EFFECTS OF BURNOUT ON THE SOCIO-PROFESSIONAL ACTIVITY OF TEACHERS

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Abstract

Many teachers start their careers with a high level of energy and motivation, wanting to make their subject interesting to their students and demonstrate interest in them. However, professional disillusionment, accompanied by fear, insecurity and anxiety, replaces the joy of teaching.

Teacher burnout is a multidimensional construction with three related constructions: emotional exhaustion, depersonalization, and diminishing personal achievement.

Key words: *burnout, professional stress.*

INTRODUCTION

In recent years, burnout has been one of the most discussed mental health issues in modern societies. In a world facing major socio-economic challenges, people are facing increasing pressure in their daily lives, especially in the workplace. As a result, managers, employees and workers in a variety of industries and sectors around the world suffer from work-related stress, fatigue and burnout, the most prominent signs of which are often referred to as burnout syndrome.

However, burnout is not exclusively related to work, as the findings showed that privacy and social support also played a key role *(Maslach and Jackson, 1984; Sprang, Clark, Whitt-Woosley, 2007).*

It has also been found that professionals working in the public sector have a higher risk of burnout than those in the private sector *(Sprang, et al., 2007).*

Exposure factors such as long hours, duration of assignment, case tasks, correlated with organizational factors such as lack of autonomy, low peer support, lack of preparedness provide conditions under which exhaustion will inevitably penetrate the workplace in a certain capacity. The results will affect not only the

professional, but also the efficiency of the job and the levels of care and support for the client *(Boscarino, Figley, & Adams, 2004; Sprang, et al., 2007).*

The concept of burnout was first introduced by Freudenberger (1974). Since then, various definitions have emerged. Lee and Ashforth (1990), referring to Maslach and Jackson (1981), defined burnout as a syndrome of emotional exhaustion (characterized by fatigue, somatic symptoms, decreased emotional resources and the feeling that he had nothing left to offer others), depersonalization (the development of negative, cynical attitudes and impersonal feelings towards their clients, treating them as objects) and the lack of feelings of personal achievement (feelings of incompetence, inefficiency and inadequacy). This definition of burnout has been most widely used in the literature.

Freudenberger (1974) not only described burnout syndrome, but also suggested preventive measures. Because he believed that burnout is specifically related to specific work environments and organizational contexts, the author proposed intervention at the organizational level and not just at the individual level. His recommendations included shorter working hours, regular job rotation, and frequent supervision and staff training.

This first publication on burnout anticipates much of the research to be conducted over the next 40 years. Freudenberger's initial work (1974) was followed by a significant number of psychological and medical studies, starting with research by Christina Maslach and her colleagues in the late 1970s and early 1980s *(Maslach, 1976; Maslach and Jackson, 1981; Pines and Maslach, 1978).*

Maslach was one of the pioneers of burnout research and is still one of the most important scientists in this field. Unlike Freudenberger's qualitative, almost autoethnographical account (1974), psychologist Maslach focused on measuring burnout. Based on the three dimensions of burnout, that is, exhaustion, cynicism and ineffectiveness, she developed Maslach Burnout Inventor, which is still the most widely used questionnaire for measuring burnout even today *(Maslach and Jackson, 1981).*

In their article, Maslach, Schaufeli and Leiter (2001) distinguish between a pioneering phase and an empirical phase of burnout research. The first phase in the mid-1970s concerned the description and naming of this new "syndrome". At the moment, the research was mainly based on observations and interviews in the human services and health care sector.

It has also been systematically described in relation to concepts established in industrial-organizational psychology, such as stress at work, job satisfaction and organizational engagement *(Maslach et al., 2001).*

Maslach Burnout Inventory offers a common understanding of the concept. The questionnaire suggests that burnout is a coherent phenomenon and made it possible to measure exhaustion without the need to question or reflect on the basic assumptions regarding this mental condition and its implications in society and beyond.

Over the past 10 years, burnout has become a topic of growing interest to scientists, practitioners and the workforce. Clinical psychologists, in particular, began to adopt burnout as a diagnosis and tried not only to assess the level of exhaustion, but also to discriminate between cases of burnout and non-cases, treatment and non-treatment *(Schaufeli, Leiter and Maslach, 2009)*.

Today, burnout is a medical diagnosis established in very few countries, such as the Netherlands and Sweden; in most (industrialized) countries, it remains a contested diagnosis that is widely discussed but not officially recognized in the healthcare system.

Langle (2003) defines the phenomenon of burnout as an existential crisis resulting from a modern society demanding and oriented towards achievements, resulting in a life that is alienated and distant from our existential reality and that is determined by the demanding character and spirit of consumption that marks our present tense.

These more contemporary definitions of burnout will guide this study and establish the reasons for exploring the characteristics of burnout.

Although burnout can have a negative impact on the workforce, patient care and health of the individual, it can also play a protective role. It was assumed that the symptoms of exhaustion would appear to protect the human psyche from further damage. Freudenberger (1983) describes depersonalization as a means of protection against subsequent emotional drainage. In a similar sense, it can be argued that emotional exhaustion acts as a "brake" for individuals who do not know how or when to slow down. Negative changes in attitudes (reduced goals at work, loss of idealism, increased self-interest) were described by Benbow (1998) as a form of coping.

Burnout has been described as a state of physical, emotional and spiritual fatigue caused by long-term exposure to stressors at work *(Sherring and Knight, 2009; Breen and Sweeney, 2013)*.

To date, there are various definitions of burnout. While each contributed to the understanding of the phenomenon of burnout, this lack of clarity and consensus was the greatest limitation in the advancement of solid empirical tests at the theoretical and methodological level.

According to Beemsterboer and Baum (1984), the understanding of burnout is hampered by the lack of a single operational definition and a clear set of criteria. Starrin, Larsson and Styrborne, (1990) confirm that it is possible to agree on a common description of burnout rather than on a common definition of it.

The popular definitions that contributed to the understanding of burnout state the following:

- Burnout is a process that begins with excessive and prolonged levels of tension in the workplace, whereby stress produces feelings of tension, irritability and fatigue.

EFFECTS OF BURNOUT ON THE SOCIO-PROFESSIONAL ACTIVITY OF TEACHERS

- This process is completed when employees respond defensively to stress at work, psychologically decouple from work, and become apathetic, cynical, and rigid *(Ray, Nichols and Perritt, 1987).*
- Burnout is a progressive loss of idealism, energy and purpose experienced by people in the helping professions as a result of their working conditions *(Beemsterboer and Baum, 1984).*
- Burnout is characterized as a state of physical, emotional and mental exhaustion caused by long-term involvement in emotionally demanding situations *(Pines and Aronson, 1988).*

The definitions above vary from each other in terms of scope and accuracy, but each has uniquely contributed to the understanding of burnout.

Despite this, the different definitions share certain similarities in terms of the key characteristics of the phenomenon.

There is a general agreement that burnout:

- occurs at individual or agency level
- it is an internal psychological experience that involves feelings, attitudes, motives and expectations
- refers to problems, suffering, discomfort and dysfunction
- is perceived by the individual as a negative experience
- are negative consequences
- lead to decreased effectiveness and performance at work

Schaufeli and Peeters (2000) reviewed the literature on burnout conducted until 1999. Thus, three different types of stressors associated with the burnout experience were identified.

Types of stress have been identified as **physiological stressors, psychological stressors and behavioral stressors**.

- **Physiological stressors** refer to somatic symptoms such as headaches, heart palpitations, shortness of breath and hypertension.
- **Psychological stressors** refer to a decrease in job satisfaction and an increase in symptoms such as anxiety and depression.
- **Behavioral stressors** refer to behaviors such as absenteeism from work, high staff turnover, and the use of prohibited substances and alcohol as coping mechanisms.

More recently, Endicott (2006) has summarized similar characteristics in terms of mood indicators of burnout that include anger, cynicism, depression, and anger. In addition, the author found that people who exhibit behaviors such as absenteeism and excessive use of substances such as alcohol were exposed when faced with exhaustion.

Based on these researchers it is obvious that beliefs about the experience of burnout have remained stable and consistent over time. Recent research has continued to focus on the experience of burnout as identified by the individual.

Borritz (2006) conducted an analysis of the literature on burnout research during this most recent period from the late 1990s to the present day. It included 13 studies that had a follow-up period of more than 1 year, a response rate of over 50% or participants who included diversity in the occupational classification.

The findings from these studies have identified an overwhelming load of cases, high levels of emotional demand and a diminished sense of support as primary factors leading to emotional exhaustion. Emotional exhaustion is the only component that professionals agree on as a prominent feature of burnout in literature. Borritz (2006) states that current conclusions on the nature of the phenomenon of exhaustion claim that it is a complex phenomenon with a multi-factorial causality.

1. FEATURES OF BURNOUT

According to the literature, the characteristics of burnout consist of cynicism, psychological suffering, feelings of dissatisfaction, impaired interpersonal functioning, emotional numbness and physiological problems *(Sprang, Clark andWhitt-Woosley, 2007)*. There are also observable behaviors such as irritability, impatience and nonverbal communication that conveys a lack of interest in goals to be achieved in the workplace and even in colleagues.

Burnout can lead to conditions such as trauma , secondary traumatic stress and professional burnout *(Newell and MacNeil, 2010)*. Emotional exhaustion, depersonalization or cynicism and diminishing sense of personal achievement help define the main dimensions of burnout *(Sprang, Clark and Whitt-Woosley, 2007; Maslach, 2003)*. Emotional exhaustion is a state that occurs when the emotional resources ofa person become exhausted by the chronic needs, requirements and expectations of clients and superiors at work *(Newell and MacNeil, 2010)*. There is a positive correlation between workplace requirements and stress-related health problems *(Maslach, 2003)*.

The characteristics of burnout consist of:
- cynicism
- psychological distress,
- feelings of dissatisfaction,
- impairment of interpersonal functioning, and
- physiological problems *(Sprang, et al., 2007)*.

These aspects can lead to a loss of interest in the workplace, which leads to the avoidance of professional responsibilities. Also, these characteristics can also be due to problems in the personal life of the individual. If burnout occurs due to problems at work and the environment, many of the employees are likely to face this. Continuing without intervention would not only lead to poor services, but would be engaging in irresponsible practice that would lead to possible harm.

EFFECTS OF BURNOUT ON THE SOCIO-PROFESSIONAL ACTIVITY OF TEACHERS

Organizational factors contributing to burnout include excessive and high number of cases, lack of autonomy, inequity in structure, lack of support and poor on-the-job training *(Barak, Nissly and Levin, 2001; Newell and MacNeil, 2010)*.

The characteristics that lead to these negative organizational factors include a structure of bureaucratic constraints, inadequate supervision, lack of availability of resources and lack of support *(Newell and MacNeil, 2010)*. Such jobs may also not recognize that they have employees experiencing burnout, and this adds to the stigma of seeking help.

Many factors that lead to burnout include unmet expectations and lack of social support *(Thomas and Lankau, 2009)*.

According to Crocker, Lee and Park (2004), being devalued in an environment characterized by competition or evaluative concentration is a powerful trigger for declining self-esteem, especially for female employees.

The results may reflect the fact that women have less influence in the workplace and need to balance work and family life, and overtime can cause additional stress in these areas.

Competence and stress management are also linked because competence contributes to the psychological functioning of individuals *(Puig, et al., 2012)*.

2. CAUSES OF BURNOUT

According to the burnout theory, when individuals perceive or experiment that they do not have enough resources, such as time, energy and support, to balance the demands of their work, they are more likely to be vulnerable to burnout *(Thomas & Lankau, 2009)*. It should be noted that burnout is not exclusively related to the workplace, as research has shown that privacy and social support have also played a key role *(Blom, 2012)*.

However, more modern theories have argued that workplace and personal characteristics should be studied simultaneously in the organizational environment *(Bianchi, 2018; Maslach and Leiter, 2016a)*. These job factors (organizational risk factors) are compiled into six critical areas of the workplace context *(Maslach et al., 2001)*:

- Workload: Workload is one of the most discussed sources of burnout and the most obviously related to the burnout exhaustion part *(Maslach and Leiter, 2008)*. The imbalance can occur through numerous requests and responsibilities made with a shortage of resources.
- Control: It indicates how much autonomy the staff has over their work. Inconsistencies in control reflect that the employee does not have sufficient control over the critical size and resources required for the workplace
- Reward: It leverages positive feedback and recognition, be they financial, social, or both. The mismatch here is the lack of positive feedback for the work that people do.

- Community: Reflects the quality of social synergy (personal relationship and team interaction) in working with colleagues, managers and clients.
- Fairness: It reflects trust, openness and respect in the workplace.
- Values: It reflects the aspirations, motivation and ideals of the individual regarding the   field in which he/she operates. Imbalance occurs when there is a conflict between individual and organizational values *(Maslach et al., 2001).*

According to Maslach and Leiter (2016a) and Maslach et al. (2001), any inconsistency or imbalance between the employee and the six areas presented above can increase the likelihood of professional burnout.

While the mismatch between the person and the factors at work can lead to a higher risk of experiencing burnout, some personal traits of individuals can also contribute to the possibility of burnout. Personality traits can play a significant role as a coping mechanism *(Ghorpade et al., 2007)* or as a burnout size enhancer *(Maslach and Leiter, 2016a).*

For example, hardness is a collection of personality traits used by individuals as a mechanism for adapting to a stressful situation *(Kobasa, 1979).*

On the other hand, people who show a less resilient personality also display a higher score in burnout, especially the size of exhaustion *(Maslach et al., 2001; Maslach and Leiter, 2016a).* Burnout scores are more prominent among people who have a more external locus of control - the individual perception of the event and achievements as a result of chance, destiny or under the control of the power of others, while people who have more internal locus of control - the individual perceives the event as being conditioned by his behavior, ability and efforts *(Rotter, 1966)* - are less prone to exhaustion *(Maslach et al., 2001).*

Neuroticism is also strongly associated with a higher level of burnout *(Bianchi, 2018; Swider and Zimmerman, 2010).*

3. RESEARCH METHODOLOGY

The objective of the work:

Through this research we set out to discover the effects of burnout on the professional activity of teachers and the effects it can have on them.

Working hypotheses:

- It is presumed that there is a negative correlation between exhaustion and fulfillment and determination in teachers.
- It is presumed that there is a negative correlation between burnout and general satisfaction in teachers.

The group of participants:

The sample consists of 206 participants. Of the 206 participants, 190 of them are female (92.23%) and 16 male (7.77%).

EFFECTS OF BURNOUT ON THE SOCIO-PROFESSIONAL ACTIVITY OF TEACHERS

In terms of teaching experience, the teachers who participated in my research have the teaching experience between 1 and 40 years. 19 of them have experience between 1 and 5 years (9.22%), 27 have experience between 6 and 12 years (13.11%), 43 between 13 and 20 years (20.87%), 78 between 21-30 years (37.87%) and 39 between 31 and 40 years (18.93%).

In terms of marital status, 152 of the participants are married (73.79%) and 54 are unmarried. At the same time, 152 of the participants have children, and 54 have no children (26.21%).

Participants also mentioned their monthly income. Out of the total number of participants, 25 of them have income between 2500 and 3000 lei (12.14%), 27 participants have income between 3000-3500 lei (13.11%), 34 participants have income between 3500-4000 lei (16.50%), 52 participants have incomes between 4000-4500 lei (25.24%), 31 participants between 4500-5000 lei (15.05%) and 37 between 5000 and 6000 lei (17.96%).

At the same time, research participants teach at different levels of study. 13 of the participants teach at preschool level (6.31%), 66 of the participants teach at primary level (32.04%), 40 at secondary level (19.42%), 41 at high school level (19.90%) and, last but not least, 46 teach at university level (22.33%).

If we refer to the age of the participants, 13 participants are aged between 18 and 29 years (6.31%), 41 are between 30 and 39 years old (19.90%), 134 between 40 and 55 years old (65.05%) and 18 between 56 and 65 years of age (8.74%).

Of the 206 participants, 152 of them have children (73.79%) and 54 have no children (56.21%).

The size of the class that the participants in my research teach is also an important factor to mention: 50 participants teach classes between 1 and 20 pupils (24.27%), 63 teach in classes between 21 and 30 pupils / students (30.58%) and 93 teach in classes between 26 and 30 students (45.15%).

Last but not least, I will also specify the background of the participants. 155 of them live in urban areas (75.24%) and 51 live in rural areas (24.76%).

Working tools:

Questionnaire "Mentality towards work" (Constantin, 2004)

The questionnaire consists of 27 items, and fthe actors of the questionnaire are:

I. Mentality towards work (overall score) expressing a negative attitude towards work (low scores) or a positive attitude towards work (high scores), quality work being seen as a condition of personal existence.

II. Fulfillment and determination: work is perceived positively, as a factor of fulfillment, and involvement in work is stated as a condition of existence.

III. Obligation and avoidance: work is evaluated without much enthusiasm, more as a tedious obligation, without involvement and only the negative aspects of it being noticed.

Questionnaire "Job satisfaction" (Constantin, 2004)

The questionnaire consists of 32 items that highlight four factors:

I. Remuneration and promotion: dissatisfaction (low score) or satisfaction (high score) of an employee regarding rewards (salary, other financial incentives, recognition opportunities, or promotion) of the work performed by the employee.

II. Leadership and interpersonal relationships: dissatisfaction (low scores) or contentment (high scores) with the social climate and relations with colleagues or with the boss, as well as with that of the relaxed, non-conflicting atmosphere.

III. Organization and communication: the employee's dissatisfaction (low scores) or his satisfaction (high scores) with the way in which the work is organized and carried out: defining tasks, effort, communication, feedback, etc.

IV. General satisfaction: the extent to which the employee is satisfied with the work he performs, both in terms of his organization and in terms of the rewards he receives for his work (material or moral rewards) and the interpersonal climate in which he carries out his work.

The Maslach Inventory of Measuring Burnout (Schaufeli, Leiter, Maslach, Jackson, 1996, pp. 22-26)

The questionnaire consists of 16 items, containing four subscales (Exhaustion, Cynicism, Professional Inefficiency, Total).

I. Exhaustion: 1, 3, 5, 11, 14
II. Cynicism: 2, 7, 8, 13, 15
III. Professional inefficiency: 4, 6, 9, 10, 12, 16
IV. Total: all items

Verification of assumptions:

It is presumed that there is a negative correlation between exhaustion and fulfillment and determination in teachers.

To begin with, we calculated the starting indices by obtaining (N= 11.23 for exhaustion and N=55.98 for fulfillment and determination), the median (N=11 for exhaustion and N=56 for fulfillment and determination), the standard deviation (N= 7.062 for exhaustion and 7.58 for fulfillment and determination) and variance (N=49,867 for exhaustion and N= 49,867 for fulfillment and determination) in terms of exhaustion and fulfillment and determination.

Table 1. - The test of normality of the distribution of variable scores in relation to the second hypothesis.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Itself.	Statistic	df	Itself.
fulfillment.si.determination	,084	206	,001	,981	206	,008
exhaustion	,086	206	,001	,967	206	,000

a. Lilliefors Significance Correction

EFFECTS OF BURNOUT ON THE SOCIO-PROFESSIONAL ACTIVITY OF TEACHERS

The data presented in Table 1 shows a non-normal distribution of scores.

Table 2.- Correlation table.

Correlations

			epuizare	implinire.si. determinare
Spearman's rho	epuizare	Correlation Coefficient	1,000	-,196[**]
		Sig. (2-tailed)	.	,005
		N	231	206
	implinire.si.determinare	Correlation Coefficient	-,196[**]	1,000
		Sig. (2-tailed)	,005	.
		N	206	206

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

This correlation is a negative one, as we can see below at the point cloud, since the cloud is oriented downwards (from the upper left to the bottom right).
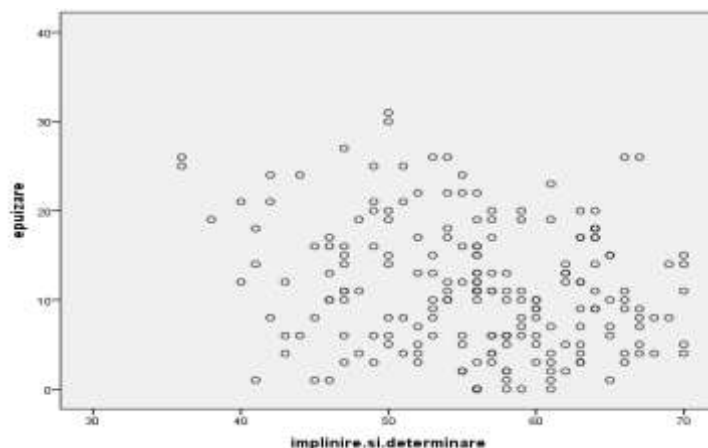

Figure 1. - The point cloud of the correlation between exhaustion and fulfillment and determination.

Existential fulfillment means fulfillment in life in general, work being only one aspect. Existential fulfillment is neither about fulfillment in life, apart from work, nor about fulfillment in work, apart from other aspects of life. By virtue of existential fulfillment, work is given a place in life. The correlation between the four aspects of existential fulfillment and the pressure of work and burnout can be explained as follows: that someone who is incapable of making a clear distinction between himself and the environment has lived his life for himself, and this can easily lead to his overuse. Someone who fails to connect work with self-transcendence can experience his work as a burden and suffer from a lack of job

satisfaction, exhaustion and cynicism. Someone who does not carry out their work by making goal-oriented choices that they can support (freedom and responsibility) can resort to alternative means of fulfillment, such as career, performance, status, power and income.

These aspects can make that person vulnerable, since achieving these alternative goals will depend on many unverifiable circumstances. People who manage to incorporate work into existential fulfillment work with inner consent and therefore experience less pressure from work.

In burnout studies, only a few attempts have been made to quantify professional fulfillment as a possible determining factor of burnout *(Yiu-kee and Tang, 1995; Nindl, 2001).*

Moreover, Pines (2004) found correlations between existential fulfillment in life and even professional fulfillment and a decrease in the level of exhaustion. But apart from the studies conducted by Yiu-kee and also Tang (1995) and Nindl (2001) the aforementioned correlations have barely been empirically examined. There are various reasons to examine the importance of existential fulfillment as a possible determining factor of burnout among teachers.

First, Schaufeli and Enzmann (1998) viewed the conflict between intentions and the reality of work as the main factor in the onset of burnout. Intentions result from aspects of life that are considered to be valuable, and value is related to fulfillment and determination. Insufficient fulfillment is linked to unrealistic values and intentions that can lead to conflicts with the realities of the workplace, increasing the risk of falling victim to burnout.

Secondly, as has been said before, burnout is likely to increase as a result of cultural changes, for example the trend of individualization and the high expectations of new professionals *(Schaufeli and Enzmann, 1998).* Cultural changes are associated with changes in existential fulfillment. The implication is that burnout will become a bigger social and therefore educational problem.

Third, there is a specific reason to include teachers in burnout research. The requests made to teachers largely involve emotionally charged relationships with students and parents.

Moreover, every year, many teachers feel unable to continue their work. Defining their position requires them to show great independence that must be based on existential fulfillment. Only when teachers are convinced of their own goals will they be able to stay with them and cope with resistance. If they fail to do so, they risk falling victim to the ambiguity of the role, and this could increase the chances that they will face an increase in pressure at work and burnout.

3.1. It is presumed that there is a negative correlation between burnout and general satisfaction in teachers.

EFFECTS OF BURNOUT ON THE SOCIO-PROFESSIONAL ACTIVITY OF TEACHERS

To analyze the validity of the hypothesis we calculated the starting indices and identified the mean (N = 11.29 for exhaustion and N = 126.73 for general satisfaction), the median (N = 11 for exhaustion and N = 128 for general satisfaction), the standard deviation (N = 6,956 for exhaustion and N = 17.84 for overall satisfaction) and variance (N=48,388 for exhaustion and N= 318.26 for overall satisfaction) in terms of exhaustion and overall satisfaction.

Table 3. – Test of normality of the distribution of the scores of variables in relation to the fourth hypothesis.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Itself.	Statistic	df	Itself.
exhaustion	,083	231	,001	,968	231	,000
satisfaction.generala	,057	231	,070	,990	231	,120

a. Lilliefors Significance Correction

The data presented in Table 3 shows a non-normal distribution of scores for exhaustion and a divisiveness that can be considered normal for the general satisfaction characteristic.

Table 4. – Correlation table.

Correlations

			epuizare	satisfactie. generala
Spearman's rho	epuizare	Correlation Coefficient	1,000	-,558[**]
		Sig. (2-tailed)	.	,000
		N	231	231
	satisfactie.generala	Correlation Coefficient	-,558[**]	1,000
		Sig. (2-tailed)	,000	.
		N	231	231

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

This correlation is a negative one, as we can see below at the point cloud, since the cloud is oriented downwards (from the upper left to the bottom right).

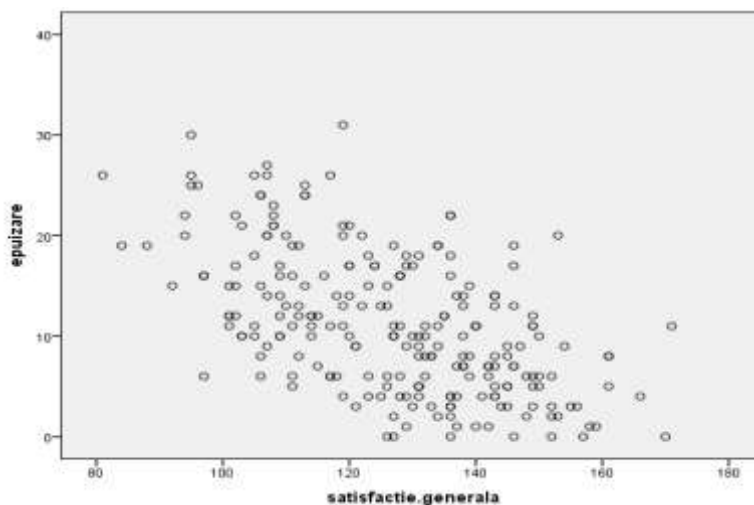Mariana Floricica CĂLIN, Antonia SEUCEA

Figure 2. – Point cloud of the correlation between exhaustion and general satisfaction.

The general satisfaction of a teacher implies, according to the interpretation of the questionnaire "Job satisfaction" *(Constantin, 200)*: the extent to which the employee is satisfied with the work he performs, both in terms of his way of organization and in terms of the rewards he receives for the activity performed (material rewards or moral) and the interpersonal climate in which they work.

A large part of the teacher's life is dedicated to work and, as a result, job satisfaction becomes a very important aspect of the professional activity, it has important consequences, both personally and on the organization in which the work is carried out.

Job satisfaction is a concept that also interests the management of the organization, because it has a positive impact on its development activity *(Blau et al., 2008)*.

In general, job satisfaction refers to the happiness and pleasure of the individual that he receives from his work circumstances. Psychological factors (such as depressions and frustrations), demographic factors (gender, age, etc.) and environmental factors (climate and work) can affect teachers' level of job satisfaction *(Crossman and Harris, 2006)*.

According to several researchers, the teaching profession involves more stress than other professions *(Baltas and Baltas, 2000)*. Several research studies have looked at negative associations in teacher engagement and burnout *(Akin and Orman, 2015)*.

Scientific studies over the past decade on job satisfaction have identified factors that influence teachers' job satisfaction. The study led by Zembylas and Papanastasiou (2006) identified the following factors: relations with students,

contribution to society, collaboration with colleagues, increase of professional personal development; As a result of the study led by Cretu (2000), it was discovered that a factor influencing the satisfaction in work is the content of work, and Harris et al. (2007) identified as a factor, success in work. The fact that teachers work with students, feel good when a student learns, see how students grow up and make a difference in students' lives are reasons to have job satisfaction, according to an extensive study conducted across the United States of America in 2001 by Harris Interactive, Inc.

First of all, the teaching profession, most of the times, involves the allocation of a large volume of time and intellectual effort necessary for the proper preparation for the lesson: many hours of study, analysis of articles and specialized works, elaboration of the strategy for approaching each lesson, for each class, preparation of teaching materials, evaluation tools, analysis of the lessons carried out and appreciation of the students.

Secondly, teachers , most of the time, spend a lot of time involved in managing relationships with both students and superiors, co-workers, parents and more. These relationships involve high consumption of mental, emotional, even physical energy resources.

Thirdly, the continuous reform of education in Romania has the effect of restructuring the curriculum, the curricula, the teacher being constantly faced with new challenges and, most of the time, he does not have the freedom to choose. At the same time, to these problems arising during their careers, teachers are facing new challenges that they have to face such as the increased class size and the volume of increased loads.

All these things that are a reality in the education system are a main source of teacher burnout and dissatisfaction in the workplace. If there were a drastic change in the attitude of the management and not only, I believe that there would be far fewer resignations in this area because many of teachers, especially beginners, after a while they give up their job and retrain.

Under these conditions, over time, the joy of success and the emotions of achievements become more and more difficult to achieve, and this fact erodes the energy and enthusiasm of the teacher and the phenomenon of emotional exhaustion appears, which manifests itself in decreased self-esteem, problems from the point of view of health, poor interpersonal relationships, disinterest in the workplace, absenteeism and can culminate in abandonment of the profession.

CONCLUSIONS

Teachers are overworked, the salary is inadequate and they work overtime, so these aspects directly lead to exhaustion. Professional exhaustion can be amplified by the problems that the teacher has in his personal life, these problems leading even to the abandonment of the profession and re-profiling.

Teachers can prevent burnout through self-analysis, recognizing the risk of burnout of this profession, time management, program planning, eliminating sources of stress, healthy lifestyle, self-appreciation, communication at work with both management and colleagues and rest.

In particular, emotional exhaustion is likely to interfere with a teacher's efforts to implement effective training practices and can influence the development of negative attitudes and interactions with students (Lamude, Scudder and Furno-Lamude, 1992).

Unsurprisingly, it has been shown that teacher exhaustion and stress negatively influence the well-being of teachers and students (Beer and Beer, 1992; Geving, 2007,).

In addition, Kokkinos (2007) found that teacher depletion was significantly associated with higher levels of antisocial and oppositional/defiant behaviors of students (e.g. bulling).

The self-efficacy of teachers is also negatively associated with the stress and exhaustion of teachers with evidence suggesting mutual effects over time (Brouwers and Tomic, 1999). *Similar to the exhaustion and stress of teachers, self-efficacy is associated with classroom management* (Reinke et al., 2013). *Conceptually, teachers who feel more confident in their ability to manage behaviors in the classroom are more likely to provide effective practices and observe positive student outcomes. In turn, the positive responses of students to effective classroom management serve as positive feedback for increasing self-efficacy and the likelihood that the teacher will provide effective practices in the future. On the contrary, lack of trust or effectiveness can interfere with a teacher's ability to be effective in meeting students' needs.*

The effectiveness of teachers is also linked to the academic achievements of students. In a study of academic gains achieved in a school year of primary school students, Muijs and Reynolds (2002) found that academic achievements and annual earnings were best predicted by teacher behavior. In addition, the authors found that teachers' self-efficacy and knowledge of the subject affected the behavior of teachers, thus creating an indirect relationship with the academic achievements of students.

Self-efficacy predicts future behavior. The theory of self-efficacy suggests that if a teacher will be successful on a task, then he/she is likely to believe that he/she will be successful again in this task (Tschannen-Moran and Hoy, 2007). *Conversely, if a teacher perceives that he or she is not competent in managing student behaviors or promoting the academic achievements of their students, then the teacher will be less likely to try to further affect these areas.*

In particular, self-efficacy is a characteristic of the malleable teacher that can be altered through cognitive restructuring and mastery experiences (Bandura, 1997). *Thus, building self-efficacy and improving confidence in effective practices*

can serve as an entry point to reduce stress and burnout of teachers, while improving outcomes for students.

As has been demonstrated in several studies, teaching is a very stressful occupation (Johnson et al., 2005)*, and most teachers experience stress in the workplace. Long-term stress decreases job satisfaction and can lead to chronic exhaustion that can turn into burnout syndrome. The implications of burnout syndrome are strongly negative for both the personal and professional lives of teachers.*

Because burnout syndrome endangers teachers' well-being, the quality of teaching, and relationships with students, it is important to look for ways to avoid teacher burnout. Many studies have confirmed the protective role that coping strategies play in managing stressful situations, teacher self-efficacy or social support.

Many studies confirm that teachers with high levels of burnout syndrome are not able to establish positive relationships with students, understand students' needs, stay in touch with trends in their field and provide effective pedagogical lessons (Greenglass et al., 1996,; Yong and Yue, 2007 ; Shen et al., 2015)*.*

Other studies show that teachers with a high level of burnout syndrome suffer from somatic problems such as back pain or headaches, low self-esteem, lack of orientation towards meaningful life, interpersonal conflicts and low social support. In many cases, burnout syndrome leads to depression (Dilekmen and Erdem, 2013)

Since burnout syndrome endangers the well-being of teachers, the quality of the teaching process and relationships with students, it is important to look for ways to avoid teacher burnout. Loonstra et al. (2009) argue that the exhaustion of teachers is a barrier to a higher quality of the educational system, and therefore it is necessary to pay scientific attention to this aspect.

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