TEACHING DIVERSE STUDENTS: EXPLORING FACTORS CONTRIBUTING TO MULTICULTURAL EFFICACY

Honours Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of Bachelor of Arts (Honours) in Psychology

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TEACHING DIVERSE STUDENTS

Abstract

The rapid increase in immigration in different parts of Canada calls for the implementation of effective teaching practices that accommodate cultural diversity. Many White teachers enter classrooms with limited cross-cultural awareness and low levels of confidence. Teachers’ lack of confidence may enhance their anxiety levels and negatively impact diverse students’ academic achievements. Therefore, teaching a heterogeneous body of students requires teachers to have multicultural efficacy (ME). This notion is the extent to which teachers believe in themselves as capable and confident individuals to deal with the challenges that teaching in multicultural environments imposes upon them. The investigation of many factors (e.g., ethnicity, political orientation, cross-cultural experiences, and extraversion) impacting ME have produced mixed results. The purpose of the current study was to explore the ME of preservice teachers at different academic years, the contributing factors to ME, and the relationship between ME and anxiety levels. 110 preservice teachers enrolled in the Faculty of Education at the University of Regina were asked to complete measures of political orientation, ME, cross-cultural experiences, extraversion, and teacher burnout. Senior and junior students did not vary in terms of their ME levels. There was a negative association between preservice teachers’ ME and anxiety levels. Higher levels of preservice teachers’ ME were predicted by lower anxiety levels and more frequent cross-cultural experiences in their childhood and adolescence. By better understanding ME and its determining factors, appropriate training practices for preservice teachers can be offered in order to create positive school climates for diverse students and teachers.
Acknowledgments

I would first like to express my gratitude to my supervisor Dr. Phillip Sevigny for his motivation, patience, and kindness. Over the last year, he had been my constant source of support. Without his help and guidance, I would not have been able to conduct research and write this thesis. I could not have imagined having a better supervisor.

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Teaching Diverse Students: Exploring Factors Contributing to Multicultural Efficacy

Immigration has always played an important role in shaping the identity and demographic patterns of Canada (Gushulak, Pottie, Roberts, Torres, & DesMeules, 2011). Immigration trends in different parts of Canada continue to enhance the diversity of students in classrooms. Despite such enhancement in the heterogeneity of students, the composition of the educator workforce remains dominated by White teachers (Coulter, 1996; Ryan, Pollock, & Antonelli, 2009). The discrepancy between student culture and the school culture can impede the students’ learning opportunities and, therefore, diminish their achievements (Gay, 2000). Creating an inclusive learning environment in which students experience a sense of security and belonging requires educators recognize issues of diversity and be prepared to work with a heterogeneous body of students (Mills, 2013). Teachers who begin their career while not having adequate diversity awareness demonstrate low levels of confidence in dealing with the cultural heterogeneity of their classrooms (Palazzolo, 2015). The lack of confidence in teachers may enhance their anxiety levels and negatively impact their views of themselves as capable individuals (Bandura, 1997). Therefore, the teachers’ multicultural efficacy (ME), which is characterized by having confidence in serving children efficiently in multicultural contexts, can serve as a core aspect of the teachers’ attributes (Guyton & Wesche, 2005). The pluralistic nature of the Canadian society necessitates the need for better understanding ME of preservice teachers, individuals under training in teacher preparation programs, in order to help them become culturally competent educators through effective training.

Multicultural Efficacy

Bandura’s (1997) social cognitive theory (SCT) is central to understanding the concept of ME. The main component of SCT is concerned with self-efficacy beliefs or judgements of
personal capability (Bandura, 1997). SCT postulates that, in the face of adversity, efficacious individuals are more likely to demonstrate a great amount of effort and persistence in accomplishing a particular task. Several researchers, such as Gibson and Dembo (1984), have applied the concept of self-efficacy to teachers and attempted to measure the construct of teacher efficacy. Tschannen-Moran and Hoy (2001) view teacher efficacy in general as a judgement of one’s capabilities to achieve set goals for students in terms of engagement and learning, even with those students who may be difficult or unmotivated. Effective teaching in multicultural settings also requires teachers to possess more specific judgements about their own ME (Guyton & Wesche, 2005). Research evidence suggests, though, many teachers do not consider themselves prepared enough to teach culturally diverse students (Tucker et al., 2005). Therefore, such teachers lack a specific form of ME referred to as culturally responsive teaching self-efficacy (Siwatu, Chesnut, Alejandro, & Young, 2016).

**Importance of Multicultural Efficacy**

Ample evidence points to the associations between teachers’ efficacy beliefs and students’ performance, motivation, and sense of efficacy (Tschannen-Moran, & Hoy, 2001). Since efficacious teachers have been found to ameliorate students’ outcomes, the lack of confidence in teaching diverse students may partially explain the low academic achievements and high rates of school dropouts among such students (Cheung, 2008; Tucker et al., 2005). Evidence suggests that cultural mismatch and biased expectations can also result in academic failure of students from various ethnic groups (Voltz, 1998). Therefore, to provide an empowering learning environment for all students, it is important to identify and challenge teachers’ low expectations, stereotypical beliefs, biases, and cultural misunderstandings (Pohan & Aguilar, 2001). In terms of implementing effective teaching practices in multicultural
classrooms, the assessment of ME gains a greater importance as opposed to the assessment of teacher efficacy in general. This is mainly because ME is context specific (Guyton & Wesche, 2005). From this perspective, researchers have shown that context plays a crucial role in evaluating teachers’ efficacy beliefs (Hachfeld, Hahn, Schroeder, Anders, & Kunter, 2015). Such beliefs may vary from one situation to another. When teaching a specific subject or when working with a particular student, teachers may consider themselves efficacious individuals; however, the same teachers may not find themselves as efficacious in other settings (Tschannen-Moran, Hoy, & Hoy, 1998). Therefore, when it comes to instructing multicultural classrooms, it is important to take into account teachers’ culturally responsive teaching efficacy rather than their teaching efficacy in general.

Factors Contributing to Multicultural Efficacy

Teaching in multicultural classrooms places heavy demands and challenges on teachers (Tartwijk, Brok, Veldman, & Wubbels, 2009). In a study conducted among beginner teachers, those who worked in highly heterogeneous schools had low levels of job satisfaction, encountered difficulty in forming relationships with their students, and perceived their working environment as complex and struggling (Freeman, Brookhart, & Loadman, 1999). Such outcomes may partially be explained by the fact that many teachers do not feel prepared to teach students from various ethnic backgrounds (Tucker et al., 2005). Therefore, there is justification for investigating the factors that may be associated with teachers’ ME. From this perspective, the potential impact of ethnicity (Sleeter, 2001), extraversion (Jamil, Downer, & Pianta, 2012), political orientation (Hachfeld et al., 2015), and cross-cultural experiences (Kolano, Dávila, Lachance, & Coffey, 2014), on teachers’ ME levels should be investigated.
**Ethnicity.** In an extensive review of research, Sleeter (2001) has found that, compared to their White counterparts, preservice teachers with immigrant backgrounds approach teaching diverse students with richer experiences and perspectives. White preservice teachers enter classrooms with limited knowledge and experience of other cultures. In order to overcome their fear and unfamiliarity of instructing in multicultural contexts, White preservice teachers tend to ignore ethnic and cultural differences in their classrooms and fail to implement teaching practices that accommodate cultural diversity (Hachfeld et al., 2015; Sleeter, 2001). Pang and Sablan (1998) obtained similar results: White teachers were uncertain about their capabilities in meeting the needs of African American students and, therefore, had low self-efficacy in teaching these students. Gorski, Davis, and Reiter (2012) realized that, in comparison with White and other race participants, African-American teachers had lower levels of efficacy in teaching such students. In contrast, other studies have found no association between ME and ethnicity (Nadelson et al., 2012). From these findings, it can be deduced that teachers’ ethnic backgrounds may impact their efficacy levels in teaching in heterogeneous environments; however, the results of different studies are mixed. Hence, the examination of ethnicity as an influential variable on teachers’ ME is required.

**Political Orientation.** Research evidence points to the relationship between one’s political worldview and celebration of cultural diversity (Jenks, Lee, & Kanpol, 2001). Many elementary and secondary teachers found to be holding conservative attitudes believed that minority students can benefit from assimilation into the mainstream culture (Jenks et al., 2001). On the other hand, liberal political attitudes tend to be aligned with embracing diversity and cultural pluralism (Jenks et al., 2001). For example, a study done by Tatar, Ben-Uri, and Horenczyk (2011) found that teachers who hold assimilationist beliefs had lower self-efficacy
beliefs in teaching a culturally heterogeneous student body. It is noteworthy, though, that Tatar et al. (2011) did their study in Israel among immigrant teachers. As such, the outcome of this study might not be generalized in the Canadian context, where White teachers are the dominant educators (Ryan et al., 2009). Therefore, replication of this study is needed in Canada to verify consistency of results. The potential link between political inclination and perceived teaching efficacy in multicultural settings should be considered.

**Cross-cultural experiences.** According to Johnson (2002), in recruiting prospective educators, their prior intercultural interactions should be taken into account as such experiences have been found to be crucial in improving cultural awareness in White teachers. This is because negative perspectives have been identified among teacher candidates who lacked personal interactions with different cultural groups (Pattnaik, 1997). Evidence indicated that preservice teachers’ experiences with diversity (e.g., having immigrant friends and travelling) greatly influenced their approach to multicultural education (Garmon, 2005), a form of teaching that incorporates ethnically diverse students’ cultural and personal values and perceptions (Nadelson et al., 2012). Kolano et al. (2014) noted that teachers’ prior familiarity with their students’ cultures and customs served as the primary factor in making teachers feel efficacious in working with English language learners. Although the result of their study pointed to the association between teachers’ intercultural experiences and their feelings of ME, the sample was limited to teachers who taught English language learners. In real educational settings, however, not all ethnically diverse students have limited English proficiency nor do all the teachers only serve such students. This suggests that the teachers’ feelings of efficacy may change when they have immigrant students with adequate English knowledge and students from their own cultural backgrounds in the classrooms. Moreover, the majority of the teachers in this study had diversity
training, experiences of travelling abroad, and knowledge of a foreign language. However, not all teachers possess such qualities. Consequently, the relationship between teachers’ ME and their cross-cultural experiences should be examined in a more diverse sample.

**Extraversion.** Extraversion is a personality trait that describes energetic, sociable, and assertive individuals (McCabe & Fleeson, 2012). A positive correlation has been found between preservice teachers’ levels of extraversion and their perceived efficacy in teaching. Outgoing and sociable individuals exhibited high levels of confidence in their abilities to succeed in the teaching profession (Jamil et al., 2012). In another study, researchers assessed how teachers’ extraversion and their efficacy in handling student misconduits are related (Tsouloupas, Carson, & Matthews, 2014). The outcome demonstrated extraversion as a significant predictor of teachers’ efficacy in dealing with student misbehaviors. Extraverted teachers reported more confidence in their capabilities to handle student misconducts. In these studies, however, the link between extraversion and teaching efficacy had been assessed in a general context. Besides taking into account the students’ socioeconomic status (Tsouloupas et al., 2014), it was not specified to what kind of students (e.g., being from minority groups) the participants would perceive themselves as efficacious teachers. In other words, it is not clear whether extraverted pre- and in-service teachers in these studies will find themselves efficacious in multicultural settings or not.

**Multicultural Efficacy and Teacher Burnout**

Many consider teaching to have a high stress load (Botwinik, 2007). The demanding nature of the teaching profession makes teacher more likely to experience work-related stress which, in turn, may bring about burnout syndrome (Bermejo-Toro, Prieto-Ursúa, & Hernández, 2015). Burnout can be defined as a “chronic state of exhaustion” derived from long-time dealing
with stressful circumstances, particularly among human services industry (Schwarzer & Hallum, 2008). Such experiences may bring about deleterious consequences; a strong association exists between the novice teachers’ desires to leave the teaching profession and their levels of burnout (Goddard & Goddard, 2006). This leaving behavior may partially be explained by the fact that teachers with high levels of stress experience low job satisfaction (Watson, Harper, Ratliff & Singleton, 2010). However, efficacy beliefs seem to act as a buffer to feelings of job burnout. From this perspective, high efficacious teachers were found to be less likely to experience the burnout syndrome (Friedman, 2003; Høigaard, Giske & Sundsli, 2012).

The struggles of teaching in multicultural classrooms adversely impact the teachers’ personal and professional well-being, suggesting the notion of diversity-related burnout (Tatar & Horenczyk, 2003). Several studies examined how teachers’ cultural receptivity (Swearingen, 2009) and multicultural sensitivity (Joseph, 2010) are related to their burnout. However, there seems to be less attention paid to the influence of ME on teachers’ job related burnout. For this reason, making inquiries into such relationship is crucial when it comes to working with heterogeneous student populations.

**Current Study**

The preceding review of literature indicated limited studies and inconsistent results in terms of the predictors of teachers’ ME. For instance, in some studies (e.g., Gorski, Davis, & Reiter, 2012; Pang & Sablan, 1998), teachers’ ethnicity found to be a significant determinant of their confidence in teaching diverse students whereas in the others (e.g., Nadelson et al., 2012), their ethnicity had no influence. Moreover, a gap does exist in the literature examining how teachers’ political worldviews and cross-cultural experiences affect their ME in the Canadian context. Although there has been extensive investigation about the impact of teachers’
extraversion on their sense of efficacy in general, the influence of extraversion on teachers’ ME has not been well investigated. Finally, even though the notion of diversity-related burnout has been identified, the literature has not clearly specified whether or not teachers’ ME operates a protective role in the stressful teaching conditions of the multicultural classrooms. This study aims to add to the existing literature by measuring preservice teachers’ ME levels, studying the relationship between their personal qualities and ME, and investigating the role of ME in predicting the preservice teachers’ stress levels in teaching diverse students.

**Research questions and hypotheses.** The current study addressed three research questions. The first research question was “Were there any differences in ME levels of preservice teachers who were in different years of their education programs?” It was hypothesized that as preservice teachers took more multicultural courses and received more training, their levels of ME would be enhanced. Therefore, participants in the last year of their program were expected to possess higher levels of ME compared to their counterparts who were at the beginning of their program. The second research question was “What was the relationship between preservice teachers’ anxiety levels and their ME levels?” It was hypothesized that a negative correlation between preservice teachers’ anxiety levels and ME would be observed. The last research question was “How did ethnicity, extraversion, cross-cultural experiences, and political worldviews impact preservice teachers’ ME levels?” It was hypothesized that preservice teachers’ ME would vary based on their differences in ethnicity: Lower levels of ME were expected for White preservice teachers compared to their non-White counterparts. Preservice teachers who had higher levels of cross-cultural experiences and extraversion were expected to have greater ME. Moreover, the participants’ political orientations would affect their ME such that compared to conservatives, liberals might demonstrate higher levels of ME.
Methods

Participants

110 undergraduate preservice teachers enrolled in the Faculty of Education at the University of Regina were recruited for this study. The mean age of participants was 26.19 (SD = 8.44). 90% of participants were Caucasian and 79% were female. Participants in different years of their programs (i.e., 1st through 5th year) participated in this study; however, 64% were senior students. The participants were enrolled in elementary, secondary, and arts education. However, the majority were in the elementary stream. In exchange for their participation, participants were entered in a draw for two $50 Amazon gift certificates.

Measures

Culturally Responsive Teaching Self-Efficacy Scale (CRTSE; Siwatu, 2007). The CRTSE is a 40-item Likert-type scale designed to investigate how efficacious preservice teachers are in executing particular teaching practices that culturally responsive teachers have adopted. Participants rated their confidence in their capabilities to operate such teaching practices (e.g., “I am able to identify the diverse needs of my students”) on a continuum from 0 (no confidence at all) to 100 (completely confident). A total score was generated by adding the preservice teachers’ responses to each of the items. A higher score on CRTSE scale represented a higher confidence level in participants’ abilities. Previous studies using this scale have reported an internal reliability of .96 (Siwatu, 2007). In the current study, the internal reliability was α = .93.

International Personality Item Pool Liberalism Scale (IPIP; Goldberg, 1999). The IPIP Liberalism Scale is a 10-item questionnaire that assesses participants’ liberal versus conservative political worldviews. On a 5-point Likert-type scale ranging from 0 (strongly disagree) to 5 (strongly agree), participants responded to different political statements (e.g.,
“believe laws should be strictly enforced”). Using Cronbach’s alpha, Hirsh, DeYoung, and Peterson (2010) reported an internal reliability of $\alpha = .86$. In the current study, the internal reliability was found to be $\alpha = .78$.

**Multicultural Efficacy Scale (MES; Guyton & Wesche, 2005).** The MES is a 35-item Likert-type scale that consists of three subscales measuring ME, cross-cultural experiences, and attitudes towards teaching in multicultural settings. Experience With Diversity is a 7-item Likert-type subscale that the current study utilized to assess participants’ cross-cultural experiences. Using a 4-point Likert-type scale, preservice teachers responded to statements (e.g., “I went to school with diverse students as a teenager”) varying from 0 (never) to 4 (frequently). Experience with Diversity subscale had a Cronbach’s alpha internal reliability of $\alpha = .76$, which was the same value that had been reported in previous studies (Guyton & Wesche, 2005).

**Big Five Inventory (BFI; John, Donahue & Kentle, 1991).** The BFI is a 44-item self-report measure that assesses five main personality traits, openness, extraversion, agreeableness, neuroticism, and conscientiousness. In order to measure preservice teachers’ extraversion, some items of this questionnaire was utilized (e.g., “I see myself as someone who is talkative”). On a 5-point Likert-type scale, participants expressed their agreements to statements regarding their personalities ranging from 0 (strongly disagree) to 5 (strongly agree). John et al. (1991) reported an internal reliability of $\alpha = .88$ for the items measuring extraversion. In this study, those items had a Cronbach’s alpha internal reliability of $\alpha = .85$.

**Maslach Burnout Inventory-Educators Survey (MBI-ES; Maslach, Jackson, & Schwab, 1986).** The MBI is a 22-item questionnaire consisting of three subscales: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). Of the three burnout subscales, the EE is the most significant indicator of the burnout syndrome (Maslach,
Schaufeli, & Leiter, 2001). In order to measure preservice teachers’ anxiety levels in teaching diverse students, on a 7-point Likert-Type scale, the respondents described their feelings in regards to statements (e.g., “I feel emotionally drained from my work” varying from 0 (*never*) to 6 (*every day*). Higher scores on the EE and the DP subscales corresponded to higher levels of burnout, and lower scores on the PA subscale corresponded to higher levels of burnout. Iwanicki and Schwab (1981) reported an internal reliability of $\alpha = .90$ for EE, $\alpha = .76$ for DP, and $\alpha = .76$ for PA. In the current study, the EE, DP, and PA subscales indicated an internal reliability of $\alpha = .93$, $\alpha = .63$, and $\alpha = .78$, respectively

**Procedure**

Following ethical approval, the researcher sought permission to make a brief call for participants at the beginning of classes offered to preservice teachers by the Faculty of Education at the University of Regina. Some participants completed the surveys online using Qualtrics software, and the others provided their responses on the paper version of the same measures; there were no statistically significant differences between the results of the online and paper-based versions. Those who completed the surveys online, provided their email addresses on a sign-up sheet that was circulated in class. The researcher then emailed them a link to all survey material. Other participants provided their responses on a paper and pencil version of the surveys after they were reassured about the confidentiality of their participation and their right to withdraw from the study at any time.

**Results**

The means and standard deviations for all of the measures can be found in Table 1. The results revealed that on average, preservice teachers had ME score of 77.15 ($N = 110$, $SD = 9.30$). Using CRTSE scoring guidelines, participants were found to have high levels of ME.
Table 1- Descriptive Statistics

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRTSE</td>
<td>77.15</td>
<td>9.30</td>
</tr>
<tr>
<td>Liberalism</td>
<td>30.45</td>
<td>5.74</td>
</tr>
<tr>
<td>Extraversion</td>
<td>28.25</td>
<td>6.22</td>
</tr>
<tr>
<td>Emotional Exhaustion</td>
<td>1.94</td>
<td>1.08</td>
</tr>
<tr>
<td>Experience with Diversity</td>
<td>19.06</td>
<td>3.92</td>
</tr>
</tbody>
</table>

The first research question asked “Were there any differences in ME levels of preservice teachers who were in different years of their education programs?” In order to measure the differences in ME of preservice teachers being in different year of their academic programs, an independent sample t-test had been carried out with year of program as the independent variable and ME as the dependent variable. Given that most of the participants were senior students, to increase the statistical power, two groups were created to compare senior students (4th and 5th) with the junior students. There was no statistically significant difference between the groups $t (106) = .51$. Senior and junior students did not vary in terms of their ME levels. In other words, ME did not progress over the course of the undergraduate years.

The second research question asked “What was the relationship between preservice teachers’ anxiety levels and their ME levels?” To answer this question, a correlational analysis was conducted. There was a statistically significant negative association between preservice teachers’ ME and EE, $r (108) = -.27, p < .01$, ME and DP, $r (108) = -.22, p < .05$. Higher levels of ME were associated with less emotional exhaustion and less depersonalization.
The third research question asked “How did ethnicity, extraversion, cross-cultural experiences, and political worldviews impact preservice teachers’ ME levels?” To investigate the influence of participants’ ethnicity, extraversion, cross-cultural experiences, political orientation, and anxiety levels on their ME levels, a multiple regression analysis was conducted. A conservative approach (i.e., test method regression) was utilized to examine each predictor’s ability to account for unique variance after all other predictors have been entered into the equation (table 2). The overall model was statistically significant, $F (5, 101) = 3.05, p < .05$ and accounted for 13% of the variance. Significant predictors were Emotional Exhaustion (EE) and Experience with Diversity. Higher levels of preservice teachers’ ME were predicted by lower anxiety levels and more frequent cross-cultural experiences in their childhood and adolescence.

*Table 2- Test method regression examining the unique variance accounted for by the predictors of Multicultural Efficacy*

<table>
<thead>
<tr>
<th>Variable</th>
<th>β</th>
<th>$F (13, 190)$</th>
<th>$P (&lt;)$</th>
<th>$R^2$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>-.00</td>
<td>.00</td>
<td>.98</td>
<td>.00</td>
</tr>
<tr>
<td>Emotional Exhaustion</td>
<td>-.23</td>
<td>5.78</td>
<td>.02</td>
<td>.05</td>
</tr>
<tr>
<td>Extraversion</td>
<td>.09</td>
<td>.84</td>
<td>.36</td>
<td>.01</td>
</tr>
<tr>
<td>Liberalism</td>
<td>-.52</td>
<td>.27</td>
<td>.60</td>
<td>.00</td>
</tr>
<tr>
<td>Experience with Diversity</td>
<td>.25</td>
<td>6.96</td>
<td>.01</td>
<td>.06</td>
</tr>
</tbody>
</table>
Discussion

In this study, the differences in ME of preservice teachers in different academic years were determined. The association between preservice teachers’ ME and anxiety levels was also examined. Finally, the influence of ethnicity, extraversion, cross-cultural experiences, political orientation, and anxiety on preservice teachers’ ME levels was investigated. The results of this study revealed that preservice teachers reported high levels of ME. However, reporting high levels of ME in preservice teachers does not necessarily imply that they will be efficacious teachers when they actually enter the classrooms. Research evidence indicates that preservice teachers’ high levels of self-efficacy beliefs drop significantly one year after their entry into the teaching profession (Hoy & Spero, 2005). Since preservice teachers have not confronted the challenging nature of the teaching profession yet, they may underestimate its complexity (Hoy & Spero, 2005). This may lead them to believe that they can effectively teach and manage their classrooms. Therefore, it is not surprising that high levels of burnout are found among novice teachers within the first year of their teaching careers (Gavish & Friedman, 2010).

Contrary to the researcher’s hypothesis, the senior and junior students did not vary in terms of their ME levels. There was no relationship between preservice teachers’ number of years of college and their ME levels. The findings of the current study were consistent with the results of Nadelson et al. (2012) which revealed that multicultural coursework had no impact on preservice teachers’ ME and perceptions of diversity. In this regard, researchers have suggested that multicultural coursework is one of the many factors that may lead to the development of multicultural awareness (Locke, 2005). Therefore, the influential role of other factors on ME may explain the lack of relationship between preservice teachers’ year of their academic program and ME levels. Garmon (2005) has suggested that multicultural education and field experiences
are not the only factors that influence teacher candidates’ awareness and sensitivity to diversity; however, dispositional factors (e.g., openness) and various experiences (e.g., cross-cultural and educational) may be at play in the development of such qualities.

The outcomes of the current study pointed to the existence of a negative association between preservice teachers’ anxiety and ME levels. Higher levels of preservice teachers’ ME were associated with lower levels of anxiety. This outcome is consistent with the research of Skaalvik and Skaalvik (2010) who reported a negative relationship between teacher self-efficacy and both aspects of teacher burnout (Emotional Exhaustion and Depersonalization). This outcome was also in accordance with the results of a study done by Savas, Bozgeyik, and Eser (2014) who reported that teacher self-efficacy and burnout were negatively correlated. The burnout syndrome has been found to influence performance related variables, such as job satisfaction and intention to quit (Goddard & Goddard, 2006; Watson et al., 2010). Since the outcomes of this study and other related studies have shown that there is a negative association between burnout and ME, it can be suggested that enhancing ME levels may prevent preservice teachers from developing burnout, experiencing low job satisfaction, and leaving the teaching profession.

In examining the influence of ethnicity, extraversion, cross-cultural experiences, political orientation, and anxiety on preservice teachers’ ME levels, only cross-cultural experiences and Emotional Exhaustion were found to be significant predictors of ME. The results indicated that lower anxiety levels and more cross-cultural experiences predicted higher levels of preservice teachers’ ME. This outcome is parallel with the research of Kolano et al. (2014) who reported that teachers’ prior familiarity with their students’ cultures and customs made them feel effective in working with English language learners. Smith, Moallem, and Sherrill (1997) also
found that factors, such as “exposure to different cultural backgrounds, education, travel, and personal experience with discrimination as a child or an adult” (p. 54), led prospective teachers to have more diversity related awareness and sensitivity.

The outcomes of the current study suggested that preservice teachers’ diverse multicultural experiences in childhood and adolescence are an important predictor of their ME. This suggests that preservice teachers carry forward their cross-cultural experiences that they have gained early on into their teaching profession. Given that immigration is increasing in Canada, perhaps, the next generations of preservice teachers will have more ME, as they will be exposed to a more diverse set of population while growing up. Since cross-cultural experiences have positive relationships with ME levels, throughout the teacher education program, preservice teachers’ exposure to multicultural situations should be increased to facilitate the development of their efficacy beliefs which, in turn, prevent them from developing the burnout syndrome in the future. Bandura (1997) suggests that mastery experiences are the most significant factor in the development of self-efficacy beliefs. Therefore, teacher education programs should involve preservice teachers in multicultural contexts to help them gain “direct experiences, rather than [merely] learning “about” them” (Seeberg, 2012, p. 2).

Mere exposure to multiculturalism and celebration of differences do not necessarily equip preservice teachers to deal with the challenges of teaching in multicultural classrooms. Educators and administrators need to intentionally implement strategies in teacher preparation programs to enhance preservice teachers’ ME levels. Such strategies should include mastery experiences, which play a significant role in the development of efficacy beliefs (Bandura, 1977). Preservice teachers’ ME can also be enhanced through their exposure to teachers who have efficacy in teaching in multicultural contexts (Siwatu, 2007). This can happen because
research indicates when individuals believe in the competency of those around them, they are more likely to imitate their behaviour (Bandura, 1986). Teacher education program should also increase preservice teachers’ exposure to multicultural contexts, which, in turn, may help them enhance their efficacy levels. Initial identification of the preservice teachers’ anxiety levels may protect them against experiencing burnout and low occupational satisfaction deriving from instructing in multicultural contexts. Implementing such strategies can help teacher mentors to provide preservice teachers with better training practices and appropriate curricula. The preparation of culturally responsive teachers and the enhancement of their efficacy beliefs at earlier stages of their training will provide a positive classroom atmosphere for both teachers and ethnically diverse students.

Limitations

Several limitations of this study should be noted. The sample was drawn from the population of the undergraduate preservice teachers enrolled in the Faculty of Education at the University of Regina. Therefore, the results of this study are based upon one institution and may not be generalized to preservice teachers at different universities. Also, this research was based on a small sample size and needs to be replicated. Even though the researcher sought to recruit an approximately equal number of preservice teachers in different years of their programs, the majority were senior students. Finally, given that 90% of the participants were Caucasian, other studies should investigate the relationship between ethnicity and ME levels in a more diverse sample.

Implications and Future Directions

This study sought to shed lights on different aspects of teacher education programs. The lack of correlation between ME and program year was surprising and suggested that ME did not
progress over the course of the undergraduate years. This may be better understood in the context of existing training opportunities. In this regard, it is important to examine the current courses that deal with the cultural and linguistic diversity to determine their effectiveness in enhancing teacher candidates’ ME levels. Also, the extent to which field experiences and internship programs expose preservice teachers to multicultural contexts and help them increase their cross-cultural experiences should be investigated. By identifying the predictors of ME and the relationship between ME and the burnout syndrome, the teacher education program can be improved to prepare culturally responsive teachers. This, in turn, can provide better learning opportunities for ethnically diverse students.

Some directions for further research include undertaking a follow-up study with the same population of preservice teachers to monitor their ME and burnout levels after they enter the real classrooms. The influence of other factors (e.g., the perception of school environment, personality types, and the existence of cultural stereotypes) on preservice teachers’ ME should be investigated. It would also be beneficial to examine the relationship between preservice teachers’ ME levels and their students’ characteristics (e.g., ethnicity, religion, learning disability). In addition, future research should study teacher education programs and their impacts on preservice teachers’ ME to see how effective these programs are in preparing culturally responsive teachers. Finally, the field of education can benefit from studies that implement mixed methods of inquiries (e.g., quantitative and qualitative) to provide more comprehensive explanations for the observed results.
References


Appendix A – Ethics Approval

Research Ethics Board
Certificate of Approval

PRINCIPAL INVESTIGATOR
Sagahr Chahar Mahali

DEPARTMENT
Psychology

REB#
2016-229

SUPERVISOR: Dr. Phillip Sevigny

TITLE
Teaching Diverse Students: Exploring Factors Contributing to Multicultural Efficacy

APPROVED ON:
February 7, 2017

RENEWAL DATE:
February 7, 2018

APPROVAL OF:
Application for Behavioural Research Ethics Review
Consent Form
Recruitment Script
Multicultural Efficacy Scale (MES)
Big Five Inventory (BFI)

MBI-Educators Survey
Culturally Responsive Teaching Self-Efficacy Scale (CRTSE)
Demographic Survey Questionnaire
International Personality Item Pool (IPIP) Liberalism Scale

Full Board Meeting ☐
Delegated Review ☒

The University of Regina Research Ethics Board has reviewed the above-named research project. The proposal was found to be acceptable on ethical grounds. The principal investigator has the responsibility for any other administrative or regulatory approvals that may pertain to this research project, and for ensuring that the authorized research is carried out according to the conditions outlined in the original protocol submitted for ethics review. This Certificate of Approval is valid for the above time period provided there is no change in experimental protocol, consent process or documents.

Any significant changes to your proposed method, or your consent and recruitment procedures should be reported to the Chair for Research Ethics Board consideration in advance of its implementation.

ONGOING REVIEW REQUIREMENTS
In order to receive annual renewal, a status report must be submitted to the REB Chair for Board consideration within one month of the current expiry date each year the study remains open, and upon study completion. Please refer to the following website for further instructions: http://www.uregina.ca/research/for-faculty-staff/ethics-compliance/human/forms1/ethics-forms.html.

Dr. Katherine Robinson
Chair, Research Ethics Board

Please send all correspondence to: Research Office
University of Regina
Research and Innovation Centre 109
Regina, SK S4S 0A2
Telephone: (306) 585-4775 Fax: (306) 585-4893
research.ethics@uregina.ca
Appendix B – Consent Form

Title: Teaching Diverse Students: Exploring Factors Contributing to Multicultural Efficacy

Introduction: You are being asked to participate in a study to help better understand multicultural efficacy of preservice teachers in order to help them become culturally competent educators through effective training. The responses that you provide are an important step in creating positive classroom atmosphere for both teachers and ethnically diverse students.

Procedure: You will be asked to complete five brief surveys and provide some background information about yourself. You can provide your responses and information from anywhere you prefer as long as you have access to a computer with an internet connection and approximately 15-20 minutes of time. If you are interested in the study results, you can contact the research team. Summary of the study findings will be provided electronically (e.g., via email) to those expressing interest. Study results will also be displayed at a research symposium on campus in Spring 2017. Findings may also be published in a peer-reviewed journal that can be accessed through university library systems.

Benefits, discomforts and risks: No discomfort or risks are anticipated with your participation in this study. The only cost to you will be the time required to complete the questionnaires and the background form. By providing answers to all the asked questions, you will be entered in a draw for two $50 Amazon gift certificates. This research will also shed light on different aspects of teacher education programs.

Research Personnel: This study is being conducted by a psychology Honours student at the University of Regina. If you have any questions about the study, please feel free to contact the team leader, Dr. Phillip Sevigny (Phillp.Sevigny@uregina.ca or 306-585-5216) or the researcher, Saghar Chahar Mahali (chaharms@uregina.ca).

Confidentiality: The information collected during this study will be confidential. Your individual responses will not be shared with anyone outside of the research team. While the results of the research study will be shared with others and published in scientific reports, no uniquely identifying information about you will be reported. The information you they provide will only be used in aggregate with the responses of all other participants. All the information you provide will be kept in password protected files on University of Regina password protected personal computers only accessible to the researchers. This data will be kept for a minimum of five years upon the completion of the study. Access to this information will be limited to the primary researchers.

Voluntary Participation: If you are willing to participate in this study, you must be 18 years or older. Your involvement in this study is entirely voluntary and you can decline participation or withdraw at any time by exiting the online survey at any point prior to submitting your responses. If you chose to withdraw from the study you must do so prior to submitting your responses online since all identifiable links between yourself and your responses will be removed upon submission of your data. There is no penalty for declining to participate.
**Funding:** This research study is not funded and is being done in completing an Honours thesis in psychology.

**Ethics Approval:** This project was approved by the Research Ethics Board, University of Regina. If you have any questions or concerns about your rights or treatment as a participant, you may contact the Chair of the Research Ethics Board at (306)585-4775 or by email at research.ethics@uregina.ca.

**Consent Statement**

Having read the above, I agree to participate in this study and consent to the above. I acknowledge that I have been given the opportunity to print a copy of this form by selecting “print” in my internet browser.

☐ Yes
☐ No
Title: Teaching Diverse Students: Exploring Factors Contributing to Multicultural Efficacy

Introduction: You are being asked to participate in a study to help better understand multicultural efficacy of preservice teachers in order to help them become culturally competent educators through effective training. The responses that you provide are an important step in creating positive classroom atmosphere for both teachers and ethnically diverse students.

Procedure: You will be asked to complete five brief surveys and provide some background information about yourself. It will take approximately 15-20 minutes to complete the surveys. If you are interested in the study results, you can contact the research team. Summary of the study findings will be provided electronically (e.g., via email) to those expressing interest. Study results will also be displayed at a research symposium on campus in Spring 2017. Findings may also be published in a peer-reviewed journal that can be accessed through university library systems.

Benefits, discomforts and risks: No discomfort or risks are anticipated with your participation in this study. The only cost to you will be the time required to complete the questionnaires and the background form. By providing answers to all the asked questions, you will be entered in a draw to win one of the two $50 Amazon gift certificates. This research will also shed light on different aspects of teacher education programs.

Research Personnel: This study is being conducted by a psychology Honours student at the University of Regina. If you have any questions about the study, please feel free to contact the team leader, Dr. Phillip Sevigny (Phillip.Sevigny@uregina.ca or 306-585-5216) or the researcher, Saghar Chahar Mahali (chaharms@uregina.ca).

Confidentiality: The information collected during this study will be confidential. Your individual responses will not be shared with anyone outside of the research team. While the results of the research study will be shared with others and published in scientific reports, no uniquely identifying information about you will be reported. The information you provide will only be used in aggregate with the responses of all other participants. Surveys will be kept in a locked file cabinet that is only accessible to the researchers. The records will be kept for a minimum of six years upon the completion of the study. At the end of that period, they will be shredded. Access to this information will be limited to the primary researchers.

Voluntary Participation: If you are willing to participate in this study, you must be 18 years or older. Your involvement in this study is entirely voluntary and you can decline participation or withdraw at any time. There is no penalty for declining to participate.

Funding: This research study is not funded and is being done in completing an Honours thesis in psychology.

Ethics Approval: This project was approved by the Research Ethics Board, University of Regina. If you have any questions or concerns about your rights or treatment as a participant, you may contact the Chair of the Research Ethics Board at (306)585-4775 or by email at research.ethics@uregina.ca.
Consent Statement

Having read the above, I agree to participate in this study and consent to the above.

_____________________     __________________
Signature of Participant                    Date
Appendix C – Demographics and Background Information

What is your gender?

☐ Male
☐ Female
☐ Other

How old are you?

_________

Identify the year of your academic program:

☐ First Year
☐ Second Year
☐ Third Year
☐ Fourth Year
☐ Fifth Year

Which of the following best describes you?

☐ Caucasian
☐ Aboriginal
☐ Middle Eastern
☐ Asian
☐ African
☐ Hispanic
☐ Other ____________________

Do you consider yourself an immigrant in this country?

☐ Yes
☐ No
Is English your First/Primary Language?

- Yes
- No

Which stream are you enrolled in?

- Elementary
- Secondary
- Arts Education
- Baccalaureate Education
Appendix D – Culturally Responsive Teaching Self-Efficacy Scale (CRTSE)

Please judge your capabilities in the following teaching practices in the classroom on a continuum of 0 meaning no confidence at all to 100 meaning completely confident.

I adapt instruction to meet the needs of my students.

______ 0-100

I obtain information about my students' academic strengths.

______ 0-100

I determine whether my students like to work alone or in a group.

______ 0-100

I determine whether my students feel comfortable competing with other students.

______ 0-100

I identify ways that the school culture (e.g., values, norms and practices) is different from my students' home culture.

______ 0-100

I implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture.

______ 0-100
I assess student learning using various types of assessments.

_____ 0-100

I obtain information about my students' home life.

_____ 0-100

I build a sense of trust in my students.

_____ 0-100

I establish positive home-school relations.

_____ 0-100

I use a variety of teaching methods.

_____ 0-100

I develop a community of learners when my class consists of students from diverse backgrounds

_____ 0-100

I use my students' cultural background to help make learning meaningful.

_____ 0-100
I use my students' prior knowledge to help them make sense of the new information.

______ 0-100

I identify ways how students communicate at home may differ from the school norms.

______ 0-100

I obtain information about my students' cultural background.

______ 0-100

I teach students about their cultures' contributions to science.

______ 0-100

I greet English Language Learners with a phrase in their native language.

______ 0-100

I design a classroom environment using displays that reflects a variety of cultures.

______ 0-100

I develop a personal relationship with my students.

______ 0-100
I obtain information about my students' academic weaknesses.

_____ 0-100

I praise English Language Learners for their accomplishments using a phrase in their native language.

_____ 0-100

I identify ways that standardized tests may be biased towards linguistically diverse students.

_____ 0-100

I communicate with parents regarding their child's educational progress.

_____ 0-100

I structure parent-teacher conferences so that the meeting is not intimidating for parents.

_____ 0-100

I help students to develop positive relationships with their classmates.

_____ 0-100

I revise instructional material to include a better representation of cultural groups.

_____ 0-100
I critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.

_____ 0-100

I design a lesson that shows how other cultural groups have made use of mathematics.

_____ 0-100

I model classroom tasks to enhance English Language Learners' understanding.

_____ 0-100

I communicate with the parents of English Language Learners regarding their child's achievements.

_____ 0-100

I help students feel like important members of the classroom.

_____ 0-100

I identify ways that standardized tests may be biased towards culturally diverse students.

_____ 0-100

I use a learning preference inventory to gather data about how my students like to learn.

_____ 0-100
I use examples that are familiar to students from diverse cultural backgrounds.

______ 0-100

I explain new concepts using examples that are taken from my students' everyday lives.

______ 0-100

I obtain information regarding my students' academic interests.

______ 0-100

I use the interests of my students to make learning meaningful for them.

______ 0-100

I implement cooperative learning activities for those students who like to work in groups.

______ 0-100

I design instruction that matches my students' developmental needs.

______ 0-100
### Appendix E – International Personality Item Pool Liberalism Scale (IPIP)

<table>
<thead>
<tr>
<th>Please indicate the extent to which you agree with the following statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I tend to vote for liberal political candidates.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>2. I believe that there is no absolute right or wrong.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>3. I believe laws should be strictly enforced.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>4. I like to stand during the national anthem.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>5. I believe that criminals should receive help rather than punishment.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>6. I believe in one true religion.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>7. I tend to vote for conservative political candidates.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>8. I believe that too much tax money goes to support artists.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>9. I believe that we coddle criminals too much.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>10. I believe that we should be tough on crime.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Appendix F – Experience with Diversity Subscale of Multicultural Efficacy Scale (MES)

Please choose the word that best describes your experience with people different from you.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. As a child, I played with people different from me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. I went to school with diverse students as teenager.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Diverse people lived in my neighbourhood when I was a child growing up</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. In the past, I chose to read books about people different from me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. A diverse person was one of my role models when I was a younger.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. In the past, I chose to watch TV shows and movies about people different from me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. As a teenager, I was on the same team and/or club with diverse students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
### Appendix G – Big Five Inventory (BFI)

<table>
<thead>
<tr>
<th>I see Myself as Someone Who...</th>
<th>Disagree strongly</th>
<th>Disagree a little</th>
<th>Neither agree nor disagree</th>
<th>Agree a little</th>
<th>Agree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is talkative</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Is reserved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Is full of energy</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. Generates a lot of enthusiasm</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. Tends to be quiet</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6. Has an assertive personality</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7. Is sometimes shy, inhibited</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8. Is outgoing, sociable</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
## Appendix H – Maslach Burnout Inventory-Educators Survey (MBI-ES)

<table>
<thead>
<tr>
<th>Choose the one that best describes you.</th>
<th>Never 0</th>
<th>A few times a year or less 1</th>
<th>Once a month or less 2</th>
<th>A few times a month 3</th>
<th>Once a week 4</th>
<th>A few times a week 5</th>
<th>Every day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel emotionally drained from my work.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2. I feel used up at the end of the workday.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>3. I feel fatigued when I get up in the morning and have to face another day on the job.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>4. I can easily understand how my students feel about things.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>5. I feel I treat some students as if they were impersonal objects.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>6. Working with people all day is really a strain for me.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>7. I deal very effectively with the problems of my students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>8. I feel burned out from my work.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>9. I feel I'm positively influencing other people's lives through my work.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>10. I've become more callous toward people since I took this job.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>11. I worry that this job is hardening me emotionally.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>12. I feel very energetic.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>13. I feel frustrated by my job.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>14. I feel I'm working too hard on my job.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>15. I don't really care what happens to some students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>16. Working with people directly puts too much stress on me.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>17. I can easily create a relaxed atmosphere with my students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I feel exhilarated after working closely with my students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I have accomplished many worthwhile things in this job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>20. I feel like I'm at the end of my rope.</td>
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<td>21. In my work, I deal with emotional problems very calmly.</td>
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<td>22. I feel students blame me for some of their problems.</td>
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