from teachers' uses of social comparisons. The model equation to predict teachers' burnout from teachers' uses of social comparisons was as follows.

$$BU=33.354+3.321HS-3.447US$$

Table 26 Multiple Regression Analysis between Social Comparisons and Teachers' Emotions

Variables	B	β	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> ²	<i>Adj R</i> ²	<i>F</i>
(Constant)	25.754		23.561***	.000	.188	.035	.032	9.236***
HS	.479	.142	3.496**	.001				
US	.118	.027	.665	.506				
DS	.198	.056	1.268	.205				

Note: **p<0.01, ***p<0.001

Note: Constant = Teachers' Emotions, HS = Horizontal Social Comparison, US= Upward Social Comparison, DS= Downward Social Comparison

According to the results of table 26, teachers' emotions were significant predictors of teachers' uses of social comparisons. Horizontal social comparison only could predict teachers' emotions ($\beta = 0.142$, $p < 0.01$). It could be interpreted that the more the teacher used horizontal social comparison; the teachers had more possibility of experiencing the emotions (enjoyment, anxiety, and anger). The adjusted R^2 was 0.032. It could be said that approximately 3% of the variance in teachers' emotions could be predicted from teachers' uses of social comparisons. The model equation to predict teachers' emotions from teachers' uses of social comparisons was as follows.

$$EM = 25.754 + 0.479HS$$

Table 27 Multiple Regression Analysis between Social Comparisons and Teachers' Emotions (Enjoyment)

Variables	B	β	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> ²	Adj <i>R</i> ²	<i>F</i>
(Constant)	7.829		16.238***	.000	.399	.159	.156	47.558***
HS	-.034	-.022	-.568	.570				
US	.776	.381	9.933***	.000				
DS	.079	.047	1.143	.253				

Note: *** $p < 0.001$

Note: Constant = Enjoyment, HS = Horizontal Social Comparison, US = Upward Social Comparison, DS= Downward Social Comparison

The result showed that one of teachers' emotions, enjoyment was a significant predictor of teachers' uses of social comparisons. Upward social comparison was a significant predictor of teachers' enjoyment ($\beta = 0.381$, $p < 0.001$). It could be said that using upward social comparison could increase teachers' enjoyment. The adjusted R^2 was 0.156. It can be said that approximately 16% of the variance in teachers' enjoyment could be predicted from teachers' uses of social comparisons. The model equation to predict teachers' enjoyment from teachers' uses of social comparisons was as follows.

$$EJ = 7.829 + 0.776US$$

Table 28 Multiple Regression Analysis between Social Comparisons and Teacher's Emotions (Anxiety)

Variables	B	β	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> ²	Adj <i>R</i> ²	<i>F</i>
(Constant)	8.652		14.483***	.000	.156	.024	.022	9.439***
HS	.254	.137	3.648***	.000				
US	-.296	-.125	-3.329**	.001				

Note: ** $p < 0.01$, *** $p < 0.001$

Note: Constant: Anxiety, HS = Horizontal Social Comparison, US= Upward Social Comparison

The result showed that teachers' anxiety was a significant predictor of teachers' uses of social comparisons. Horizontal social comparison was significant a predictor of teachers' anxiety ($\beta = 0.137$, and $p < 0.001$) though upward social comparison was a significant predictor of teachers' anxiety in negative direction ($\beta = -0.125$, $p < 0.01$). It could be interpreted that the more the teachers used horizontal social comparison, they could have more anxiety. The uses of upward social comparison could decrease teachers' anxiety. The adjusted R^2 was 0.022. It could be said that approximately 2% of the variance in teachers' anxiety could be predicted from

teachers’ uses of social comparisons. The model equation to predict teachers’ anxiety from teachers’ uses of social comparisons was as follows.

$$AX=8.652+0.254HS-0.296US$$

Table 29 Multiple Regression Analysis between Social Comparisons and Teachers’ Emotions (Anger)

Variables	B	β	t	p	R	R ²	Adj R ²	F
(Constant)	9.383		15.348***	.000	.171	.029	.027	11.396***
HS	.301	.159	4.231***	.000				
US	-.306	-.126	-3.358**	.001				

Note: **p< 0.01, ***p<0.001

Note: Constant: Anger, HS = Horizontal Social Comparison, US= Upward Social Comparison

The results showed that teachers’ anger was a significant predictor of teachers’ uses of social comparisons. Horizontal social comparison was a significant predictor of teachers’ anger (β=0.159, p<0.001) though upward social comparison was a significant predictor of teachers’ anger in negative direction (β= -0.126, p<0.01). It could be interpreted that horizontal social comparison could increase teachers’ anger and the uses of upward social comparison could decrease teachers’ anger. The adjusted R² was 0.027. It could be said that approximately 3% of the variance in teachers’ anger could be predicted from teachers’ uses of social comparisons. The model equation to predict teachers’ anger from teachers’ uses of social comparisons was

$$AG=9.383+0.301HS-0.306US.$$

Conclusion, Discussion and Recommendations

Conclusion, Discussion and Recommendations

According to the results of the findings, more experienced teachers, older teachers, and primary teachers were those who were more satisfied with work, with lower intentions to quit, higher sense of efficacy, lower burnout and lower negative emotions. According to Demerouti et al (2001), they reported that younger employees and those higher educated tend to be experiencing more burnout. Maslach and Leiter (1997) defined burnout as an index of dislocation between what people really were and what they had to do.

Senior assistant teachers were with more emotional exhaustion and depersonalization as in the findings. As senior assistant teachers reached their deadline of strivings, they could be exhausted about their work. Emotional exhaustion led to depersonalization. Primary assistant teachers (older teachers) had passed the deadline of strivings and become used to the problems faced and their emotional exhaustion and depersonalization were less than younger teachers. According to the researchers like Lopez, Santiago, Godas, Castro, Villardefrancos, and Ponte (2008) reported that disruptive behavior of students was the main cause of teacher emotional exhaustion. Senior assistant teachers might also still be influenced by the systematic training of educational universities and they might also have great expectations about education of their students. Because of their expectations, they were not easy to overcome or accept the real situations because of their great expectations once they encountered the failures.

Burnout and motivation for teaching were also in negative relation (Hakanen et al., 2006) and the exhaustion dimension of burnout could predict teachers’ intentions to quit from the

profession (Leung & Lee, 2006). Hong (2012) said that the ones who left the profession had weaker self-efficacy than the ones remained in the profession. In my findings, the most experienced teachers, the youngest, and the oldest teachers were found to be the happiest ones with enjoyment, less anxiety, and less anger. Workload and student behavior were significant predictors of anxiety (Ferguson, Frost & Hall, 2012). Job satisfaction, teachers' sense of efficacy, personal accomplishment, and teacher's enjoyment could be in some part of decreasing burnout, intentions to quit, anxiety and anger.

According to Bishay, 1996, job satisfaction increased with age. It was consistent with my findings in which the older ones were with greater job satisfaction. In contrast with novice teachers, experienced teachers were more satisfied with their work (Klassen & Chiu, 2010) and were more likely to apply affective instruction, manipulate unruly students and use successful teaching strategies (Van Maele & Van Houtte, 2012). Experienced teachers could resist the unpredictable conditions of classroom environment with less stress (Claessens et al., 2016) and they could be in good relation with all pupils no matter what their performance and behavior were (Wubbels et al., 2014). The powers of the influence of inertial situations of daily life in schools and home environment could not be neglected.

As in the results of overall sample, all teachers used upward social comparison the most and their job satisfaction, sense of efficacy and more enjoyment were found in them too. Upward social comparison had an effect on decreasing teachers' burnout, intentions to quit, anxiety and anger according to the results of regression. Tesser (1988) proposed that upward social comparison could help teachers to focus on positive role model who had overcome difficulties and could provide teachers' motivation. It was the nature of the job facing with difficulties in every aspect. If the teachers were practiced or taught to delay resilience in them in educational universities, they would be successful when facing with challenges again and again in their service as teachers. The success experienced by teachers because of their successful students might be helpful for their self-esteem. If there were programs for teachers which encourage young teachers to exhibit their qualities about teaching and teaching related activities, that would make teachers satisfy their job. In addition, workshops held for teachers should be more meaningful in some way, for instance, discussing about how to manage the classroom with well-designed lesson plan or exploring the subjects intensely into the deepest part of them. If the workload they had experienced gave them some success or some reward, they would try the best though it made them face difficulties, hard time or even failures. The successful teachers would be models or inspirations for their junior teachers and using upward social comparisons, the teachers would have more job satisfaction, sense of efficacy, personal accomplishment, and enjoyment. Seta (1982) said that participants who worked with a superior partner performed better than participants who worked with an inferior partner.

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