Burnout Syndrome Concerning Some Personality Factors among Greek Teachers

The objective of the paper is to show the relationship between teacher’s burnout syndrome and some factors such as personality traits and locus of control. To determine which one of all explored personality characteristics (extraversion-introversion, neuroticism, psychoticism, loci of control) would have the biggest influence on the burnout syndrome dimensions (emotional exhaustion, depersonalization, and reduced personal accomplishment) was performed correlation analysis and data were verified with eta squared coefficient. To collect the data presented in this article three questionnaires (Maslach’s Burnout Syndrome Inventory; Rotter’s Locus of Control Scale; The short-form of Eysenck Personality Questionnaire) and a declaration of consent were handed to 120 Greek teachers. The ages of working experience as a teacher was ranged between 1 and 35 years of experience with M = 14.7 and SD = 9.9. The sample comprised of 76.6% (N=92) women and 23.3% (N=28) men. As predicted by the research suggestions, and supported by the literature the results of this study showed correlations between teacher’s burnout syndrome and their personality traits (extra/introversion, neuroticism, psychoticism) and locus of control.

Keywords: burnout syndrome, teacher’s occupational stress, personality traits, locus of control

Introduction

The prolonged exposure to high levels of occupational distress influences in a negative way people’s health and results in developing of Burnout Syndrome. Between the most affected from burnout professions is teachers’ profession. According to Kyriacou (2001), burnout comprises of a physical, emotional and behavioral exhaustion while Maslach and Jackson (1986), after extensive research, have approached burnout syndrome, apart from a simple exhaustion, in a multidimensional model. According to this, in professions of human services, including teacher's job, professional exhaustion was defined as a syndrome manifested through three fundamentally separate but empirically related dimensions: a) emotional exhaustion, b) depersonalization, and c) reduced personal accomplishment (Kokkinos, 2006).

An additional common characteristic of burnout’s definitions, and especially Maslach's three-dimensional model, is that burnout syndrome is associated with long-term exposure to stressful circumstances. Occupational stress and teachers’ burnout syndrome cannot be distinguished depending on their symptoms, but mostly under the process of their development and their duration. Thus, occupational stress is an adaptation process which is temporary and is accompanied by various impermanent symptoms, while professional burnout consists in the collapse of this adjustment, accompanied by chronic malfunctions (Maslach & Schaufeli, 1993).

The professional distress when it occurs for a long period of time is characterized by emotional exhaustion, negative and cynical attitudes
regarding the professional environment and interpersonal relationships, a tendency for negative self-esteem, chronic dissatisfaction with the work done and loss of professional motivation and interest for professional achievements malfunctions (Maslach & Schaufeli, 1993).

Teachers, as all the other citizens, are called to handle with the stress and exhaustion one may experience in one’s work, as a consequence of the economic crisis, the dramatic wages and allowances cuts, unemployment, to name a few. Therefore, stress and burnout symptoms that may affect teachers in their work are not decompressed in their private life but, on the contrary, they are enlarged.

The findings of Greek research regarding occupational stress and burnout syndrome of teachers are very interesting and they create a perfect ground for further investigation (Nassi, 2018a). On the one hand, the overall view resulting from research statistical data reveals moderate levels of occupational stress and burnout. On the other hand, if someone examines teachers’ stress sources carefully, for example, student, curriculum and teaching methods, it could be easily to conclude that nowadays the stressful sources seem to be displace from other “clerical”, bureaucratic and procedural aspects.

Teaching is an emotionally, physically and mentally demanding job. Long hours of working time, behavioral disorders of children / teenagers and lack of support from educational leadership, lead both primary and secondary school teachers in losing their enthusiasm for their profession, and often teaching process is considered to be something tedious and extremely stressful.

In Greece, past research results showed the existence of burnout syndrome in the field of education to a certain extent (Nassi, 2018b). However, for at least eight years now, the area of education, as a workplace, has been undergoing major and difficult changes for employees, a fact that creates a clearly more stressful environment than that in previous years. The factors contributing to teacher burnout syndrome can be divided into three categories. The first one concerns personal factors such as gender, marital status, the class they teach, and the type of academic studies. The second concerns interpersonal factors, the role other people play in the creation of burnout syndrome. The third concerns the organizational factors, the role of the school environment and the organizational requirements of education (the need to complete the curriculum in a specific timeframe, the role conflict in the school unit, the lack of supportive counseling, etc.) (Pappa, 2006).

Teachers’ profession is risky for manifestations of chronic stress, burnout and mental illnesses. However, not all teachers are affected by them. There are individual, environmental and personality predispositions, as well as the presence of a set of other conditions (health issues, family and relatives, hobbies, culture) that favor the emergence of burnout syndrome. Both personal and individual peculiarities, as well as factors of the working environment can contribute to the development of this syndrome:
Individual Characteristics

- Work experience.
- Gender. In the women in the teaching profession, the burnout syndrome is most often manifested through emotional exhaustion, while dehumanization and alienation are at the typical for men.
- Educational level.

Working Environment Conditions

- Intensive communication with children and young people, which is also a source of professional satisfaction, but also a reason for emotional "exhaustion".
- Unrealistically high expectations of the society that the teacher could solve general problems of the education system, family, environment, etc.
- Unclear criteria for success, effectiveness of teacher’s work.
- The sense of injustice in the school environment - in pay, evaluation and recognition of work, allocation of duties, etc.
- The need to make responsible decisions in many dynamic pedagogical situations.
- At the level of school leadership - suppressing the desire for change, innovation, professional growth; the feeling that there is a lack of support from colleagues, leadership, parents, etc.
- The discrepancy between the individual and personality peculiarities of the teacher and the factors of the working environment is considered by the specialists to determine the problem and increases the likelihood of developing a burnout syndrome.

Personal Characteristics

Predispositions for the emergence of teachers` burnout include increased anxiety, introversion, idealism, over-enthusiasm, workaholism, over-motivation and ambition, high expectations, internal locus of control.

However, the teacher’s personality and the level of their psychological resilience have the most decisive part to play in this educational system as they come into daily contact and communication with the students and are the ones who have the greatest responsibility for either the success or the failure of the students’ progress.

Personal characteristics and individual abilities are determinants of how a person perceives a stressful situation and how to deal with it. American psychologist Lazarus introduces the notion of individual reactive stereotype (Rusinova-Hristova, Karastoyanov, 2000). He described it as a kind of relationship between the personality and the environment in which the environment is rated by the person as putting it to trial or going beyond its resources to cope and threatening its psychological well-being.
The concept of personality refers to the particular tendencies of individuals that allow them to behave, think and feel in their own unique way. The personality traits can be recognized by the actions and behavior of the person in many situations in one’s life. Personality is a concept that is widely used in the psychology field, but it is at the same time a particularly tricky. Several definitions have been given from time to time to clarify its meaning. Eysenck & Eysenck (1985) mentions a personality definition that states a logical consistency in it: Personality is the relatively stable and lasting organization of character, temperament, intellect and physiology, which determines the unique way in which the person adapts to their environment (Isaacs, 2003). Personality should be understood as a "psychological unity that is formed during a person’s relationships with other people and as a result of their activity" (Levitin, 1998: 125). Eysenk’s personality model is interesting and useful not only because it gives a clear framework but it is also a ground for investigating basics personality traits. According to this model personality could be best approached from the typological point of view. Based on the C. G. Jung’s typology Eysenck worked out his model that consists of the following personality traits: neuroticism, extraversion-introversion, psychoticism. Neuroticism (emotional instability) was presented through multi-dimensional emotional phenomena ranged from calmness and emotional stability to an extreme manifestation of emotional tense. For the people with increased neuroticism as a personality trait is typical an inadequate high level of emotional reaction of a stimuli. People with pronounced levels of this trait are anxious, worried, uneasy, they overreact, overthink. Emotionally unstable persons are often suppressed and prone to depressive mood (Bono & Judge, 2004). They are extremely emotional and have some sleep disorders, very often suffer from various psycho-somatic disorders. On the contrary the emotionally stable persons have high emotional response thresholds, quickly regaining their baseline after emotional excitement. They are usually calm, balanced, have a good self-control and are not anxious. Overall they have better possibilities for adaptation, especially for distress. Emotional stability is a quality that must necessarily be developed by a teacher. It should be available to the teacher includes restraint and control of emotions in conflict situations, overcoming stressful states, lack of neurotic outbursts, etc. (Mavrodiev & Dimitrova, 2016).

Although, Eysenk used C.G. Jung’s concept of extroversion-introversion, he did not regard them as types of libido’s directing (to the self or to the world outside), but as correlating traits that explain people’s communication styles. The Extroverted person is described as energetic, sociable, impulsive, optimistic, and with little control over emotions and feelings. This is the core characteristic that allowed us to hypothesize that extroverted people with their sociability; impulsiveness and low emotional control interact with people and environment in more intensive way that lead to burnout syndrome because of the dynamic emotional exchange. Extroverted people love noisy groups, need people to talk to, like excitement and stimulations, changes, they are willing to take risks (Mavrodiev, 2004). Extroverted person often acts under the
influence of the moment, makes quick decisions, without a lot of thinking
they have always a ready answer and are in general impulsive persons.

Introverted persons are calm, shy and distant from people. They plan
their actions in advance, and keep their feelings under tight control. They
seem to be closed, introspective (willing to self-observation and analysis). In
communication (especially in groups) are reserved and remote. They are
inclined to think in advance, and are distrustful of the impulses. Do not like
the excitement and risks. They control their feelings, rarely behave
aggressively.

Psychoticism which, like neuroticism, is a continuous one scale,
presumes a very low level close to the theoretical zero and high level. The
low level is the normal level of psychological functioning; the high scores
show kind of the mental deviation. The presence of high values of
psychoticism could predict mental disorder indicate characteristics of non-
standard, creative, eccentric individuals who are not always psychotic
individuals with mental disorders.

There are many different concepts about the structure of personality. Some
authors when conceptualizing the development of personality came out from
the self, others pointed out the social environment, third the genetic factors etc.
But all agree with one - the content of the personality in the process of its
formation is changeable through the time; enriching the knowledge about the
social relations; improving the motivational system of behavior directed at the
public; developing knowledge and skills to apply knowledge; enriching the
habits of social behavior in the group; communication in accordance with the
normative system of society.

From all other personality traits that are common in researches in the area
of burnout syndrome the Locus of control is the one that is also very interesting
to be investigated. Locus of Control is a generalized expectation between
dependence of support and the outcome of human behavior on the one hand
and one's own efforts or external influences on the other. The localization of
control represents the extent to which people are perceived as the main source
of causality in determining events (Yordanova & Krastev, 2017).

Locus of Control is an indicator that characterizes the attribution of
personal responsibility to a person, the subjective way in which people evaluate
and attribute the causes of their own results. The locus of control or self-
efficacy can be very important in explaining the specific human behavior.
Research has shown that the locus of control is the second most important
prognostic factor for life achievements (Pajares & Miller, 1994).

People with internal localization of control (so cold internals) qualify
subject as directed under their own control. This is the tendency to perceive
events as being under personal control and dependent on their own behavior,
whether positive or negative. That is, the causality of the events is attributed
to the person himself, and he is supposed to be the main agent in the
interaction with the environment. In people with external localization of
control (externals), events are regarded as a result of external circumstances.
Here, the underlying causes are external factors, as there is a direct link
between human behavior and external results. "External localization of
control has a protective function against experiencing failure in individuals who have high self-esteem but are not confident in themselves” (Popova, 2004 p.30). External control determines an ineffective personality adaptation to its environment, and is also associated with a higher level of anxiety, insecurity, distrust of interpersonal relationships (Joe, 1971). Burnout is higher in individuals with clearer external localization of control, attributing the cause of events and achievements to other people, fate or chance, than in individuals with an internal localization of control, believing that the cause is their own abilities and effort (Tsenova, 2005).

Aims and Hypotheses

The main goal of the study is to explore the relationship between teacher’s burnout syndrome and some personality traits. The intention of this investigation was to determine which one of all personality characteristics (extraversion-introversion, neuroticism, psychoticism, loci control) has the biggest influence on the burnout syndrome scales (emotional exhaustion, depersonalization, and reduced personal accomplishment).

H: The main hypothesis was that the loci of control, extroversion, high levels of neuroticism, and psychoticism would correlate with and would have big size effect on any of the burnout syndrome scales: emotional exhaustion, depersonalization, and reduced personal accomplishment.

Methodology of Research

Background

The research was carried out on the territory of Republic of Greece in 2019. To guarantee the confidentiality of the research participants were told the study is anonymous and they filled in a consent declaration. The examination was done in small groups around 15 persons attended at each group. The research questionnaires were handed to every person who should fill them out at that very moment and return them back after finishing. There was a detailed instruction on each instrument.

Participants

To collect the data presented in this article three questionnaires and a declaration of consent were handed to 120 Greek teachers. Because of the small sample (only 120 teachers) the authors were concerned that the sample is not at all nationally representative. The age of participants was ranged between 23 and 58 years of age (M=39.6 SD=10.3).

As common in teacher’s profession most of the teachers are women and that is to be seen from the sample it comprised of 76.6% (N=92) women and 23.3% (N=28) men. They were distributed according to their state as permanent teachers 57.5% (N=69) from them 66.7 % (N=46) female and
33.3% (N=23), and substitute teachers 42.5% (N=51) from them 90% (N=46) were women and 9.8% (N=5) were men.

When exploring teacher’s burnout one of the most important characteristics is the ages of working experience as a teacher. It was ranged between 1 and 35 years of experience with M = 14.7 and SD = 9.9. All teachers are ranged in four groups as could be seen from the next table about ages of teacher’s working experience.

Table 1. Ages of work experience among teachers, N=120

<table>
<thead>
<tr>
<th>Ages of work experience</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>6-10</td>
<td>13</td>
<td>10.8</td>
</tr>
<tr>
<td>11-15</td>
<td>16</td>
<td>13.3</td>
</tr>
<tr>
<td>More than 16</td>
<td>57</td>
<td>47.5</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

According to their educational degree the participants were distributed into three groups: bachelor, master, and Ph.D. so that of them 60% (N=72) are bachelors, 36.6% (N=44) have a master degree and 3.3% (N=4) have a Ph.D. diploma.

Research Instruments

Maslach’s Burnout Syndrome Inventory consists of 22 questions answered by Likert point scale ranged from 0 – never happened to me, 1 – extremely rarely happened to me, 2 – rarely happened to me, 3 – sometimes happens to me, 4 – often happens to me, 5- very often happens to me, 6 – every day happens to me. Items are distributed into three scales: Emotional Exhaustion, Depersonalization and Reduced Personal Accomplishment (the last scale is reversed that is to say the low scores are the positive ones). Bartletts’ test $X^2 (231) = 163.5; p < .001$ and KMO = .871 demonstrated a very good results for the factor analysis. For the reliability statistic of the inventory was counted a Cronbach’s alfa = .792 (M= 62.6 SD= 14.3) and for the Emotional Exhaustion scale a Cronbach’s alfa = .910 (M= 20.5 SD= 12.1), Depersonalization scale showed a Cronbach’s alfa = .848 (M= 4.7 SD= 5.2), for the last one scale Reduced Personal Accomplishment was demonstrated a Cronbach’s alfa = .827 (M= 37.3 SD= 6.8).

Rotter’s Locus of Control Scale comprised 29 item pairs. The participants should choose one of the two items in each couple. A high score gives External Loci of Control and a low score – Internal Locus of Control. Bartletts’ test $X^2 (406) = 105.3; p < .001$ and KMO = .745 demonstrated a very good results for the factor analysis. For the reliability statistic of the inventory was counted a low Cronbach’s alfa = .144 (M= 43.4 SD= 2.6). The low scores are related to internal locus of control and the high scores are external locus of control.

The short-form of Eysenck Personality Questionnaire consists of 48 questions that should be answered YES/NO. There are four scales: Extroversion-Introversion (with 12 items) where the low scores indicate
introverted attitude and high scores extroverted; Neuroticism (with 12 items); Psychotism (with 12 items) and Lie scale (with 12 items) to prove validity of the test. Bartletts’ test $X^2 (1128) = 289.4; p < .001$ and KMO = .730 demonstrated a very good results for the factor analysis. For the reliability statistic of the inventory was counted a Cronbach’s alfa = .696 (M= 71.8 SD= 5.1) and for the Extro-Introversion scale a Cronbach’s alfa = .688 (M= 16 SD= 2.3), Neuroticism scale showed a Cronbach’s alfa = .833 (M= 19 SD= 3.3), for the scale Psychoticism was presented a very low scores on Cronbach’s alfa = .108 (M= 15.5 SD= 1.1) and the last one Lie scale had a moderate Cronbach’s alfa = .473 (M= 19.6 SD= 1.9).

Measures

A SPSS 16 statistical package was used and performed analyzes were:

Spearman’s rank correlation coefficient or Spearman’s rho is a nonparametric measure of rank correlation (statistical dependence between the ranks of two variables (Wayne, 1990).

Eta squared ($\eta^2$) measure was used in order to prove the hypothesis about the effect size explained through the ratio of variance in the dependent variable by a predictor. According to Cohen the bounds of the effect size are (Cohen, 1988):

$.01 = \text{small}$

$.06 = \text{moderate}$

$.14 = \text{big effect size}$.

Research Results

As seen from the table 88.3% from the participants were internals and only 11.7% are externals. 66.7% of the people had extroverted attitudes and only 33.3% were introverted persons. 14.2% of the whole sample of people was with high levels on neuroticism and also very important is that 16.7% from the researched persons had high levels of the psychoticism.

Table 2. Distribution of the examined variables (Internal/External Locus of Control, Extra/Introversion, Neuroticism, Psychoticism upon Emotional Exhaustion, Depersonalization, Reduced Personal Accomplishment) in the researched sample N=120

<table>
<thead>
<tr>
<th>Variables</th>
<th>Levels of Emotional Exhaustion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Internal Locus of Control</td>
<td>34.2%</td>
</tr>
<tr>
<td>External Locus of control</td>
<td>.8%</td>
</tr>
<tr>
<td>Extraversion</td>
<td>19.2%</td>
</tr>
<tr>
<td>Introversion</td>
<td>15.8%</td>
</tr>
<tr>
<td>Neuroticism</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>.8%</td>
</tr>
<tr>
<td>Middle</td>
<td>26.7%</td>
</tr>
</tbody>
</table>
Table 3. Distribution of the percents of examined people onto the levels of the variables Emotional Exhaustion, Depersonalization, Reduced Personal Accomplishment, N=120

<table>
<thead>
<tr>
<th>Variables</th>
<th>Emotional Exhaustion</th>
<th>Depersonalization</th>
<th>Reduced Personal Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels</td>
<td>Low</td>
<td>Middle</td>
<td>High</td>
</tr>
<tr>
<td>Low</td>
<td>35%</td>
<td>62%</td>
<td>3%</td>
</tr>
<tr>
<td>Middle</td>
<td>44%</td>
<td>33%</td>
<td>51%</td>
</tr>
<tr>
<td>High</td>
<td>21%</td>
<td>5%</td>
<td>46%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the next table 3 could be seen that 35% of the people had low level on Emotional exhaustion, 44% showed middle level and 21% high level of emotional exhaustion. 62% of the people from this sample declared low degrees on depersonalization, 33% had a middle level on it and a very small percent only 5% presented high levels on depersonalization.
Only a small number of participants 3% showed low levels on the scale reduced personal accomplishment here should be mentioned that this scale is a reversed and the low levels on reduced personal accomplishment means that these persons strive to high professional performance. 51 % of people declared moderate levels on the reduced personal accomplishment, and finally but unfortunately with great number 46% of a sample that comprised 120 teachers showed high levels on the scale reduced personal accomplishment.

When the requirements do not result as expected, one finds frustration, which leads to the accumulation of stress so in addition to the conflicts created by the implementation of different social roles: professional (teacher), personal (spouse, parent), social etc. it reflects in an inability to adapt to the community, to integrate and interact with the environment. It affects the adaptation to the social, physical and professional environment. Disappointment from the experienced failure on the work place manifests in different ways in accordance to the personality type and being facilitated to rise to critical levels and to come to burnout. To get a more clear point of view in this research about the connection between burnout syndrome and some personality traits was performed Spearman’s correlation analysis.

Table 3. Correlation analysis (Spearman’s rho) Showing the Relation between the Levels of variables: Emotional Exhaustion, Depersonalization, Reduced Personal Accomplishment, Locus of Control, Extra/Introversion, Neuroticism, Psychoticism, N=120

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depersonalization</td>
<td>.441**</td>
<td>.441**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduced Personal Accomplishment</td>
<td>-.394**</td>
<td>-.394**</td>
<td>-.387**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroticism</td>
<td>-.380**</td>
<td>-.380**</td>
<td>-.380**</td>
<td>-.251**</td>
<td>.262**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Psychoticism</td>
<td>-.235**</td>
<td>-.235**</td>
<td>-.235**</td>
<td>.000</td>
<td>.000</td>
<td>.006</td>
<td>1</td>
</tr>
<tr>
<td>Extroversion</td>
<td>.266</td>
<td>.266</td>
<td>.266</td>
<td>.096</td>
<td>.096</td>
<td>.256</td>
<td>.006</td>
</tr>
<tr>
<td>Introversion</td>
<td>.010</td>
<td>.010</td>
<td>.010</td>
<td>.010</td>
<td>.010</td>
<td>.010</td>
<td>.010</td>
</tr>
</tbody>
</table>

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

The empirical data showed there were weak to moderate correlations between the researched variables. So it could be said from the given in Table 3 information there is a connection between emotional exhaustion and neuroticism $r_s = -.380; p < .005$; psychoticism $r_s = -.235; p = .010$; extroversion $r_s = .266; p = .013$; and external locus of control $r_s = .210; p = .021$. Emotional exhaustion is the central factor of burnout syndrome and this supported by the given result here, all personality traits and locus of control connect significantly with this variable.
The next scale from Maslach’s burnout syndrome inventory is
depersonalization and it correlated with neuroticism \( r_s = -0.251; p = .006 \) and
extraversion \( r_s = 0.209; p = .022 \). A teacher’s behavior when experiencing
burnout is determined by sort of withdrawal and keeping mental distension
and delaying the duties through long and superficial conversations.

The last scale reduced personal accomplishment showed significant
correlations with neuroticism \( r_s = 0.262; p = .004 \), introversion \( r_s = -0.298; p =
.001 \), and internal locus of control \( r_s = -0.228; p = .012 \). Here the connection
between reduced personal accomplishment and neuroticism explains that
people with low levels on the scale reduced personal accomplishment actually
have high achievements on work and this is related to their low degree in
neuroticism, they are calm and have their emotions under control so that do
not get easily upset when they face a distress factor. Logically people who are
introverted and internals are to be describe as demanding, strict and severe to
them self when do not achieve the goals and blame their self for low personal
accomplishment.

As suggested in the first sub hypothesis that the loci of control,
extroversion, high levels of neuroticism, and psychoticism would correlate
with any of the burnout syndrome scales: emotional exhaustion,
depersonalization, and reduced personal accomplishment, could be firmly
said it was proven. All three scales that are content of the burnout syndrome
inventory according to the Maslach’s Multidimensional theory correlated
significant with the high levels of neuroticism, psychocism, extro/introversion
and external/internal localization of control.

So, in order to understand how the three Maslach’s scales get influenced
by the personality traits was counted eta squared coefficient and it showed as
presented in the next table significant results between almost all variables.

**Table 4. Eta squared and Fisher’s criterion Showing the Relation between
the Levels of variables Emotional Exhaustion, Depersonalization, Reduced
Personal Accomplishment, Internal/External Locus of Control, Extra/
Introversion, Neuroticism, Psychoticism N=120**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Neuroticism</th>
<th>Psychoticism</th>
<th>Introversion/Extroversion</th>
<th>Locus of Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>.183</td>
<td>.087</td>
<td>.567</td>
<td>.040</td>
</tr>
<tr>
<td></td>
<td>13.074</td>
<td>5.356</td>
<td>4.859</td>
<td>5.251</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Depression</td>
<td>.094</td>
<td>.025</td>
<td>1.525</td>
<td>.023</td>
</tr>
<tr>
<td></td>
<td>6.047</td>
<td>1.222</td>
<td>.962</td>
<td>2.733</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Reduced Personal Accomplishment</td>
<td>.065</td>
<td>.010</td>
<td>.566</td>
<td>.047</td>
</tr>
<tr>
<td></td>
<td>4.055</td>
<td>.569</td>
<td>6.352</td>
<td>5.785</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The displayed data revealed that neuroticism has a moderate effect on the
scale reduced personal accomplishment \( \eta^2 = .065; F(2,117) = 4.055 \) \( p < .005 \)
and large effect on emotional exhaustion \( \eta^2 = .183; F(2,117) = 13.074 \) \( p < .005 \)
and on depersonalization \( \eta^2 = .094; F(2,117) = 6.047 \) \( p < .005 \).
Psychoticism showed a large effect on emotional exhaustion $\eta^2 = .087$ $F(2,117) = 5.567$ p < .005 but did not present any significant results as influence on depersonalization and on reduced personal accomplishment.

Extraversion/introversion scale demonstrated significant and moderate effect on emotional exhaustion $\eta^2 = .040$ $F(1,118) = 4.859$ p < .005, depersonalization $\eta^2 = .076$ $F(1,118) = 9.692$ p < .005 and reduced personal accomplishment $\eta^2 = .051$ $F(1,118) = 6.352$ p < .005. After neuroticism this scale seems to be next influential on the burnout syndrome.

As it seen in previous table Locus of control is a predictor of burnout syndrome in moderating two out of three scales of burnout inquiry these are emotional exhaustion $\eta^2 = .043$ $F(1,118) = 5.251$ p < .005 and reduced personal achievement $\eta^2 = .047$ $F(1,118) = 5.785$ p < .005.

Discussion

As predicted, and supported by the literature the results of this study showed correlations between teacher’s burnout syndrome and their personality traits (extra/introversion, neuroticism, psychoticism, and locus of control).

The strongest correlation was between neuroticism and emotional exhaustion. Neuroticism as pointed out by Eysenck is about experiencing negative affects when facing minor stressors. So that people who get easily upset, anxious or disappointed are prone more often to emotional exhaustion than do the others. Our findings asserted earlier studies (Bakker et al., 2006; Deary et al., 1996; Francis et al., 2004; Hetland et al., 2007; LePine et al., 2004; Piedmont, 1993; Zellars et al., 2000). As whole from this statistics and supported from other researches (Azeem, 2013) could be said the neuroticism is moderating all three scales from Maslach’s inventory and as an interpretation here is that the teachers with neuroticism are prone to experience high levels of emotional exhaustion, depersonalization and reduced personal accomplishment. Some researchers declared negative connection between emotional exhaustion and extraversion (Gonzalez-Roma et al 2006; Magnano, 2015) but there are to be found others that have described the energy of extraversion as a stable predictor of emotional exhaustion (Gustafsson et al., 2009), however the literature is not consistent about this connection. Extraverted people are sociable and as mentioned before in the literature review emotional exhaustion is to be met often when people go in professional interaction with very positive expectations.

Depersonalization as well as emotional exhaustion are to be found in many cases when people experiencing burnout syndrome (Demerouti et al., 2001). There is a conception that the two dimensions extra-introversion and neuroticism define four types: stable extraverts (extraverts with low neuroticism), unstable extraverts (extraverts with high neuroticism) which is the case of this study; stable introverts (introverts with low neuroticism), and unstable introverts (introverted persons with high neuroticism). An explanation here is to be found in the fact that teachers are usually communicative and extraverted people, so to have this sample distributed.
mostly in this category (unstable extroverts) is not a surprise. Interpreting this result is to be cleared out the statement that those individuals with deepersonalization tend to take long breaks and have much more conversations with co-workers instead of doing their duties (Cordes & Dougherty, 1993).

So, summarizing the results it was demonstrated that internal localization of control, extro/introversion and neuroticism showed connection with high reduced personal achievements and with the burnout syndrome as a whole. Findings from other authors also supported the results presented here (Akça, Banu 2010). People who have high levels on this scale feel lack of progress and lose their motivation doing their best for further achievements (Azeem, 2013; George & Brief, 2004; Wright & Cropanzano, 1998).

Many other authors (Connor-Smith & Flachsbart, 2007; George & Brief, 2004; Jex et al., 2001) stated that the individual`s coping mechanisms are influenced by people`s personality traits and the coping behavior is also grounded on the environmental factors that supported specific attitudes. An important component for the better professional attitude to the pedagogical work is the formation of all these personal qualities that ensure sustainability, successful adaptation and future perspectives. The adaptation to pedagogical activity is an important problem related to the activity of the teacher, the personality, the attitude towards the profession and the students, the striving for professional improvement. Adaptation is a process that reflects the activity leading to behavioral changes (Mavrodiev, 2008), according to the requirements of the environment according to the needs of an optimal expression of personality.

Conclusions

Psychological problems in teaching profession very often are related to the teacher`s personality, as well as with the nature and the specifics of teacher's work. The structure of the teaching process, the professional adaptation and interaction with the environment, postgraduate improvement and professional achievements all these are different ways in dealing with the problems at professional level.

All personality aspects examined and presented in this study as prediction in the hypothesis showed that the type of connecting the world outside (through introverted or extroverted attitudes), the way of attributing the failure (internal or external), the emotional tense a person is inclined to react with to the stimuli (neuroticism), the abnormal type of reaction to different stimuli (psychoticism) were found to be influential to different extend to the experienced level of emotional exhaustion, depersonalization and reduced personal accomplishment.

It has been revealed that teacher`s personality traits with the largest effect on all three burnout dimensions were neuroticism and extroversion/introversion. Localization of control as variable predicting burnout showed moderate effects on two out of three factors (emotional exhaustion and
reduced personal achievements). With the lowest effect influencing only emotional exhaustion was psychoticism.

Traditionally teacher’s profession is associated with high levels of distress and experienced burnout. So, teachers more often than do other professionals are prone to feel mentally and emotionally exhausted, less motivated for doing their work and improving their self for future achievements. All this, in a personal level, affects in a negative way the process of self-knowledge and the developing of positive coping strategies, and personality skills that could ensure a sustainable and flexible personality structure. It would be beneficial for all teaching staff to participate in training programs that couch resilience and attach importance and meaning to the teacher’s profession.

Limitation of the Study

There were several limitations in conducting this research. One of them was the small group sample: the sample size and spread did not adequately represent the research problem among Greek teachers. Other difficulties such as misunderstandings about Likert-type scale and as whole all self-report measures are vulnerable to social desirability effects. Finally, further researches and reflections need to be explored adding other factors such as well-being, loneliness, aggression etc. they might give more deep understanding about the way people experience burnout.

References


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2020-3511-AJSS


