



**TECHNIUM**  
**SOCIAL SCIENCES JOURNAL**

**Vol. 20, 2021**

**A new decade  
for social changes**

[www.techniumscience.com](http://www.techniumscience.com)

ISSN 2668-7798



9 772668 779000

## Burn-out syndrome and teacher job satisfaction

**Pohaci (Răcială) Alexandra<sup>1</sup>, Rus Mihaela<sup>2</sup>, Sandu Mihaela Luminița<sup>3</sup> Rus Ciprian Vasile<sup>4</sup>**

<sup>1,3</sup>Ovidius University of Constanta, Faculty of Psychology and Educational Sciences,

<sup>2</sup>Ovidius University of Constanta, Faculty of Law and Administrative Sciences, <sup>3</sup>Ovidius University of Constanta, Faculty of Theology

[alexandra.raciala@gmail.com](mailto:alexandra.raciala@gmail.com)<sup>1</sup>, [psiholog\\_m@yahoo.com](mailto:psiholog_m@yahoo.com)<sup>2</sup>, [mihaela\\_naidin@yahoo.com](mailto:mihaela_naidin@yahoo.com)<sup>3</sup>

**Abstract.** The concept of burnout is often used when trying to explain the state of chronic stress in people working in a field that involves contact with people, such as, in our case, education. Teachers spend a long time at work and are involved in multiple relationships: both with students, colleagues (other teachers, principals), and with other parents. All these various interactions require a mental and even physical effort. Also, teaching and assessment activities consume energy and require considerable effort. Thus, the resources needed by the teacher (time, financial), work and performance requirements can erode the teacher's energy and enthusiasm, which sometimes leads to the manifestation of burnout symptoms. Burnout is "a state of chronic fatigue, depression and frustration generated by the devotion of a cause, a way of life or a relationship that fails to produce the expected rewards and ultimately leads to diminished involvement and work" (Zlate, 2007 , pp. 598 in Richelson, 1980).

**Keywords.** burnout syndrome, teachers, education

### Introduction

Researchers' data indicate that in Europe, two-thirds of teachers are affected by work-related stress, and one-third have symptoms of burnout (Vandenberghe, 2006).

Teachers are - along with doctors and nurses - one of the professional categories most exposed to stress, burnout not only because of work-related demands, but also because of pressures from society.

Burnout syndrome involves an abnormal state of physical, mental, social, emotional exhaustion of the body with negative consequences, sometimes even devastating, on all levels listed above - negative emotions, catastrophic thoughts, hostile attitudes. Professional burnout concerns, first of all, employees in the social sphere, as they are more in contact with people.

Regarding the two phenomena, burnout and stress, they are similar in terms of problems addressed, causes, consequences, factors and ways of treatment. According to some authors, stress and burnout must be addressed together (Zlate, 2007 apud Lazarus, 1984) and according to other authors, the two phenomena have major differences. It has often been argued that burnout is

a particular form of stress or a severe, severe manifestation of stress, Cooper (2001) stated that burnout is a distinct form of stress.

Thus, between the two phenomena, there is a partial coincidence relationship, which means that both have specific elements but also common elements. Because the common elements are obvious, we summarize in the following the characteristics that differentiate the professional exhaustion from stress.

- While stress is the result of a transient tension, burnout is a permanent tension;
- Stress is encountered in both professional and personal life, while burnout is specific to professional life;
- Stress refers to the adaptation processes of the individual, while burnout is the final stage of maladaptation, a result of an imbalance between resources and requirements;
- “Stress is more psychological, burnout contains several objective, social aspects ... burnout occurs when the individual can no longer cope with professional constraints, feeling his initial relational investments” (Zlate, 2007, pp. 603).
- Stress can also exist outside the phenomenon of burnout, while burnout is related to stress.

For Pines, Aronson and Kafry (Blandford, 2012 apud Pines, 2009) burnout is "a state of physical, emotional and intellectual fatigue", while for Shirom (1989) it is only a "physical fatigue" (Zlate, 2007) . Fatigue, regardless of its nature, is only part of the burnout.

Shirom (1993) defined chronic fatigue syndrome as physical exhaustion, impairment of activity and performance. All these characteristics are usually present in the manifestation of burnout syndrome. Burnout-

ul actually refers to the fatigue resulting from the confrontation with different situations, while the chronic fatigue comes from the professional overloads.

According to Maslach (2001) burnout is a syndrome of physical and emotional exhaustion that also involves the development of a negative self-esteem but also an inappropriate professional attitude, leading to a loss of positive feelings and involvement. in work tasks. Burnout is a syndrome of emotional exhaustion, depersonalization and reduced involvement in professional development or perfection.

Burnout is a state of emotional exhaustion, depersonalization, and decreased performance that occurs especially in people who work with other people (Maslach et al, 1986).

In 1974, Herbert Freudenberger, a physician in New York, first used the term “burn-out.” There are connections between burn-out syndrome and demographic variables such as gender, age, and seniority.

Thus, the manifestation of burnout in young employees is explained by the emotional shock that is felt after the collision with objective reality, which does not coincide with their expectations, while in older teachers, the occurrence of burnout is related to the level of satisfaction at work. The research carried out in this field, based on this variable, is numerous and with different results.

Borg and Falzon (1989) showed that those teachers who are more than twenty years old are exposed to much higher levels of stress than their less experienced colleagues. Huberman (1993) established the same relationship, except for teachers with an internship of up to 7 years. Other authors have shown that teachers with 11-16 years of experience in the field acquire some

resistance to burnout, unlike teachers with up to 5 years of experience (Gorincioi, 2015). Thus, we can say that the relationship between seniority and burnout is a negative one.

The reactions that may be present in the manifestation of burn-out syndrome are similar to those of depression: chronic fatigue, physical inability to continue: • acute painful episodes such as migraines and digestive disorders • sleep disorders • irritability to others • decreased performance at work • inability to cope with various tasks • feeling that work personal life • progressive feeling of exhaustion that prevents the person from responding to family activities.

#### **Risk factors for burnout syndrome**

In explaining burnout syndrome, Maslach starts from the idea that burnout should not be seen only as a state, but rather as a dynamic process.

Maslach and Jackson (2001) established three components of burnout syndrome:

- emotional exhaustion, as an affective-motivational dimension;
- depersonalization, as an interpersonal-evaluative dimension;
- reducing one's own achievements, as a cognitive, self-evaluative dimension.

Overwork at work can create a major imbalance, making work more intense, more complex and consuming individual resources very quickly. For teachers, overwork is a stress factor along with overcrowded classes and bureaucracy.

At the same time, organizational factors occupy an important place in the development of burnout syndrome. Among them we mention: lack of reward for work performed, professional indifference on the part of colleagues, perception of lack of control over their own activities, unrealistic or unclear expectations from the manager, conducting repetitive activities that do not provide professional satisfaction, performing tasks under pressure.

Regarding individual factors, studies have shown that personality can influence both the manifestation and the individual predisposition to burnout. For some teachers, workplace problems are perceived as challenges, for others as threats. Thus, some teachers will try to solve different situations, others will respond through stress. Thus, among the personal factors that can contribute to the manifestation of burnout syndrome, we briefly mention the self-image, motivation, extraversion, neuroticism, on which we will insist more in another chapter.

From the above, it results that in the manifestation of the burnout syndrome several factors intervene, both individual and organizational. The presence of a single factor is not a predictor of burnout.

Thus, three groups of factors were determined that could lead to the appearance of burnout syndrome:

#### **A. Risk factors at the organizational level:**

- The structure of the organization is too hierarchical and rigid
- Lack of instrumental support from the organization
- Excess bureaucracy, "professional bureaucracy"
- Lack of employee involvement, lack of coordination between units
- Lack of training of workers on new technologies
- Lack of recognition and / or reward
- Lack of professional development
- Conflicting relationships in the organization, inadequate leadership style
- Perceived inequity in human resources management

**B. Risk factors related to workplace design:**

- Work overload, emotional demands on customer interaction;
- Non-correlation between responsibility and autonomy;
- Lack of time to pay attention to the caller (client, patient, subordinate, etc.);
- Role dysfunctions: conflicts-ambiguity-overload;
- Excessive emotional load;
- Lack of control of pregnancy results;
- Lack of social support;
- Endless, endless tasks;
- Lack of decision-making autonomy (or too little);
- Economic stress factors;
- Job dissatisfaction.

**C. Risk factors related to interpersonal relationships:**

- Contact with difficult or problematic users;
- Conflicting relationships with customers;
- Tense, competitive, conflictual relationships with colleagues or users;
- Lack of collaboration between colleagues;
- Additional activities;
- Absence of reciprocity in social exchanges.

**Stages and dimensions of burnout syndrome**

In explaining the burnout syndrome, Maslach starts from the idea that burnout should not be seen only as a state, but rather as a dynamic process.

Maslach and Jackson (2001) established three components of burnout syndrome:

- emotional exhaustion, as an affective-motivational dimension;
- depersonalization, as an interpersonal-evaluative dimension;
- reducing one's own achievements, as a cognitive, self-evaluative dimension.

Thus, the burnout syndrome is anticipated by a period of intense activity, when the person is overwhelmed by professional activities and no longer has the necessary time for personal life. This leads to the development of the first symptom of emotional burning - emotional exhaustion.

Emotional exhaustion is the first component of burnout and is manifested by a feeling of fatigue and emotional imbalance. The feeling of fatigue does not disappear after hours of rest.

After rest periods (weekends), she may express herself weaker, but once she returns to work, she returns with the same force.

These demands on the individual, as well as the impossibility of restoring energy lead to the attempt to rebalance through alienation. The individual no longer manages at this stage to dedicate himself to work tasks.

The second component of the burn-out syndrome is depersonalization which translates into lack of emotions, cynical relationships with colleagues, students. At this stage, the student can be perceived as a depersonalized object. This cynical, depersonalized attitude of treating others leads to pessimism, inability to communicate and cooperate and sometimes aggression.

The third component, the reduction of personal achievements, is accompanied by a decrease in the person's self-esteem. At this stage, the following symptoms may appear: the

tendency towards negative self-esteem, professional achievements, negativity in relation to work tasks, decreased professional motivation.

The person loses hope in his professional future, he no longer finds job satisfaction, as a result, he feels inadequate, incompetent. When the person reaches this stage, it can be said that he manifests the burnout syndrome. Even so, people affected by burnout usually keep their appearance, but after a deeper examination, the feeling of indifference can be identified. Because of this, it can be assumed that burnout is also a defense mechanism of the individual that allows him to keep some of his energy resources.

### **Job satisfaction**

Professional satisfaction plays a particularly important role because an individual's beliefs affect his behavior and thus can cause him to work more or less. Satisfaction affects the general condition of the individual and if he is dissatisfied with his work it is very likely that these dissatisfactions will affect other areas of his life.

The teacher faces many challenges in his work, but the issue of professional satisfaction in education is still an insufficiently studied field. The professional satisfaction of the teacher is particularly important because it has a major impact on productivity, performance and, finally, on the school development of students.

Job satisfaction is a concept in organizational psychology and measures a person's attitude towards the work done.

According to Trifu, "job satisfaction is a positive emotional state, which results from the employee's personal opinion on his work or work climate, a state of balance, reached by the individual when he fully responds to needs, conscious expectations or unconscious" (Stan, 2016, pp. 312 apud Trifu, 2009, pp. 117); according to Balzer et al., (1990) "satisfaction refers to a worker's feelings towards his occupation, or professional demands related to previous experiences, current expectations or the alternatives he has at his disposal" (Gorincioi, 2015, pp. 39).

From all these attempts to define the concept it can be stated that job satisfaction is a positive state, which appeared in the service.

Job satisfaction can be analyzed according to several dimensions. Thus, economic satisfaction arises from financial reward and is important for the person to remain in the profession. This dimension of satisfaction provides a sense of security and satisfies the needs of esteem, power and social position.

Another component is represented by job satisfaction, ie by its content and particularities. The characteristics of the work are relevant for the satisfaction of the person, and here we include the working conditions, the technical endowment and the effective component of the workplace.

The psychosocial satisfaction component lies in the fact that, within the service, the person relates not only to his activity, but also to his colleagues, to the group to which he belongs. Thus, a positive group atmosphere, the optimal relations between the members of the work group and especially the relations between the subordinates and the members of the management represent determinants of the psychosocial satisfaction.

Professional satisfaction, as a whole, covers a number of aspects, among which we mention:

material benefits, promotions, social recognition, working conditions, management supervision, relations with the members of the working group, organizational policy of the institutions.

Regarding the professional satisfaction of teachers, Blandford (2012) states that its decrease is caused by the following factors: feeling overwhelmed, overworked, lack of decisions, lack of support from colleagues or school management, lack of technical materials, low remuneration, lack of development opportunities, frequent change of educational policies (Gorincioi, 2015).

Research in the field has shown that job satisfaction is very important because it is estimated that a satisfied employee will perform better in his work.

Because of this, managers need to know the expectations of each employee in order to be able to motivate him in an efficient, correct way, so that he can obtain a higher professional satisfaction, thus increasing the chances of a high performance.

Teachers in particular and employees in general who have low job satisfaction will have a higher percentage of physical and psychological symptoms and a higher rate of absenteeism.

Regarding the relationship between job satisfaction and burnout, studies have shown a direct relationship between the two concepts; a low job satisfaction can increase the level of emotional exhaustion, depersonalization and reduce personal achievements.

Therefore, the relationship between the two aspects should not be neglected. Teachers with high professional satisfaction will be willing to spend more time at work, to pay more attention to students, thus reducing the likelihood of later manifesting symptoms of burnout.

### **Research objectives**

Analysis of theoretical aspects in the literature with reference to the burn-out phenomenon;

Identifying the relationship between burn-out syndrome and job satisfaction;

Identify the differences between teachers in terms of the manifestation of burn-out syndrome.

### **Research hypotheses**

It is assumed that there is a correlation between the manifestation of burnout syndrome and job satisfaction.

It is assumed that there are differences between teachers in preschool and middle school in terms of the manifestation of burn-out syndrome.

### **Sample description**

A population is made up of all the members of a specific community that is characterized by a certain trait. For the present research, we used convenience sampling, also called accidental sampling, which is a non-probabilistic sampling technique that costs in choosing the available participants, voluntarily. Group A is made up of 20 teachers from pre-school education and group B is made up of 20 teachers from lower secondary education.

### **Research methods and tools**

Maslach burn-out inventory. The questionnaire developed by Maslach and Jackson was used to assess burnout syndrome (Maslach et al., 1996). The advantage of the questionnaire

consists in the following: it appreciates the level of professional exhaustion in the social fields, such as education, medicine, social assistance, etc .; evaluates and appreciates not only the degree of damage but also the three-dimensional structure of burnout; helps to understand the nature of burnout, which facilitates the development of effective interventions.

Job satisfaction questionnaire. The questionnaire developed in 2004 was used to assess job satisfaction

Ticu Constantin (2004, p. 285) - The questionnaire contains 32 statements, identifying 4 factors: remuneration and promotion (I); leadership and interpersonal relationships (II); organization and communication (III); overall satisfaction (IV), all of which express different aspects of job satisfaction.

**Presentation of research data**

**Ipoteza 1.** Se prezumă că există o corelație între manifestarea sindromului de burn-out și satisfacția în muncă.

Tabel 2 Statistics		
satisfactie		
N	Valid	40
Missing		0
Mean		97.28
Median		97.00
Mode		97
Std. Deviation		2.511
Skewness		-.001
Std. Error of Skewness		.374
Kurtosis		-.633
Std. Error of Kurtosis		.733

Tabel 1 Statistics		
burnout		
N	Valid	40
Missing		0
Mean		73.38

The hypothesis was tested by applying the job satisfaction questionnaire and the Maslach burn-out inventory to all study participants. Following statistical calculations, the hypothesis was confirmed, showing that there is a relationship between the manifestation of burn-out syndrome and job satisfaction.

Tables 1 and 2 are the starting points for the two factors: burn-out syndrome and job satisfaction. It can be seen that the average of the first factor is 73.38 and the average for the second factor is 97.28.

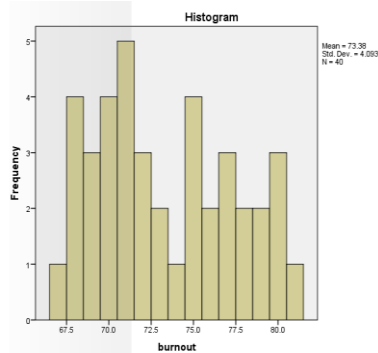


Fig.1. Histogram for satisfaction

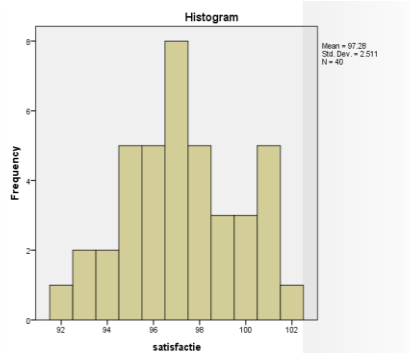


Fig.2. Histogram for burnout

Figures 1 and 2 represent the histograms for the two factors analyzed. It can be seen that the distribution of scores for these two factors is normal.

Tabel 3. Correlations

		burnout	satisfactie
burnout	Pearson Correlation	1	-
	Sig. (2-tailed) N	40	40
satisfaction	Pearson Correlation	-.564**	1
	Sig. (2-tailed) N	.000	40

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

Because the two factors have a normal distribution of scores, we tested this hypothesis using the Pearson correlation test. The coefficient has a value of 0.564, at  $p = 0.01$ , which means that there is a correlation between the manifestation of burnout syndrome and job satisfaction, this hypothesis is confirmed.

This can be explained by the fact that job satisfaction and the manifestation of burnout syndrome are two very important aspects for organizational health. The correlation is a negative one, which means that the lower the job satisfaction, the higher the manifestations of the burn-out syndrome and vice versa.

Fenech (2016), Bloom, (1996) showed that the main sources of professional dissatisfaction are poor working conditions, high volume of activities specific to the teaching act, unrealistic expectations about the profession, lack of autonomy, low pay and lack of opportunities. However, according to studies, the main source of professional dissatisfaction is the act of teaching. All these aspects and problems of professional dissatisfaction can lead, later, to the manifestation of burnout symptoms in teachers (Stan, 2016 apud Bloom, 1996, Fenech, 2016).

Stan (2016) showed that the variable job satisfaction correlates with two of the dimensions of burnout syndrome, the set of personal achievement and emotional exhaustion. At the same time, the dimension of emotional exhaustion is related to the pressure felt by teachers, while depersonalization and reduction of personal achievements correlate with teachers' relationships with parents.

Lunenberg (1992), in his study, indicated a negative correlation between teacher job satisfaction and burnout. The study also showed that job satisfaction is a predictor of the depersonalization dimension. One possible explanation is that the teacher with low professional satisfaction perceives the stress more strongly, which leads to emotional euphoria and implicitly to the manifestation of burnout syndrome. Teachers spend a large part of their lives in school and spend at least 6 hours a day with students. They must also meet various administrative requirements and maintain effective relationships with management, colleagues and parents. If these aspects are not fulfilled in an optimal way, the professional satisfaction can decrease, appearing most of the times symptoms of the burnout syndrome.

Tsigilis (2005), Wei (2016), Jurado (2018) also showed strong correlations between emotional exhaustion, depersonalization, reduction of personal achievements and the variable professional satisfaction. The phenomenon of burnout is a reaction of the individual to working conditions and professional requirements. Thus, when the teacher loses hope in his professional future, he no longer finds satisfaction in his work, as a result, he feels inadequate, incompetent. When the person reaches this stage, it can be said that he manifests the burnout syndrome. A possible explanation for this result is that school can be perceived as a stressful job due to working conditions: high number of students in a class, noise, poor ventilation, excessive tasks, lack of motivation and attention of students.

*Hypothesis 2. It is assumed that there are differences between teachers in preschool education and those in secondary education in terms of the manifestation of burn-out syndrome.*

**Tabelul 4. Tests of Normality**

grup		Kolmogorov-Smirnova		Shapiro-Wilk			
Statistic	df	Sig.	Statistic	df	Sig.		
burnout	pre-school	.156	20	.200*	.930	20	.156
gymnasium		.116	20	.200*	.926	20	.129

\*. This is a lower bound of the true significance.

For the normality test, we applied the Kolmogorov-Smirnov test, the value of 0.200 being significant.

**Table 5. Comparison test of two independent samples.**

**Group Statistics**

grup	N	Mean	Std. Deviation	Std. Error Mean	
burnout	prescolar	20	76.25	3.385	.757
gymnasium		20	70.50	2.351	.526

**Table 6. T test for independent samples.**

	Levene's Test for F		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of	
								Lower	Upper

qual variances									
burn	2.33	.135	6.23	38	.000	5.750	.922	3.884	7.616
assumed out	7		9						
Equal									
variances			6.23	33.86	.00	5.75	.922	3.877	7.623
not assumed			9	7	0	0			

In the first table, it is observed that the average of the first group (teachers in preschool education) is 76.25, while the average of the second group is 70.50.

By applying the t test to independent samples, we obtained a significant difference in terms of the manifestation of burn-out syndrome. Thus, the hypothesis is confirmed according to which there is a difference between the two samples, teachers in preschool education have higher burn-out values than teachers in secondary education.

This result can be explained by the fact that the subjects in group 1 may perceive the demands related to the job more accentuated than those in group 2.

The work environment of the educators is a demanding one, the groups of children are young and their needs are higher than the students in the gymnasium.

Also, in primary education, the teacher spends much more time preparing materials for preschoolers and also has other tasks that he performs in addition to the teaching act. Thus, in their case, there is quite often the confusion of the role that can lead to depersonalization and implicitly to burnout.

Al-Adwan (2016) described the increased demands of parents and the frequent interactions between them and preschool teachers as a predictor for the development of burnout syndrome.

Taylor (2000) showed in his study that the preschool teacher should, in order to cope optimally with his tasks, be specialized in child psychology, art, physical education, child development. Thus, these requirements and characteristics of the preschool and primary cycles, as well as the psychological pressure exerted, often lead to the development of burnout syndrome.

The role of the educator and the teacher have changed a lot with the frequent changes that have taken place in education. Thus, new responsibilities and challenges arose: frequent changes in school planning and curricula, decreased social recognition, increasing the number of children in a class (Stan, 2016 apud Taylor, 2000).

Other research (Massari, 2010; Stan, 2016) has shown that in Romania teachers in preschool and primary school have more responsibilities and obligations and also have more tasks to perform, in addition to those provided in the job description, compared with other European countries.

Teachers with burnout syndrome are no longer able to cope with daily responsibilities, do not show interest in the proposed activities, their professional performance gradually decreases. Also, preschool teachers may become unable to manage their own feelings, the quality of their professional activity decreases, deteriorates, they no longer teach enthusiastically and provide students with only the minimum of knowledge and all these consequences of burnout syndrome can be seen in the behavior and in students' attitudes.

The applicative nature of this study could be to create a program to reduce and prevent burn-out events in teachers. This program could be organized based on the variables used in this research and by using data to identify the psychological profile of the teacher affected by burnout.

### **Conclusions**

The data obtained in the research demonstrate the following aspects: the investigated teachers (both preschool and middle school) show high scores on burn-out syndrome for all three dimensions: emotional exhaustion, depersonalization, reduction of personal achievements).

Preschool teachers obtained higher scores in the manifestation of the burn-out syndrome compared to secondary school teachers, this can be explained by the fact that the tasks of educators are more demanding and diverse.

Also, the job satisfaction of the investigated teachers is low and is correlated with the manifestation of the burn-out syndrome. The hypothesis that there is a negative correlation between the two factors was confirmed, showing the following: there are significant correlations between job satisfaction, job satisfaction components (leadership and interpersonal relationships, organization and communication, remuneration and promotion) and emotional burning components (emotional exhaustion, depersonalization, reduction of personal achievements) to teachers.

Finally, we can conclude that emotional burnout in teachers is conditioned not by a single cause, but by a whole complex of factors.

### **References**

- [1] Al-Adwan, F. (2016). Psychological burnout in early childhood teachers. *International Education Studies*, 10(1), pp. 179-189.
- [2] Blandford S. (2012). Managing Professional Development in Schools". *Journal of Occupational and Organizational Psychology*, 4(1), pp. 254
- [3] Byrne B. M. (1991). Burnout Investigating the impact of background variables for elementary, intermediate, secondary and university educators. *Teaching and Teacher Education: An International Journal of Research*, nr 7, pp. 197-209
- [4] Cooper, C.L., Dewe, P. and O'Driscoll, M.P. (2001). Organizational Stress: A Review and Critique of Theory, Research and Applications. *Open Journal of Applied Sciences*, Vol.6 No.4.
- [5] Gorincioi V. (2013). The role of job satisfaction in the manifestation of emotional burning in teachers from a gender perspective. *Postmodern education between efficiency and functionality*. Chisinau: ISE, pp. 468-472. [www.ibn.idsi.md](http://www.ibn.idsi.md)
- [6] Gorincioi V. (2013). Temperament structures as risk factors for teachers burnout: a study in the Republic of Moldova". *Journal of Azerbaijan Institute of State Building and International Relations*, nr 173-174, pp. 332-339. [www.sciencedirect.com](http://www.sciencedirect.com)
- [7] Lunenberg, C. (1992). Locus of control, pupil control ideology ad dimensions of teacherburnout. *Journal of instructional psychology*, 19(1), pp.13-22.
- [8] Massari, A. (2013). Motivation, work stress and somatic symptoms of Romanian preschool and primary school teachers. *Social and behavioral sciences*, 84, pp. 332-335.
- [9] Maslach C., ş.a. (2001). Job Burnout. *Annual Review of Psychology*, nr 52; pp. 397-422, <http://annualreviews.org/doi/abs/10.1146>

- [10] Maslach, C., Jackson, S.E., Leiter, M.P. (1986). Maslach Burnout Inventory Manuel, 3-e edition, Consulting Psychologists Press. Online at [www.scirp.org](http://www.scirp.org)
- [11] Neculau A., et al. (2007). Occupational stress and social representations of work in the university environment. Bucharest: Journal of Psychology, Romanian Academy, V. 53. no 1-2. pp. 49-68
- [12] Pines, A. (1981). Burnout from tedium to personal growth. *Advances in physical education*, 5(1).
- [13] Stan, L. (2016). Early education. Problems and solutions. Iasi: Ed. Polirom.
- [14] Ticu C. (2004). Psychological evaluation of staff. Iasi: Polirom, p. 285
- [15] Trifu A. (2009). Approaching stress management in the economic environment. Iasi: Editura PIM,
- [16] Tsigilis N., Zournatzi E., Koustelios A. (2011). Burnout among physical education teachers in primary and secondary schools. *Int. J. Humanit. Soc. Sci.* 1, pp. 53–58.
- [17] Wei, P., (2016). Burnout and job satisfaction among teacher in chinese independent elementary school. *International journal of elementary education*, 5(5), pp. 47-50.
- [18] Vandenberghe R. A., Huberman A.M. (2006). Understanding and Preventing Teacher Burnout in *Educational Research Journal*, 25, 2.
- [19] Zlate M. (2007). Treatise on organizational-managerial psychology, Iasi: Polirom Publishing House