
ANNALES
UNIVERSITATIS MARIAE CURIE-SKŁODOWSKA
LUBLIN – POLONIA

VOL. XXXVIII, 4

SECTIO J

2025

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Patterns of Teacher Burnout Across Educational Settings

Wzorce wypalenia zawodowego nauczycieli w różnych kontekstach edukacyjnych

HOW TO QUOTE THIS PAPER: Mortazavi Najafabadi, N., Kabalski, P. (2025). Patterns of Teacher Burnout Across Educational Settings. *Annales Universitatis Mariae Curie-Skłodowska. Sectio J, Paedagogia-Psychologia*, 38(4), 77–97. DOI: 10.17951/j.2025.38.4.77-97.

ABSTRACT

Teachers critically shape societies through education quality, directly influenced by their job satisfaction and well-being. Despite their importance, teaching is a high-stress profession associated with burnout, reduced satisfaction, and impaired performance. The multifaceted nature of teacher burnout across professional contexts necessitates exploration to inform effective interventions. This study investigates teacher burnout dimensions across diverse professional contexts, including subject areas, educational positions, school types, and educational levels, aiming to contribute to theoretical knowledge and practical strategies for improving teacher well-being. A sample of 388 teachers and educational managers (192 men and 196 women) from three educational levels and six regions was examined using stratified random sampling. Confirmatory factor analysis tested the three-factor burnout model's robustness and analyzed variations across professional variables. The findings confirm the three-factor burnout model's validity and reveal significant differences in burnout dimensions based on professional contexts. These insights underscore the importance of targeted interventions tailored to specific educational roles and settings. This research advances theoretical frameworks of occupational stress, offering long-term value by guiding evidence-based policies to enhance teacher well-being and educational quality.

Keywords: teacher burnout; educational levels; school types; occupational stress

INTRODUCTION

Burnout, a state of physical, emotional, and mental exhaustion resulting from chronic workplace stress, is a pervasive issue in service-oriented professions such as nursing, social work, law enforcement, and teaching (Lubbadeh, 2020). Among these, teaching poses unique challenges due to its emotionally intensive nature, which significantly affects teachers' well-being, professional effectiveness, and the quality of education provided to students (Elavarasi et al., 2024; Maslach, Leiter, 2016). Despite substantial research on burnout, it remains a pressing concern in education, where systemic, organizational, and individual factors often exacerbate stress and emotional exhaustion.

Existing literature highlights the multifaceted nature of burnout, with core dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment, which manifest variably across professional contexts (Maslach, Jackson, 1985). In education, workload, student misbehavior, administrative demands, and lack of social support are common predictors of burnout (Skaalvik, Skaalvik, 2017). However, limited research has systematically examined burnout across school types, educational levels, and professional roles, leaving a critical gap in both theoretical understanding and practical interventions.

The main objective of this study is to examine the multidimensional structure of teacher burnout and its relationship with professional and demographic variables across different educational contexts. By adopting a comprehensive approach, the research seeks to elucidate the nuanced experiences of educators, offering actionable insights for stakeholders in education systems worldwide. The international applicability of this study ensures its relevance for diverse cultural and organizational environments, where teachers' well-being remains pivotal to sustainable educational outcomes.

From a methodological standpoint, the study employs stratified random sampling to analyze responses from 388 teachers and education managers, using validated instruments such as the Maslach Burnout Inventory (MBI). Confirmatory factor analysis (CFA) is conducted to validate the burnout model, exploring its dimensions in relation to key variables such as workload, organizational support, and job satisfaction. This approach integrates theoretical rigor with practical implications, bridging the gap between academic research and evidence-based strategies for mitigating teacher burnout.

Despite the advancements in understanding burnout, the study underscores the importance of addressing systemic and organizational factors alongside individual-level interventions. By shedding light on burnout's antecedents and consequences, the findings contribute to a growing body of literature aimed at fostering healthier work environments in education.

The paper is structured as follows: Section 2 reviews the relevant literature, situating teacher burnout within broader theoretical frameworks and empirical studies. Section 3 outlines the methodological approach, including sampling, instrumentation, and analytical procedures. Section 4 presents the findings, exploring burnout's dimensions and their relationship with contextual factors. Finally, Section 5 discusses the implications of the results, offering practical recommendations for stakeholders and suggesting avenues for future research.

LITERATURE REVIEW

Theoretical framework and hypothesis development

Burnout is a significant phenomenon in contemporary workplace settings, and its complexity has led to various conceptualizations and models over the years (Heiman, 1981). One of the most widely adopted frameworks is the MBI, developed by Maslach and Jackson (1985), which identifies three core dimensions of burnout:

1. Emotional Exhaustion is often considered the central element of burnout, manifesting as feelings of fatigue, depletion of emotional resources, and psychological withdrawal due to excessive work demands (Koeske, Koeske, 1989). It reflects a lack of energy to deal with the demands of the job.
2. Depersonalization involves developing a negative, detached, or indifferent attitude toward others, such as students or colleagues, and is commonly associated with interpersonal stressors and organizational dynamics (Maslach, Jackson, 1985).
3. Reduced Personal Accomplishment refers to feelings of inadequacy, inefficacy, and a sense of stagnation in one's professional life, leading to diminished job satisfaction and a lack of motivation (Maslach, Jackson, 1985).

Recent developments in burnout research have focused on understanding the causes and consequences of these dimensions in various settings. Dima et al. (2021) and Rapp et al. (2021) discussed the contribution of evolving job demands in contemporary work environments to emotional exhaustion, whereas studies like those of Cantu et al. (2022) and Hu et al. (2023) have explored the effects of organizational dynamics and interpersonal relationships on depersonalization. Personal accomplishment, which protects against burnout, has been associated with professional growth and recognition (Klusmann et al., 2022; McQuade et al., 2020).

In the educational context, burnout has significant implications for teacher performance and student outcomes. Teacher burnout has been linked to various job stressors, school culture, and the work environment, which contribute to

emotional exhaustion, depersonalization, and reduced personal accomplishment (Friedman, 1991; Friedman, 1995; Whitehead, Ryba, 1995). Moreover, individual factors such as age, gender, and years of teaching experience also influence the experience of burnout (Aliyeva, Tunc, 2015; Van et al., 1997). Studies conducted by Nykyporets (2023), Skaalvik and Skaalvik (2020), and Klusmann et al. (2022) have shown how job demands, school culture, and institutional factors interplay to influence teacher burnout.

Despite significant advances in the understanding of burnout, there remains a critical gap in research focusing on the relationship between these burnout dimensions across different educational levels and school types. This gap is addressed in the current study, which aims to provide a more comprehensive understanding of teacher burnout across various educational contexts. The goal is to expand on prior research by integrating factors such as years of teaching, school type, student academic level, and personal accomplishment in the analysis of burnout. By synthesizing insights from past studies, this research aims to propose both a robust theoretical framework for understanding burnout in education and practical recommendations for mitigating its impact on teachers.

Burnout and job stressors

Job stressors, such as high workload, role ambiguity, and interpersonal conflict, are widely recognized as contributing factors to burnout (Chen, Spector, 1992; Fox, Spector, 1999). These stressors can negatively affect employees' emotional and physical well-being, increasing the likelihood of burnout, particularly when individuals experience a lack of control or support (Bakker et al., 2005). In educational settings, high workload and role ambiguity are prominent stressors that contribute to emotional exhaustion and reduce job satisfaction among teachers (Skaalvik, Skaalvik, 2020). The role of these stressors becomes especially critical in contexts where teachers feel overwhelmed by the demands placed upon them, leading to heightened levels of emotional exhaustion. Additionally, interpersonal conflict with students, parents, or colleagues exacerbates emotional exhaustion and can further hinder personal accomplishment (Cantu et al., 2022).

Organizational support plays a crucial role in buffering the negative effects of these stressors, mitigating their impact on employees' well-being (Maslach, Leiter, 2008). Support systems that promote a healthy work environment and provide resources for teachers to manage stress are essential for preventing burnout. Research consistently indicates that a lack of organizational support can magnify the detrimental effects of job stressors, contributing to higher burnout rates (Zhao et al., 2024). Teachers who do not feel supported by their institutions may experience increased frustration, emotional exhaustion, and a decline in personal accomplishment (Liu et al., 2024). The relationship between job stressors and

burnout has been well-documented in research, emphasizing the importance of addressing these stressors in educational institutions.

Impact of burnout on teacher performance

The consequences of burnout extend beyond individual well-being to affect organizational outcomes, including teacher performance and student achievement. Teacher burnout has been shown to reduce job satisfaction, hinder teaching effectiveness, and increase absenteeism (Foley, Murphy, 2015). Teachers experiencing burnout often report feelings of emotional exhaustion, which significantly undermine their ability to maintain engagement and enthusiasm in the classroom (Maslach et al., 2001). This reduced engagement can lead to decreased teaching effectiveness, negatively impacting students' learning experiences and academic progress. Furthermore, burnout contributes to a negative work environment, which can lead to high turnover rates, especially in high-stress fields like education (Klusmann et al., 2022).

A key consequence of teacher burnout is its detrimental effect on student outcomes. Burned-out teachers are less likely to foster positive teacher-student relationships and maintain the same level of instructional quality. When emotional exhaustion and depersonalization set in, teachers may struggle to manage classrooms effectively or invest in individualized student support. These challenges are often reflected in students' academic performance, behavior, and overall educational experience (Foley, Murphy, 2015). Studies have shown that burnout is correlated with a decline in the quality of teaching, as teachers may develop a more detached or impersonal attitude towards students, leading to less effective communication and teaching (Maslach et al., 2001).

Addressing burnout is, therefore, critical not only for maintaining teacher well-being but also for ensuring that students receive the best possible education. High burnout levels have been linked to increased teacher absenteeism, which directly impacts the continuity and quality of instruction. Teachers who experience burnout may be absent more frequently, either due to health-related issues or the need for time off to recover from stress (Klusmann et al., 2022). This absenteeism further disrupts student learning and can contribute to a cycle of dissatisfaction and decreased performance in both teachers and students (Dima, Stefan, 2021).

The broader implications of burnout for the educational system also include an increased risk of teacher turnover. As burnout increases, teachers may decide to leave the profession altogether or switch to other roles with lower stress. This turnover is costly for educational institutions, both in terms of financial resources and the loss of experienced educators. New teachers may struggle to replace the expertise and quality of instruction that experienced educators provide, thereby further impacting student outcomes. Thus, addressing burnout is not only

essential for the well-being of teachers but also for the sustainability of the educational system as a whole (Liu et al., 2024).

In conclusion, teacher burnout poses significant challenges for educational systems, impacting both teacher performance and student achievement. The reduction in teaching effectiveness, increased absenteeism, and potential teacher turnover are all consequences that further disrupt the learning environment. Addressing the factors contributing to burnout is critical for improving teacher retention, maintaining high standards of teaching, and ensuring that students receive the support and education they need to succeed.

Based on the theoretical framework, the study seeks to answer the following research questions:

1. What is the factorial structure of teacher burnout in the studied population?
2. Are there significant differences in burnout dimensions across educational levels, school types, and professional roles?
3. How are burnout dimensions related to demographic and contextual variables such as years of teaching, gender, and social network membership?

Hypotheses development

Building on the insights from previous research, this study aims to explore the relationship between burnout and job stressors in educational settings. Specifically, we hypothesize that:

Hypothesis 1 (H1): There is a significant relationship between personal accomplishment and depersonalization.

Hypothesis 2 (H2): There is a significant relationship between emotional exhaustion and depersonalization.

Hypothesis 3 (H3): There is a significant relationship between emotional exhaustion and years of teaching.

Hypothesis 4 (H4): There is a significant relationship between emotional exhaustion and position.

Hypothesis 5 (H5): There is a significant relationship between emotional exhaustion and the type of school.

Hypothesis 6 (H6): There is a significant relationship between emotional exhaustion and students' academic level.

Hypothesis 7 (H7): There is a significant relationship between emotional exhaustion and membership in social networks.

Hypothesis 8 (H8): There is a significant relationship between personal accomplishment and years of teaching.

Hypothesis 9 (H9): There is a significant relationship between personal accomplishment and position.

Hypothesis 10 (H10): There is a significant relationship between personal accomplishment and the type of school.

Hypothesis 11 (H11): There is a significant relationship between personal accomplishment and students' level of education.

Hypothesis 12 (H12): There is a significant relationship between personal accomplishment and membership in social networks.

Hypothesis 13 (H13): There is a significant relationship between depersonalization and gender.

Hypothesis 14 (H14): There is a significant relationship between depersonalization and years of teaching.

Hypothesis 15 (H15): There is a significant relationship between depersonalization and position.

Hypothesis 16 (H16): There is a significant relationship between depersonalization and the type of school.

Hypothesis 17 (H17): There is a significant relationship between depersonalization and membership in social networks.

These hypotheses guide the current study in investigating the multidimensional nature of teacher burnout and its relationship with job stressors in different educational contexts.

METHODS

General background

The context of this study is deeply rooted in the examination of job burnout among Iranian teachers and education managers in Isfahan. Job burnout, a significant concern in the field of occupational psychology, is particularly relevant in educational settings where professionals often face unique stressors. This research integrates a culturally sensitive approach by utilizing instruments validated for the Iranian population, such as the MBI, and adapts its methodology to reflect the nuanced dynamics of the local educational environment. Teachers and managers operating within this context encounter a blend of traditional expectations and modern educational demands, which can exacerbate stress and contribute to burnout.

Research design

This study adopts a correlational research design, aiming to assess the validity of the proposed model through confirmatory factor analysis. The evaluation relies on various statistical indices, including χ^2 , GFI, AGFI, NFI, CFI, RMSEA, and RMR. This design is particularly suited for examining relationships among

variables and validating theoretical models within the educational context. The emphasis on confirmatory factor analysis underscores the study's commitment to robust statistical testing and model validation.

Population and sample selection of subjects

The statistical population of this research comprises Iranian teachers and education managers across three educational levels and six regions in Isfahan city. A random sampling method was employed to ensure representativeness and minimize bias (388 teachers and educational managers (192 men and 196 women) from three educational levels and six regions was examined using a stratified random sampling approach). The sampling approach adhered to the Cochran formula, considering the variance of the three job burnout components in the initial sample. Key parameters included a significance level (α) of 0.05, a confidence level of 95%, and a critical value (t) of 1.96. Table 1 provides detailed demographic characteristics of the selected participants, highlighting diversity in age, gender, teaching experience, and school types, thereby ensuring a comprehensive representation of the target population.

Table 1. Psychometric characteristics of research instruments

Variable	Category	Number	Percentage
Gender	male	192	0.49
	female	196	0.51
Age	20–29	57	0.14
	30–39	101	0.26
	40–49	139	0.35
	50–59	78	0.20
	60 and above	13	0.04
Years of teaching	0–4	64	0.16
	5–14	158	0.40
	15 and above	166	0.42
Position	management	74	0.19
	teacher	314	0.81
Type of school	state	232	0.59
	top state	69	0.17
	non-profit	87	0.23
Students' academic level	elementary school	119	0.30
	first high school	98	0.25
	second high school	171	0.44
Supportive social network	yes	93	0.23
	no	295	0.76

Source: Authors' own study.

Variables

The study considered demographic variables such as age, gender, years of teaching experience, and the type and level of school where participants taught. These variables were analyzed to explore potential differences and patterns in job burnout. Additionally, participants were queried about their involvement in social networks unrelated to their professional spheres, such as hobbies like mountain climbing or sports groups. These voluntary social networks were distinct from work-related groups, providing a broader understanding of external influences on burnout.

INSTRUMENTS

To measure the key variables in this study, established and reliable instruments were utilized (see Appendix), including:

MBI: The primary tool for data collection was the MBI, developed by Maslach and Jackson in 1997. Comprising 22 questions, the MBI assesses three dimensions: emotional exhaustion (9 questions), depersonalization (5 questions), and personal accomplishment (8 questions). Respondents indicate the frequency of experiences on a scale ranging from “never” to “every day.” A high score in emotional exhaustion and depersonalization, coupled with a low score in personal accomplishment, signifies elevated levels of job burnout. The MBI was first translated into Persian by Fillian in 1992, with confirmed validity and reliability (reliability coefficient: 0.78). The decision to employ the MBI questionnaire in this research for the Iranian population stems from its well-documented cross-cultural validity and relevance, ensuring a robust evaluation of job burnout within the specific cultural nuances of Iran. Additionally, while alternative tools like OLBI (Oldenburg Burnout Inventory) and BAT (Burnout Assessment Tool) exist, the MBI’s established track record in diverse populations and cultural adaptability make it a prudent choice for a comprehensive examination of job burnout in the Iranian context. Details of the reliability and validity coefficients for this scale are presented in (Table 1).

Demographic Questionnaire: A demographic questionnaire captured essential participant details, including age, gender, years of teaching experience, school type, and level. These variables were vital for comparative analysis and identifying patterns in burnout levels.

Social Network Participation Survey: This survey assessed participants’ involvement in voluntary social groups outside their professional sphere. Examples included sports teams and hobby clubs, chosen to examine external factors influencing job burnout.

Reliability and validity of research instruments

As shown in Table 2, the research instruments exhibit satisfactory levels of reliability and validity.

Table 2. Validity and reliability coefficients of job burnout questionnaire dimensions

Internal and external research	Dimensions of job burnout	Reliability coefficient	Validity coefficient
Maslach and Jackson (1981)	emotional exhaustion	0.87	0.90
	depersonalization	0.55	0.79
	personal accomplishment	0.83	0.71
Atef et al. (2007)	emotional exhaustion	0.84	0.71
	depersonalization	0.81	0.66
	personal accomplishment	0.75	0.71
Azizi et al. (2009)	emotional exhaustion	0.88	—
	depersonalization	0.62	—
	personal accomplishment	0.77	—
Current study	emotional exhaustion	0.91	0.53
	depersonalization	0.71	0.62
	personal accomplishment	0.76	0.55

Source: Authors’ own study.

Procedure and analysis strategy

This study was conducted in multiple structured phases to ensure systematic and comprehensive data collection and analysis. Data collection was conducted over a three-month period using paper-based questionnaires administered during in-person visits to schools. Initially, ethical approvals were obtained from relevant authorities, and participants were informed about the study’s objectives, ensuring voluntary participation and confidentiality of their responses. The demographic questionnaire and surveys were administered alongside the MBI. These were distributed to the participants through in-person visits to schools across the six regions of Isfahan.

A random sampling method was employed to select participants, adhering strictly to the Cochran formula for sample size determination. The distribution process ensured representative coverage of diverse educational levels, gender, years of teaching experience, and school types. The completed questionnaires

were collected and reviewed for completeness and accuracy before proceeding to the analysis phase.

The collected data were analyzed using a combination of descriptive and inferential statistical methods. The primary focus was on validating the proposed model through CFA. This technique assessed the construct validity of the MBI by examining its three dimensions: emotional exhaustion, depersonalization, and personal accomplishment. The goodness-of-fit indices used for model evaluation included χ^2 , GFI, AGFI, NFI, CFI, RMSEA, and RMR.

For demographic and comparative analyses, statistical techniques were employed to identify significant differences and relationships among variables. The impact of demographic factors and social network participation on burnout levels was explored, highlighting potential protective or risk factors. Data cleaning and coding were performed using SPSS.

RESULTS

Confirmatory factor analysis results

The outcomes of the confirmatory factor analysis are meticulously presented in Table 3, delineating the number of scale questions (NX) and factors (NK). This comprehensive analysis elucidates the structural integrity and coherence of the research model, providing valuable insights into the underlying dimensions and relationships within the examined constructs. Table 3 presents two distinct statistical sections, the first being X^2/df , with an optimal threshold below 3. This critical indicator assesses the goodness of fit in our model, with lower values suggesting a more robust fit. The second section comprises structural indices, including GFI, AGFI, NFI, and CFI, each ideally approaching 0.9. These indices illuminate the structural integrity of our model, with higher values indicating a more favorable fit. Simultaneously, the remaining indicators, namely RMSEA and RMR, optimally should fall below 0.08.

Table 3. Results of confirmatory factor analysis of job burnout

Model	NX	NK	X^2/df	GFI	AGFI	NFI	CFI	RMSEA	RMR
Empty	22	22	8.42	0.443	0.384	0.326	0.366	0.543	0.528
1 factor	22	1	5.38	0.615	0.573	0.483	0.562	0.198	0.195
2 factors	22	2	4.22	0.728	0.692	0.652	0.669	0.152	0.148
3 factors	22	3	2.24	0.924	0.904	0.848	0.896	0.066	0.065

Source: Authors' own study.

Interrelationships among job burnout factors

Upon careful examination, it is evident that the three-factor model demonstrates a superior fit to the data, aligning with established criteria for model adequacy. Table 4 further elucidates the interplay between the variables associated with job burnout, contributing valuable insights to the scholarly understanding of these complex relationships.

The analysis reveals noteworthy insights into the relationships between variables. The significant relationship observed between personal accomplishment and depersonalization highlights a crucial interconnection. Similarly, the substantial association between emotional exhaustion and depersonalization indicates that these variables are not orthogonal but intricately linked. Consequently, the confirmation of the H1, H2 underscores the relevance and coherence of the research framework.

Table 4. Relationship between three factors in job burnout

Factor	Scale	First	Second	Third
First	emotional exhaustion	1	–	–
Second	personal accomplishment	0.19	1	–
Third	depersonalization	0.51**	-0.35*	1

* $p < 0.05$

** $p < 0.01$

Source: Authors’ own study.

Descriptive and psychometric evaluation of instruments

Table 5 delves into the comprehensive evaluation of descriptive and psychometric indicators across the entire sample. Notably, the psychometric section of the instruments exhibits favorable reliability and validity. This robust performance further solidifies the credibility and accuracy of the employed tools, reinforcing the methodological soundness of the research.

Table 5. Descriptive and psychometric indicators of tools in the whole sample

Scale	Mean	Standard deviation	Reliability	Validity coefficient	Standard error of measurement
Emotional exhaustion	27.65	11.62	0.82	0.61	4.88
Personal accomplishment	37.14	35.38	0.77	0.59	16.98
Depersonalization	6.45	5.17	0.71	0.57	2.79

Source: Authors’ own study.

Comparison of emotional exhaustion across teacher groups

Table 6 presents a nuanced comparison among various teacher groups regarding emotional exhaustion and its correlation with research variables. The analysis unveils a distinct pattern where emotional exhaustion initially decreases, then significantly rises with age. Notably, teachers experience higher emotional exhaustion compared to their managerial counterparts. Furthermore, emotional exhaustion is more pronounced in non-profit schools than in other educational institutions, with a consistent increase in emotional exhaustion as the age of students advances.

Remarkably, teachers who are members of social networks exhibit significantly lower emotional exhaustion levels. Consequently, the confirmation of H3, H4, H5, H6, and H7 underscores the impact of diverse factors on emotional exhaustion among teachers.

Table 6. Comparison of different groups of teachers based on research variables in emotional exhaustion

Variable	Category	Mean	Standard deviation	Reliability coefficient	Validity coefficient	<i>F</i>
Gender	male	27.42	9.31	0.90	0.56	0.23
	female	27.87	10.03	0.89	0.58	
Age	20–29	28.12	9.65	0.91	0.53	3.68**
	30–39	28.94	9.84	0.88	0.61	
	40–49	27.33	9.63	0.90	0.57	
	50 and above	26.41	9.74	0.89	0.53	
Years of teaching	0–4	27.72	0.11	0.84	0.54	4.53**
	5–14	22.78	9.83	0.91	0.57	
	15 and above	32.55	9.58	0.94	0.51	
Position	management	26.12	9.02	0.87	0.57	6.21**
	teacher	2.01	9.56	0.92	0.59	
Type of school	state	27.02	10.43	0.88	0.53	3.98*
	top state	27.94	9.24	0.92	0.57	
	non-profit	29.09	9.01	0.83	0.54	
Students' level of education	elementary school	23.62	9.63	0.94	0.52	5.41*
	first high school	27.18	10.33	0.88	0.51	
	second high school	30.72	9.02	0.91	0.55	
Supportive social network	yes	22.15	10.31	0.89	0.57	7.69**
	no	29.3	9.14	0.92	0.59	

* $p < 0.05$

** $p < 0.01$

Source: Authors' own study.

Personal accomplishment and its variations among teacher groups

Table 7 presents a thorough examination of different teacher groups concerning the personal accomplishment scale and its relationship with various research variables. The analysis discloses a nuanced trajectory where personal accomplishment initially experiences a slight decrease with increasing years of teaching, followed by a continuous ascent. Noteworthy distinctions are observed, with managers exhibiting higher levels of personal accomplishment than teachers. Moreover, personal accomplishment reaches a zenith in non-profit schools compared to other educational institutions. Additionally, there is a positive correlation between the age of students and the personal accomplishments of teachers, indicating an upward trend.

Teachers actively engaged in social networks demonstrate elevated levels of personal accomplishment. These findings affirm H8, H9, H10, H11, and H12, shedding light on the intricate dynamics influencing personal accomplishment among educators.

Table 7. Comparison of different groups of teachers based on research variables in personal accomplishment

Variable	Category	Mean	Standard deviation	Reliability coefficient	Validity coefficient	<i>F</i>
Gender	male	36.48	7.28	0.77	0.51	0.68
	female	37.78	6.02	0.74	0.57	
Age	20–29	36.92	7.21	0.75	0.55	0.81
	30–39	36.25	5.44	0.79	0.53	
	40–49	37.01	5.68	0.76	0.59	
	50 and above	38.46	7.29	0.73	0.53	
Years of teaching	0–4	36.89	6.05	0.72	0.54	3.58*
	5–14	36.13	5.17	0.74	0.57	
	15 and above	38.19	6.94	0.75	0.53	
Position	management	39.72	5.81	0.77	0.59	4.41**
	teacher	36.53	5.87	0.78	0.51	
Type of school	state	36.56	6.09	0.75	0.54	5.23**
	top state	36.84	5.83	0.79	0.51	
	non-profit	38.92	6.29	0.74	0.53	
Students' level of education	elementary school	35.26	5.33	0.72	0.56	5.26**
	first high school	37.62	5.84	0.75	0.55	
	second high school	38.17	5.65	0.71	0.58	
Supportive social network	yes	46.21	6.81	0.73	0.53	4.91*
	no	34.28	5.26	0.76	0.52	

* $p < 0.05$

** $p < 0.01$

Source: Authors' own study.

Depersonalization across teacher groups and influencing variables

Table 8 provides a detailed exploration of diverse teacher groups concerning the depersonalization scale and its correlation with research variables. Male teachers and managers exhibit higher depersonalization concerns than their female counterparts. Additionally, depersonalization tends to be more pronounced in individuals of younger age, implying a more impactful initial phase of job burnout. However, as years of teaching experience increase, depersonalization diminishes, signifying a potential adaptive process.

A significant disparity emerges between teachers and managers, with teachers experiencing a more pronounced presence of depersonalization, indicating a more challenging situation in this aspect of job burnout for educators. Furthermore, teachers in non-profit schools encounter less depersonalization, whereas public school teachers are more susceptible to this phenomenon. Interestingly, active participation in social networks is associated with lower levels of depersonalization among teachers. The confirmation of H13, H14, H15, H16, and H17, as elucidated in Table 8, underscores the intricate interplay of factors influencing depersonalization in the teaching profession.

Table 8. Comparison of different groups of teachers based on research variables in depersonalization

Variable	Category	Mean	Standard deviation	Reliability coefficient	Validity coefficient	<i>F</i>
Gender	male	7.74	5.70	0.77	0.58	5.95**
	female	5.18	5.48	0.73	0.52	
Age	20–29	7.08	6.39	0.77	0.59	2.63
	30–39	6.63	6.0	0.72	0.54	
	40–49	6.42	5.28	0.75	0.57	
	50 and above	5.64	5.22	0.74	0.51	
Years of teaching	0–4	8.69	6.27	0.71	0.53	4.48**
	5–14	4.02	6.09	0.75	0.57	
	15 and above	62.6	5.41	0.76	0.55	
Position	management	5.54	4.39	0.75	0.59	3.59*
	teacher	6.66	5.72	0.74	0.53	
Type of school	state	6.89	5.52	0.72	0.56	3.83*
	top state	6.42	6.11	0.75	0.58	
	non-profit	5.31	5.91	0.73	0.52	
Students' level of education	elementary school	6.7	5.43	0.71	0.57	2.57
	first high school	6.22	5.84	0.72	0.56	
	second high school	6.35	5.73	0.78	0.52	
Supportive social network	yes	5.01	6.81	0.73	0.53	3.72*
	no	6.91	5.33	0.77	0.51	

* $p < 0.05$

** $p < 0.01$

Source: Authors' own study.

DISCUSSION

In this investigation, teachers, who serve as the focal point of burnout, were systematically compared across different courses, positions, educational levels, and school types. The resulting profile pattern delineates the dimensions of burnout as experienced by this diverse group of educators. Notably, an alarming trend emerges: with an escalation in teaching years, there is a concurrent surge in emotional exhaustion among teachers, culminating in increasingly unfavorable conditions as they approach the culmination of their teaching careers. One plausible explanation for this phenomenon could be the reluctance or lack of engagement in counseling and therapy sessions, allowing the deleterious effects of job burnout to accumulate progressively over the course of teachers' careers.

These findings echo the insights from Kilfedder et al. (2001), whose research similarly illuminated the correlation between an extended service history and heightened teacher burnout. Additionally, the work of Siu et al. (2014) underscores the tangible impact of teachers' active participation in workshops and counseling sessions, positing them as influential avenues to mitigate the pervasive issue of burnout among educators.

The observed discrepancy in emotional exhaustion between teaching and managerial roles aligns with longstanding observations by Ghadimi Moghadam and Hosseini Tabatabai (2007). The inherent nature of face-to-face interactions in teaching positions naturally contributes to a greater sense of emotional exhaustion compared to roles in management. This finding resonates with previous research and underscores the unique challenges faced by educators in direct classroom interactions.

Encouragingly, membership in social groups emerges as a protective factor against burnout, consistent with a body of literature including studies by Cherniss (1992), Antoniou et al. (2000), and Khan et al. (2014). The cumulative evidence supports the idea that fostering communication and social support can serve as effective strategies to alleviate burnout among teachers.

The apex of stress is notably associated with the second secondary period, indicating a critical juncture where students pose considerable challenges for teachers. This challenge manifests in terms of physical demands and the emergence of interpersonal conflicts, consequently amplifying the level of emotional exhaustion experienced by teachers. The substantiation of this observation finds resonance in the findings of previous studies conducted by Carlotto and Palazzo (2006), Van et al. (1997), or Okwaraji and Aguwa (2015).

The pinnacle of emotional exhaustion is notably observed in non-profit schools, attributed to the heightened expectations imposed on teachers in these institutions. These elevated expectations lead to an increased demand for performance, placing teachers under substantial pressure and, consequently, inducing emotional

exhaustion. This finding resonates coherently with the outcomes of the study conducted by Košir et al. (2015).

Conversely, regarding personal accomplishment, non-profit schools exhibit an advantageous position. In these educational settings, teachers enjoy more autonomy in selecting curricula and textbooks, fostering an environment conducive to enhancing personal accomplishments. Additionally, students in non-profit schools, belonging to upper socio-economic classes, provide teachers with better study facilities, which, in turn, contribute to the improvement of their personal accomplishments. Notably, teachers in non-profit schools can benefit from students recommending textbooks authored by their instructors, facilitating a more accessible learning process.

The studies conducted by Sarros (1988) and Demirel and Güler (2005) support the notion that advancing age and accumulating years of teaching contribute to the enhancement of teachers' personal accomplishments. Interestingly, gender differences are minimal in personal accomplishments, with female individuals exhibiting comparable levels to their male counterparts. Moreover, the presence of social support from external groups positively influences individuals' personal performance, considering these support networks as social capital for teachers. This external support creates a conducive and adaptable environment for teachers, fostering their personal accomplishments.

Depersonalization is less prevalent in non-profit schools, possibly due to a heightened sense of hope for change and reform within these institutions. Furthermore, principals experience lower depersonalization compared to teachers, indicating a lower risk of burnout among them.

Significantly, the results establish a substantial relationship between personal accomplishments and depersonalization, as well as between emotional exhaustion and depersonalization. These findings align with the conclusions drawn by Carlotto and Palazzo (2006) and Saberi et al. (2012), emphasizing the interconnected nature of these dimensions in the context of teacher burnout.

CONCLUSIONS

In conclusion, examining teacher burnout highlights the urgent need for targeted interventions. Workshops and counseling can play a key role, especially if tailored to teachers' specific challenges. Encouraging participation in social groups can also provide support and help reduce burnout. Identifying the second secondary period as a main stress source underscores the need for targeted support. Consistency with previous research reinforces the validity of these findings and emphasizes strategies to alleviate teacher stress at critical stages. Results indicate that less experienced teachers are more prone to depersonalization, while with more years of teaching, adaptability improves, allowing partial recovery.

This may stem from adjusted expectations and better understanding of the education system. Future longitudinal studies could explore burnout trajectories and assess the effectiveness of interventions in real educational settings, providing practical insights for policymakers. Despite these findings, caution is needed. The study's focus on a specific region may limit generalization globally, and reliance on self-reported data may introduce bias. Future research should address these limitations and explore broader contexts.

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ABSTRAKT

Nauczyciele odgrywają kluczową rolę w kształtowaniu społeczeństw poprzez jakość edukacji, która jest bezpośrednio uzależniona od ich satysfakcji zawodowej i dobrostanu. Pomimo ich znaczenia zawód nauczyciela należy do profesji o wysokim poziomie stresu, często prowadzącym do wypalenia zawodowego, obniżonej satysfakcji z pracy oraz pogorszenia efektywności zawodowej. Wielowymiarowy charakter wypalenia zawodowego nauczycieli w różnych kontekstach zawodowych wymaga pogłębionych badań w celu opracowania skutecznych interwencji. Niniejsze badanie polegało na analizie wymiarów wypalenia zawodowego nauczycieli w zróżnicowanych kontekstach zawodowych, obejmujących specjalność nauczanego przedmiotu, stanowisko edukacyjne, typ szkoły oraz poziom kształcenia, i miało na celu wniesienie wkładu zarówno do wiedzy teoretycznej,

jak i do praktycznych strategii poprawy dobrostanu nauczycieli. Badaniem objęto 388 nauczycieli i menedżerów edukacyjnych (192 mężczyzn i 196 kobiet) reprezentujących trzy poziomy edukacji oraz sześć regionów, dobranych metodą losowania warstwowego. Zastosowano konfirmacyjną analizę czynnikową w celu weryfikacji trafności trójczynnikowego modelu wypalenia zawodowego oraz analizy zróżnicowania jego wymiarów w zależności od zmiennych zawodowych. Wyniki potwierdzają trafność trójczynnikowego modelu wypalenia zawodowego oraz wskazują na istotne różnice w jego wymiarach w zależności od kontekstu zawodowego. Uzyskane rezultaty podkreślają znaczenie projektowania ukierunkowanych interwencji dostosowanych do specyficznych ról i środowisk edukacyjnych. Badanie to rozwija teoretyczne ujęcie stresu zawodowego oraz dostarcza podstaw do tworzenia polityk opartych na dowodach empirycznych, sprzyjających poprawie dobrostanu nauczycieli i jakości edukacji.

Słowa kluczowe: wypalenie zawodowe nauczycieli; poziomy edukacji; typy szkół; stres zawodowy

