

Original Article

The Effect of Nursing Students' Perception of Academic Self- Efficacy on Burnout and Life Satisfaction

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Abstract

Objective: This study was conducted to examine the relationships between academic self- efficacy, occupational burnout and life satisfaction.

Design: In this study, relational survey model, one of the quantitative research methods, was used.

Methods: The study was conducted with 168 undergraduate students studying at X University, Faculty of Health Sciences, Department of Nursing in the fall semester of the 2023-2024 academic year. Data were collected using Student Information Form, Academic Self-Efficacy Scale, Maslach Burnout Scale and Satisfaction with Life. Mann-Whitney U, Kruskal-Wallis significance test and Spearman Correlation analysis were used to evaluate the data.

Results: As a result of the study, it was found that there were significant differences between genders in social status and life satisfaction dimensions (Social Status: Female Rank Mean: 79,28 Male Rank Mean: 96,81; Life Satisfaction: Female Rank Mean: 57,51 Male Rank Mean: 38,56). In the social status dimension, the mean rank of women was 79.28, while the mean rank of men was 96.81.

Conclusion: It was determined that life satisfaction increased and burnout decreased as academic self-efficacy increased in nursing students.

Keywords: Academic Self-Efficacy, Occupational Burnout, Life Satisfaction

Introduction

The success levels of nursing students are affected by some factors such as anxiety, stress, loss of control, motivation and self-efficacy. Especially the first clinical experience is perceived as the most stressful period of nursing education by students. Students' thoughts such as inadequacy of their knowledge and skills for practice, making mistakes, unclear instructor expectations, encountering negative reactions, and low self-efficacy perceptions may cause low academic achievement in students (Capri & Guler, 2016; Aslan & Dogan, 2020;

Self-efficacy perception is a person's belief that he/she can use his/her knowledge and

abilities to achieve the goal determined on any subject (Birsen, 2019). In another definition, self- efficacy is the state of being aware of one's own ability and capacity (Aktas, 2017; Satici, 2013). Self-efficacy belief mediates and connects other factors such as knowledge, ability and skill and ensures that these factors work together effectively (Bandura, 1997; Kotaman, 2008). Academic self-efficacy, on the other hand, is an individual's perception that he/she can successfully perform a task determined in the academic field and is accepted as a type of self- efficacy (Sachitra & Bandura, 2017).

There is a close relationship between clinical competence in nursing and health care quality

concepts. The process of developing professional competence starts with undergraduate education and develops with educational programs that continue with the transition to working in the clinical field (Cronenwett et al., 2007). If nursing students believe that they have the necessary ability and power to perform the task they undertake and see themselves as competent, they will be more willing to perform this task and can show the necessary determination. People with academic competence can overcome the difficulties that arise more easily and adapt to the learning process more easily (Ekici, 2012; Capri & Guler, 2016).

Studies have shown that academic success in nursing education significantly affects performance and success in clinical settings (Gunduz & Karadag, 2019; Ozbayir et al., 2011). Self-efficacy belief of nursing students is very effective in their motivation, theoretical learning, practical skills and clinical practice. If a strong sense of efficacy develops in students, it is thought that their theoretical learning and practical skills are realized at a more desirable level and thus their belief in themselves increases (Aciksoz et al., 2016; Capri & Guler, 2016; Ngwira et al., 2017). However, self-efficacy development is affected by some factors such as personality perception, family attitude, academic achievement, self-efficacy need, past experiences and experiences (Ul Haq, 2016). Self-efficacy theory argues that biological factors and past knowledge are factors that affect self-efficacy (Celenk, 2016).

Life satisfaction is defined as an individual's positive evaluation of his/her whole life in accordance with the criteria determined by himself/herself (Ates & Sagar, 2022). Life satisfaction does not mean individuals' satisfaction with a specific situation or a specific process, but the satisfaction of their whole life in general. For this reason, increasing life satisfaction can help increase positive events and decrease negative events in an individual's life (Demir & Turk, 2020). Burnout is a situation that occurs with a feeling of failure, low energy, fatigue, helplessness and hopelessness, as well as negative attitudes towards work, life and other people (Ardic & Polatci, 2009). Burnout syndrome leads to results such as decreased

performance and motivation in individuals and withdrawal from the social environment (Aslan & Dogan, 2020).

Nursing is one of the professions in which life satisfaction, which reflects the perceptions and evaluations of the individual about his/her life, is important. Variables such as nurses' economic status, professional status, the environment and environmental conditions they serve, and their level of expectation are among the factors affecting their life satisfaction (Eren, 2008; Turgut, 2010). In a study conducted by Haejung et al. (2004) on Korean nurses, shiftless work, high personal accomplishment and low emotional exhaustion were found to be associated with high life satisfaction (Capri & Guler, 2016; Karahan Okuruglu, 2022). Similarly, it has been found that as life satisfaction decreases, some undesirable effects such as low self-esteem and high levels of pessimism on employees' health and well-being increase (Zastrow & Kirst-Ashman, 2004) and as life satisfaction increases, burnout levels decrease (Gumus, 2006). In recent years, it has been reported in a limited number of studies (Gorji et al., 2015; Arslan & Yikilmaz, 2016) that life satisfaction levels of healthcare professionals and especially nurses show a significant negative relationship with burnout scores (Capri & Guler, 2016; Karahan Okuroglu, 2022).

However, considering the lack of studies examining these three variables together in the literature, it is thought that examining the effect of academic self-efficacy perceptions of nursing students, who will be the health professionals of the future, on burnout and life satisfaction, which constitute a professional group working under intense stress and where burnout is seen at a very high level, can make important contributions to the fields of study that will carry out preventive, corrective and developmental studies to protect the mental health of nurses. In this context, in this study, the effect of nursing students' academic self-efficacy perceptions on burnout and life satisfaction was examined.

Materials and Methods

This research uses the survey model, one of the quantitative research methods. Survey model is research conducted on large groups, in which the opinions and attitudes of

individuals in the group about a phenomenon or event are taken, and the phenomena and events are tried to be described (Karasar, 2012). In this study, in order to examine the relationships between academic self-efficacy, occupational burnout and life satisfaction and to determine whether these variables differ in terms of gender and grade level, survey method was preferred.

Sample: The study group of the research consists of 168 students studying at a university. The total number of participants in the sample is 168. There were more female participants (118) than male participants (50). In all classes, the number of female participants is higher than the number of male participants. In particular, Class 2 had the highest total number of participants (49 participants), and this class also had a majority of female participants. Class 1 had the least number of participants (38 participants).

Data Collection Tools: Three different measurement tools were used to collect data in the study.

Academic Self-Efficacy Scale: This scale was used to measure students' academic self-efficacy perceptions. The scale consists of three sub-dimensions: social status, cognitive practices and technical skills. Items in the social status dimension: 2, 3, 4, 11, 14, 14, 15, 16, 17, 25, 27 (total 10 items), items in the cognitive practices dimension: 1, 5, 6, 7, 8, 9, 10, 10,12, 13, 18, 19, 20, 21, 22, 24, 30, 31, 32, 33 (total 19 items), and items in the technical skills dimension: 23, 26, 28, 29 (total 4 items). The scale contains 33 items. The Cronbach Alpha reliability coefficient for the overall scale was found to be 0.86, while it was 0.88 for the social status dimension, 0.82 for the cognitive practices dimension and 0.90 for the technical skills dimension (Ekici, 2012). The Cronbach Alpha reliability coefficient for the overall scale was found to be 0.88 for this study, while it was 0.85 for the social status dimension, 0.83 for the cognitive practices dimension and 0.78 for the technical skills dimension.

Maslach Burnout Scale: It was used to measure students' occupational burnout levels. The scale consists of three sub-dimensions: emotional exhaustion, depersonalization and personal accomplishment. Consisting of 22 items, the

scale was adapted into Turkish and its validity and reliability study was conducted by Ergin. In the adaptation study, the 7-digit response options in the original form were reduced to .5 digits, and the test-retest reliability coefficients of the scale were found to be 0.83 for "emotional exhaustion" (EE), 0.72 for "depersonalization" (D), and 0.67 for "personal accomplishment" (PA). Cronbach's alpha internal consistency coefficient was found to be 0.83 for DT, 0.65 for D, and 0.72 for KB (5). A norm study of the scale for Turkey was also conducted (Gungor et al., 2023). Cronbach's alpha internal consistency coefficient was calculated as 0.81 for DT, 0.70 for D, and 0.75 for KB (5) for this study.

Life Satisfaction Scale: It was used to measure students' general life satisfaction. This scale was developed by Diener, Emons, Larsen and Griffin (1985) and adapted into Turkish by Yetim (1991). The 7-point Likert-type scale (1 - Strongly Disagree, 2 - Disagree, ...7 - Strongly Agree) has 5 items describing life satisfaction. The highest score that can be obtained from the scale is 7 and the lowest score is 1. A high mean score on the scale items means that teachers have high life satisfaction. Yetim (1991) found the Alpha reliability coefficient of the scale as .87 Cronbach's alpha of the scale found as 0.82 for this study.

Data Collection Process: The study was conducted with 168 undergraduate students studying at Gumushane University, Faculty of Health Sciences, Department of Nursing in the fall semester of the 2023-2024 academic year. The scales were administered voluntarily in the classroom environment. Before the application, the participants were informed about the purpose of the study and informed consent was obtained. It took approximately 20-25 minutes to complete the scales.

Ethical Aspects of the Research: This study was approved by Gumushane University Scientific Research and Publication Ethics Committee (E-95674917-108.99-165626; Date; 28/02/2023). Informed consent was obtained from the participants before starting the interview. The study was conducted in accordance with the Declaration of Helsinki and the ethical standards of the National Research Committee.

Data Analysis: SPSS 25.0 statistical program was used to analyze the data. First, descriptive

statistics were calculated. Spearman correlation analysis was used to examine the relationships between variables. Mann-Whitney U test was used to determine differences according to gender and Kruskal-Wallis test was used to determine differences according to grade level. The significance level was accepted as $p < 0.05$ in the analyses.

Results

Descriptively Given Analysis: Descriptive Analysis of the Dimensions of the Academic Self-Efficacy Scale. When we analyzed the frequency and percentage distribution of the social status dimension (Binned), we can see how the participants are distributed according to their social status levels. There are 35 respondents in the "Very Low Social Status" category, which constitutes 20.8% of the total sample. Cumulatively, this group also represents 20.8% of the total percentage. There are 45 people in the "Low Social Status" category and this group constitutes 26.8% of the total sample. Together, these two categories cover 47.6% of the total.

The "High Social Status" group has the highest frequency with 56 respondents, which corresponds to 33.3% of the sample. Together with this category, the cumulative percentage reaches 81.0%. Finally, there are 32 people in the "Very High Social Status" category, which constitutes 19.0% of the sample. When this category is added, the cumulative percentage reaches 100.0%. In general, the distribution of respondents according to their social status levels is evenly distributed. However, it is observed that the highest number of participants are in the "High Social Status" group.

The group with the lowest frequency is the "Very High Social Status" group. When we examine the frequency and percentage distribution of the cognitive practices dimension (Binned), we can see how the participants are distributed according to their cognitive practices' levels. There are 29 people in the "Very Low" category and this constitutes 17.3% of the total sample. There are 51 people in the "Low" category and this group constitutes 30.4% of the total sample. Together, these two categories cover 47.6% of the total. The "High" group has the highest frequency with 61 respondents, which corresponds to 36.3% of the sample.

Together with this category, the cumulative percentage reaches 83.9%. Finally, there are 27 people in the "Very High" category, which accounts for 16.1% of the sample. In general, the distribution of the participants according to the levels of cognitive practices is evenly distributed. However, it is seen that the highest number of participants are in the "High" group. The group with the lowest frequency is the "Very High" group.

When we examine the frequency and percentage distribution of the technical skill dimension (Binned), we can see how the participants are distributed according to their technical skill levels. There are 27 people in the "Very Low" category, which constitutes 16.1% of the total sample. There are 43 respondents in the "Low" category, representing 25.6% of the total sample. Together, these two categories cover 41.7% of the total.

The "High" group has the highest frequency with 74 respondents, which corresponds to 44.0% of the sample. Together with this category, the cumulative percentage reaches 85.7%. Finally, there are 24 respondents in the "Very High" category, representing 14.3% of the sample. Overall, the distribution of respondents according to their level of technical skills is evenly distributed. However, it is seen that the highest number of participants are in the "High" group. The group with the lowest frequency is the "Very High" group.

Descriptive Analysis of the Dimensions of the Occupational Burnout Scale

When we examine the frequency and percentage distribution of the emotional exhaustion dimension (Binned), we can see how the participants are distributed in this regard. Out of a total of 168 participants, 108 (64.3%) provided valid data and 60 participants (35.7%) reported missing data. There were 18 respondents (10.7%) in the "Very Low Emotional Exhaustion" category, which accounts for 16.7% of the valid data. There were 44 participants (26.2%) in the "Low Emotional Exhaustion" category, representing 40.7% of the valid data. There were 34 participants (20.2%) in the "High Emotional Exhaustion" group, representing 31.5% of the valid data.

There were 12 participants (7.1%) in the "Very High Emotional Exhaustion" category, representing 11.1% of the valid data. These data indicate that the vast majority of the participants experience low or very low levels of emotional exhaustion, but a significant number of them have high or very high levels of emotional exhaustion. These findings suggest that those experiencing emotional exhaustion are generally low, but a specific group is experiencing severe burnout and may need support.

When we examine the frequency and percentage distribution of the depersonalization dimension (Binned), we can see how the participants are distributed in this regard. Of the total 168 participants, 105 (62.5%) provided valid data, while 63 (37.5%) participants' data were reported as missing. There were 16 participants (9.5%) in the "Very Low Depersonalization" category and this group constituted 15.2% of the valid data. There were 38 participants (22.6%) in the "Low Depersonalization" category, representing 36.2% of the valid data. Together, these two categories cumulatively reach 51.4%, indicating that more than half of the participants experience low levels of depersonalization.

There were 38 participants (22.6%) in the "High Depersonalization" group, representing 36.2% of the valid data. There were 13 participants (7.7%) in the "Very High Depersonalization" category, representing 12.4% of the valid data. These data show that the majority of the participants experience low or very low levels of depersonalization, but a significant number of them have high or very high levels of depersonalization. These findings suggest that those who experience depersonalization at work are generally low, but that a specific group experiences severe depersonalization and that this group may need support.

When we examine the frequency and percentage distribution of the Personal Achievement dimension (Binned), we can see how the participants are distributed in this regard. A total of 105 out of 168 participants (62.5%) provided valid data, while 63 participants (37.5%) reported missing data. There were 17 participants (10.1%) in the "Very Low Personal Achievement" category,

which constitutes 16.2% of the valid data. There were 36 respondents (21.4%) in the "Low Personal Achievement" category, representing 34.3% of the valid data. Together, these two categories cumulatively add up to 50.5%, indicating that more than half of the participants felt a low level of personal accomplishment.

There were 32 participants (19.0%) in the "High Personal Achievement" group, representing 30.5% of the valid data. There were 20 participants (11.9%) in the "Very High Personal Accomplishment" category, representing 19.0% of the valid data. These data indicate that a significant proportion of the respondents felt low or very low levels of personal accomplishment, but some of them had high or very high levels of personal accomplishment. These findings suggest that there are few people in general who feel a sense of personal accomplishment at work, but that a specific group feels high levels of personal accomplishment and that this group should be supported.

Descriptive Analysis of Satisfaction with Life Scale:

When we examine the frequency and percentage distribution of the life satisfaction dimension (Binned), we can see how the participants are distributed in this regard. Of the total 168 participants, 102 (60.7%) provided valid data, while 66 (39.3%) participants' data were reported as missing. There were 12 participants (7.1%) in the "Very Low Life Satisfaction" category and this group constituted 11.8% of the valid data. There were 57 participants (33.9%) in the "Low Life Satisfaction" category, representing 55.9% of the valid data. Together, these two categories cumulatively add up to 67.6%, indicating that the majority of the participants felt a low level of life satisfaction. There were 14 participants (8.3%) in the "High Life Satisfaction" group, representing 13.7% of the valid data. There were 19 participants (11.3%) in the "Very High Life Satisfaction" category, representing 18.6% of the valid data. These data show that a significant proportion of the participants felt low or very low levels of life satisfaction, but some of them had high or very high levels of life satisfaction. These findings suggest that there are few people in general who feel a sense of life satisfaction at work, but a specific group feels high life satisfaction and

this group should be supported.

Investigation of Academic Self-Efficacy Scale, Occupational Burnout Level and Life Satisfaction in terms of Grade Level:

When it is examined whether the academic self-efficacy scale, professional burnout level and life satisfaction show a significant difference in terms of grade level, the results of the hypothesis tests reveal that variables such as social status, cognitive practices, technical skills, emotional exhaustion, depersonalization, personal accomplishment and life satisfaction do not show a statistically significant difference between grade categories. This indicates that grade levels do not have a significant effect on these variables or that these variables have a homogeneous distribution according to grade levels. (Table 1).

Investigation of Academic Self-Efficacy Scale, Occupational Burnout Level and Life Satisfaction in terms of Gender:

The Mann-Whitney U test results presented in Table 2 determine whether various dimensions show significant differences in terms of gender. The results of this analysis show that there are significant differences between genders in the dimensions of social status and life satisfaction (Social Status: Female Rank Mean: 79,28 Male Rank Mean: 96,81; Life Satisfaction: Female Rank Mean: 57,51 Male Rank Mean: 38,56).

In the social status dimension, the mean rank of women was 79.28, while the mean rank of men was 96.81. This result shows that men have a higher perception of social status than women. Similarly, in the life satisfaction dimension, while the mean rank of women was 57.51, the mean rank of men was 38.56. This result shows that women have a higher perception of life satisfaction than men.

Male and female participants' perceptions of social status and life satisfaction differed. However, there is no significant difference between genders in the dimensions of cognitive practices, technical skills, emotional exhaustion, depersonalization and personal accomplishment. This indicates that male and female participants have similar perceptions in these dimensions. These results reveal that gender may have an effect on certain dimensions, but its effect on other dimensions is limited.

Investigation of the Correlation between Academic Self-Efficacy Scale, Occupational Burnout Level and Life Satisfaction:

According to the correlation analysis results, there is a positive and strong relationship between social status and cognitive practices ($r = 0.729$, $p < 0.01$) and technical skills ($r = 0.723$, $p < 0.01$). This suggests that individuals with high social status tend to be high in cognitive practices and technical skills. There is a negative relationship between social status and emotional exhaustion ($r = -0.297$, $p < 0.01$), depersonalization ($r = -0.274$, $p < 0.01$), personal accomplishment ($r = -0.326$, $p < 0.01$) and life satisfaction ($r = -0.245$, $p < 0.05$).

These findings indicate that individuals with high social status have lower levels in these dimensions. There is a very strong positive relationship between cognitive practices and technical skills ($r = 0.850$, $p < 0.01$), indicating that individuals who are high in cognitive practices also tend to be high in technical skills. Negative relationships were found between cognitive practices and emotional exhaustion ($r = -0.230$, $p < 0.05$) and depersonalization ($r = -0.260$, $p < 0.01$), suggesting that individuals who are high in cognitive practices tend to have lower levels of these dimensions. Negative relationships were also found between technical skills and emotional exhaustion ($r = -0.282$, $p < 0.01$) and depersonalization ($r = -0.267$, $p < 0.01$).

There is a very strong positive relationship between emotional exhaustion and depersonalization ($r = 0.909$, $p < 0.01$), indicating that individuals with high levels of emotional exhaustion also have high levels of depersonalization. There is a positive relationship between emotional exhaustion and personal accomplishment ($r = 0.305$, $p < 0.01$). There is a positive relationship between depersonalization and personal accomplishment ($r = 0.302$, $p < 0.01$). There is also a positive relationship between personal accomplishment and life satisfaction ($r = 0.344$, $p < 0.01$), which shows that individuals with high perception of personal accomplishment also have high life satisfaction. (Table 3).

Table 1. Kruskal-Wallis Test results

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of social status is the same across categories of your class.	Independent-Samples Wallis Test	Kruskal-.992	Retain the null hypothesis.
2	The distribution of cognitive practices is the same across categories of your class.	Independent-Samples Wallis Test	Kruskal-.728	Retain the null hypothesis.
3	The distribution of technical skills is the same across categories of your class.	Independent-Samples Wallis Test	Kruskal-.647	Retain the null hypothesis.
4	The distribution of emotional frustration is the same across categories of your class.	Independent-Samples Wallis Test	Kruskal-.152	Retain the null hypothesis.
5	The distribution of depersonalization is the same across categories of your class.	Independent-Samples Wallis Test	Kruskal-.060	Retain the null hypothesis.
6	The distribution of personal achievement is the same across categories of your class.	Independent-Samples Wallis Test	Kruskal-.050	Retain the null hypothesis.
7	The distribution of life satisfaction is the same across categories of your class.	Independent-Samples Wallis Test	Kruskal-.388	Retain the null hypothesis.

a. The significance level is .050. b. Asymptotic significance is displayed.

Table 2. Mann-Whitney U test results CHANGE . TO .

Size	Asymptotic Sig.(2-sided test)
Social Status	0.033
Cognitive Applications	0.415
Technical Skills	0.986
Emotional Exhaustion	0.133
Depersonalization	0.112
Personal Success	0.082
Life Satisfaction	0.03

Table 3. Investigation of the Correlation between Academic Self-Efficacy Scale. Occupational Burnout Level and Life Satisfaction

		socialstatus	cognitivepractices	technicalskills	emotionallyoverwhelmed	depersonalization	personalsuccess	lifesatisfaction
Spearman'ssocials tatus rho	Correlation1. 000 Coefficient		.729**	.723**	-.297**	-.274**	-.326**	-.245*

	Sig. (2-tailed)	.000	.000	.002	.005	.001	.013
cognitive practices	Correlation Coefficient	.729**	.850**	-.230*	-.260**	-.110	-.066
	Sig. (2-tailed)	.000	.000	.017	.007	.263	.510
technical skills	Correlation Coefficient	.723**		-.282**	-.267**	-.128	-.033
	Sig. (2-tailed)	.000		.003	.006	.193	.742
emotionally overwhelmed	Correlation Coefficient	-.297**			.909**	.305**	.028
	Sig. (2-tailed)	.002			.000	.002	.777
depersonalization	Correlation Coefficient	-.274**				.302**	.077
	Sig. (2-tailed)	.005				.002	.441
personal success	Correlation Coefficient	-.326**					.344**
	Sig. (2-tailed)	.001					.000

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).

Discussion

The descriptive analyses show that the academic self-efficacy scale has a balanced distribution in the dimensions of social status, cognitive practices and technical skills. The findings in the social status, cognitive practices and technical skills dimensions of the academic self-efficacy scale reveal that the participants have a balanced distribution in these areas. It was observed that the number of participants at the "High" level was the highest in all three dimensions. This indicates that the individuals in the sample generally have high social status, cognitive practices and technical skills.

In the study conducted by Yuzer Aslac and Oztas (2023), the mean academic self-efficacy scores of nursing students were found to be at a medium level. In the study, the student's class, place of residence, participation in scientific programs and leisure time activities were found to be factors affecting academic self-efficacy.

However, the fact that there were fewer participants at very high levels suggests that

excellence in these areas is less common or that individuals at these levels are underrepresented in the sample. These findings have important implications for the design and implementation of training and personal development programs. First, there is a need to identify strategies to maintain and improve participants' current high levels. Second, it is important to develop specific support and intervention programs for individuals at low and very low levels. This approach can contribute to increasing overall self-efficacy levels and help individuals to be more successful in both their academic and professional lives. The results of the study emphasize the multidimensional structure of self-efficacy perception and show that the possible interactions between these dimensions should be examined in more detail.

In addition, longitudinal studies to monitor the change in self-efficacy levels over time may be useful to evaluate the effectiveness of training programs. When emotional exhaustion, depersonalization and personal accomplishment, which are the three main

dimensions of the professional burnout scale, are analyzed descriptively, it is seen that the majority of the participants (57.4%) experience low or very low levels of exhaustion in the emotional exhaustion dimension. This can be considered as a positive indicator in general. However, there is also a group of 42.6% who experience high or very high emotional exhaustion. This shows that emotional exhaustion in the workplace is a significant problem and requires special attention.

A similar trend is observed in the depersonalization dimension. While 51.4% of the participants have low or very low levels of depersonalization, 48.6% have high or very high levels of depersonalization. These results reveal that depersonalization is also an important indicator of professional burnout and an area that requires intervention. A more balanced distribution is observed in the personal accomplishment dimension. While 50.5% of the participants felt low or very low personal accomplishment, 49.5% felt high or very high personal accomplishment. These findings suggest that more effort should be made to improve the perception of personal accomplishment at work. These results emphasize the multidimensional nature of occupational burnout and suggest that each dimension should be addressed separately. In particular, it is important to identify groups with high levels of burnout and to develop intervention programs for these groups.

When the life satisfaction scale is analyzed descriptively, it is observed that the majority of the participants (67.6%) have low or very low life satisfaction. This rate indicates a general dissatisfaction with life in society and constitutes a serious source of concern. In particular, the 55.9% rate in the "Low Life Satisfaction" category emphasizes the urgent need to address this issue. On the other hand, the proportion of respondents reporting high or very high life satisfaction (32.3%) is substantial. This group may be a valuable resource in terms of identifying the factors that improve quality of life and applying them to other groups.

These findings suggest that comprehensive strategies should be developed to increase life satisfaction in society. Especially for the large group reporting low life satisfaction,

interventions such as strengthening social support mechanisms, improving economic conditions and expanding psychological counseling services may be considered. Future research could focus on identifying specific factors that affect life satisfaction. For example, it may be useful to examine the effects of variables such as work life, family relationships, health status and social environment on life satisfaction. In addition, qualitative studies could be conducted on the group reporting high life satisfaction and lessons could be learned from their experiences and strategies.

When important psychological constructs such as academic self-efficacy, occupational burnout and life satisfaction were analyzed in terms of grade levels, Kruskal-Wallis test results revealed that these variables did not show a statistically significant difference between grade levels. Bulfone et al. examined the academic self-efficacy of nursing students in a 3- year period and found that the academic self-efficacy of students did not differ according to grade level (Bulfone et al., 2020). Similarly, Terry and Peck reported that there was no difference in students' academic performance according to grade level (Terry & Peck, 2020). These findings have important implications for educational psychology and professional development. First of all, it is noteworthy that social status, cognitive practices and technical skills, which are sub-dimensions of academic self-efficacy, do not differ across grade levels. This may indicate that students' academic self-efficacy perceptions follow a stable course during the education process. However, this stability may also indicate that self- efficacy perception has not developed sufficiently rather than a positive development process.

The fact that emotional exhaustion, depersonalization and sense of personal accomplishment, which are the dimensions of occupational burnout, did not show a significant difference between the grade levels suggests that the effect of the educational process on burnout is limited. This finding suggests that burnout may be caused by individual factors or non-educational experiences rather than the educational process. Similarly, the fact that life satisfaction does not differ across grade levels indicates that the educational process

does not have a significant effect on students' overall life satisfaction. This suggests that life satisfaction is more influenced by personal and environmental factors. In a study conducted on Korean nurses, shiftless work, high personal accomplishment and low emotional exhaustion were found to be associated with high life satisfaction (Capri & Guler, 2016; Karahan et al., 2022).

Similarly, it has been found that as life satisfaction decreases, some undesirable effects on the health and well-being of employees such as low self-esteem and high levels of pessimism increase (Zastrow & Kirst-Ashman, 2004), and as life satisfaction increases, burnout levels decrease (Gumus, 2006). These results lead to question the effectiveness of educational programs and interventions. In particular, while academic self-efficacy and life satisfaction are expected to increase as grade level increases, the fact that such a trend is not observed suggests that the education system does not sufficiently support development in these areas.

Future research could focus on identifying specific factors that influence these variables. For example, examining the individual, social and institutional factors that influence academic self-efficacy, burnout and life satisfaction may provide a more comprehensive understanding. In conclusion, this study shows that the impact of the educational process on students' academic self-efficacy, professional burnout and life satisfaction is limited. These findings emphasize the need to review educational policies and practices and to develop more effective strategies to support students' psychological well-being.

When the dimensions of academic self-efficacy, professional burnout and life satisfaction are analyzed from the perspective of gender, it is revealed that there are significant differences between genders in some of these variables and not in others. These findings provide important insights into the relationship between gender and psychological constructs. It is particularly noteworthy that there are significant differences between genders in the dimensions of social status and life satisfaction. In the social status dimension, male participants (rank mean: 96.81) had a

higher perception than female participants (rank mean: 79.28). This finding indicates that men perceive their social status more positively in society. This can be explained by gender roles and expectations. Characteristics traditionally attributed to men such as leadership, power and success may positively affect men's perceptions of social status.

On the other hand, in the life satisfaction dimension, female participants (rank mean: 57.51) had a higher level of satisfaction than male participants (rank mean: 38.56). This result shows that women have higher overall life satisfaction than men. Camci and Kavuran (2021) stated in their study that the life satisfaction of female nurses was higher than male nurses (Camci & Kavuran, 2021). This suggests that women may have more developed skills in establishing social relationships, forming emotional bonds and achieving satisfaction from different areas of life. These differences may also reflect the impact of gender roles and expectations on individuals' perceptions. For example, the difference in the perception of social status may be related to the roles and values attributed to men and women in society.

The difference in life satisfaction may be due to the difference in life experiences and opportunities between genders. On the other hand, it is an important finding that there is no significant difference between genders in the dimensions of cognitive practices, technical skills, emotional exhaustion, depersonalization and personal accomplishment. This result suggests that gender equality may have been achieved in these areas or that these constructs are shaped independently of gender. These findings suggest that the gender factor should be taken into consideration in the design of training and professional development programs. It may be useful to develop gender-specific interventions, especially in the areas of social status perception and life satisfaction.

For example, programs to strengthen women's perception of social status or strategies to increase men's life satisfaction could be developed. In conclusion, this study reveals the complex nature of the relationship between gender and psychological constructs. While gender differences are observed in some areas, similarities are observed in

others. These findings should be taken into account in the development of gender equality policies and educational programs. At the same time, emphasizing similarities as well as differences between genders may contribute to a more balanced shaping of gender perceptions. Future research could test these findings in different cultural contexts and examine how gender differences change over time. Furthermore, studies covering a broader spectrum, such as gender identity and sexual orientation, could further expand our understanding in this area.

Correlation analysis revealed strong positive correlations between social status, cognitive practices and technical skills ($r = 0.723$ to 0.850), suggesting that academic self-efficacy is a holistic construct. The negative correlations of these dimensions with emotional exhaustion and depersonalization ($r = -0.230$ to -0.297) suggest that high academic self-efficacy may reduce burnout. The very strong positive relationship between emotional exhaustion and depersonalization ($r = 0.909$) emphasizes the importance of a holistic approach in combating burnout.

However, the unexpected positive relationship between emotional exhaustion and depersonalization and personal accomplishment ($r = 0.305$ and 0.302) requires further investigation. While the positive relationship between personal accomplishment and life satisfaction ($r = 0.344$) suggests that the perception of success at work may positively affect overall life satisfaction, the negative relationship between social status and life satisfaction ($r = -0.245$) suggests that higher social status does not necessarily translate into higher life satisfaction. These findings suggest that educational programs should adopt holistic approaches to develop all dimensions of academic self-efficacy, strategies to prevent burnout should focus on increasing academic self-efficacy, and more attention should be paid to work-life balance and holistic life satisfaction. Future research could examine the causality of these relationships and investigate how these relationships vary across different demographic groups.

Conclusions and Recommendations: It was determined that life satisfaction increased and burnout decreased as academic self-efficacy

increased in nursing students. The findings suggest that training programs should adopt holistic approaches to improve all dimensions of academic self-efficacy, strategies to prevent burnout should focus on increasing academic self-efficacy, and work-life balance and holistic life satisfaction should be given more importance. In light of these findings, it is recommended that training and professional development programs should be re-evaluated, gender-specific interventions should be developed and holistic approaches should be adopted. Future research should examine the causality of these relationships and investigate how they vary across different demographic groups.

Limitations of the Study: The limitation of the study is that it has a cross-sectional design. A longitudinal study would have provided a clearer picture of how these variables change over time. In addition, sample size and diversity may also affect the generalizability of the results. Another limitation of the study is that it does not explain the reasons for gender differences. Future research could focus on examining the social, cultural and psychological factors underlying these differences.

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