

Burnout Syndrome Concerning Some Personality Factors among Greek Teachers

By *Natasha Virmozelova Angelova*^{*} & *Konstantina Hristos Nasi*[†]

Traditionally teacher's profession is associated with high levels of burnout. However the scope of the study is to differentiate the role of personality in experiencing burnout. In this paper is presented the exploration of the relationship between teacher's burnout syndrome, some personality traits and locus of control. The sample comprised of 120 teachers distributed by gender as follow 76.6% (N=92) women and 23.3% (N=28) men. To investigate the relationship between the personality characteristics (extraversion-introversion, neuroticism, psychoticism, and loci of control) and the levels of burnout syndrome dimensions (emotional exhaustion, depersonalization, and reduced personal accomplishment) a Spearman correlation analysis was performed. To determine which one of all personality characteristics would have the most significant influence on the burnout syndrome dimensions data were verified with eta squared coefficient. As predicted by the research suggestions the study's results showed significant correlations between teacher's burnout syndrome and personality traits - intro/extraversion, neuroticism, psychoticism, and locus of control. It has been revealed that neuroticism and intro/extroversion have the greatest effect on all three burnout dimensions (emotional exhaustion, depersonalization, and reduced personal achievements). Localization of control as variable predicting burnout showed a moderate effect on two out of three factors (emotional exhaustion and reduced personal achievements). With the lowest effect influencing, only emotional exhaustion was found to be psychoticism.

Keywords: *burnout syndrome, teacher's occupational stress, personality traits, locus of control.*

Introduction

In this article, the accent is on the exploration of the relationship between burnout and different personality factors amongst Greek teachers. The reason for building up such a framework lies in need of working out a kind of training programs for teachers that will allow them to get acquainted with their personality issues and to connect with personality recourses. To distinguish on which personality factors would be better to focus it was undergone literature review specifically related to the burnout and personality traits.

Generally speaking, Burnout Syndrome is referred to as prolonged exposure to high levels of occupational distress that affects in a negative way people's health (Shaufeli and Enzman 1998). Burnout is often cited as a mental adjustment disorder that provokes the development of some clinical symptoms and destroys emotion regulation when encountering unidentifiable psychosocial stressors (Shaufeli and Enzman 1998). Although there are some similarities between burnout

^{*}Assistant Professor, South-West University "Neofit Rilski", Bulgaria.

[†]PhD Student, South-West University "Neofit Rilski", Bulgaria.

and general stress, the main difference is on the emotional emphasis in experienced burnout, rather than on the physical symptoms that concern in most cases general stress (Korunka and Tement 2011).

The history of the term is usually related to Christina Maslach's theory of multidimensionality of the burnout (Maslach 1982a). Maslach described burnout syndrome as chronic exhaustion that causes negative effects on both personal and social functioning (Maslach 1982b). Maslach differentiated unidimensional models of stress when conceptualizing the multidimensional theory of burnout (Maslach 1976). Maslach and Jackson (1986), after an extensive research, stated that burnout syndrome is not simple exhaustion, rather a complex negative experience that impairs the quality of life – satisfaction, happiness, and well-being.

As mentioned before, a common characteristic of burnout's definition is that it is associated with long-term exposure to stressful circumstances (Burisch 2006). It occurs for a long period of time and is characterized by emotional devastation, negative and cynical attitudes regarding the professional environment and interpersonal relationships, a tendency for negative self-esteem, chronic dissatisfaction with the work and loss of professional motivation and achievements (Maslach and Schaufeli 1993, Maslach et al. 1996, Kokkinos 2006). Many authors stated that it is easily found in professions of human services, including health care, social work, psychotherapy, and a teacher's job (Maslach et al. 2001, Schaufeli et al. 2009).

Pines et al. (1981) also pointed burnout syndrome as a state of mind that occurs in so-called "caregiver" professions. In their study (Pines et al. 1981), they have described burnout as a gradual depletion, a "mental exhaustion" affecting various people-oriented occupational groups.

Later researches agree that burnout is noticed not only in caregiver occupations but rather can be seen in many other professions where the "triggers of burnout are excessive job demands and the employee's inability to continuously invest energy when meeting the demands" (Korunka and Tement 2011: 8). According to Stoyanov (2012), burnout syndrome is the state of "insufficiency", expressed in lack of motivation and is usually expressed through the absence of initiative for change and self-improvement.

Some conclusions drawn from Greek research regarding burnout syndrome of teachers are very interesting and they created a perfect ground for this investigation (Nasi 2018a). The overall review of different examinations revealed moderate levels of burnout among Greek teachers (Nasi 2018b). The factors contributing to teacher burnout syndrome can be divided into three categories (Pappa 2006). The first one concerns personal factors such as gender, marital status, the class they teach, and the type of academic studies. Personal characteristics and individual abilities are determinants of how a person perceives a stressful situation and how to deal with it (Stoyanova and Stoyanov 2019). The second concerns interpersonal factors such as the role other colleagues and family members play in the communication process. The third is affected by the organizational factors: school environment and the organizational requirements of education (Pappa 2006).

Although Maslach et al. (2001) pointed out that the personality factors are insignificant considering the development of burnout, there is a number of

researchers that have found correlates between burnout and some personality factors (Stoyanova 2020, Chwalisz et al. 1992, Brouwers and Tomic 2000, Sklaavik and Sklaavik 2007, 2010, 2014, Smetackova 2017, Bono and Judge 2004).

In different examinations have been studied the relationship between common personality factors such as extraversion, neuroticism, openness to experience, agreeableness, conscientiousness, loci of control (Barutçu and Serinkan 2013, Deary et al. 1996, Hills and Norvell 1991, Mills and Huebner 1998, Endler and Parker 1990, Storm and Rotman 2003, Parkes 1986, Shaufeli and Enzman 1998). In these investigations was shown that people with neuroticism are prone to experience burnout. According to Grundy's findings (2000) neuroticism can explain around 21% of the variance in emotional exhaustion. He also proved that there is a negative relation between extraversion and burnout. In another research was concluded that occupational burnout affects many more men than women, and teachers with work experience longer than 15 years, than these having between 6 and 15 years at school (Szeliga-Kowalczyk 2015). People with pronounced levels of burnout are found to be worried, uneasy, and they overreact, overthink. They are emotionally unstable and often are suppressed and prone to depressive mood (Bono and Judge 2004). On the contrary, the persons with emotion-regulation ability have high emotional response thresholds, quickly regaining their baseline after emotional excitement (Smetackova 2017, Brackett et al. 2010, Gross 2002). Emotion-regulation heightens the resilience and self-efficacy (Smetackova 2017). Overall, teachers with emotion-regulation can act as balanced, have good self-control and have better possibilities for adaptation, especially in exhaustive situations. Emotion-regulation is a quality that must necessarily be adopted by a teacher as it includes restraint and control of emotions in conflict situations; overcoming stressful states, lack of neurotic outbursts, etc (Mavrodiev and Dimitrova 2016).

Predispositions for the teachers' burnout are increased anxiety, introversion, idealism, over-enthusiasm, workaholism, over-motivation and ambition, high expectations, internal locus of control (Bevis 2008). Amongst all personality factors, locus of control is the one that is very interesting to be investigated. Loci of control is a generalized expectation between the dependence of support by external factors on one hand and one's own personal efforts on the other hand (Joe 1971). Investigations in this field have shown that the locus of control is the second most important prognostic factor for achievements and coping in distressful situations (Pajares and Miller 1994). Burnout is found to be higher in individuals with external localization of control, than in individuals with an internal localization of control (Korunka and Tement, 2011, Tsenova 2005).

Several studies have confirmed a moderate correlation between self-efficacy and burnout amongst teachers (Chwalisz et al. 1992, Brouwers and Tomic 2000, Sklaavik and Sklaavik 2007, 2010, 2014). However, the teacher's personality and the level of their psychological resilience have the most decisive part to play in the 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 (Nasi 2018a).

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).

H1: The main predisposition in this research is that personality factors such as extroversion, neuroticism, psychoticism and loci of control would correlate significantly with any of the burnout syndrome scales: emotional exhaustion, depersonalization, and reduced personal accomplishment.

H2: Consistent with the literature review, the second hypothesis is that extroversion and neuroticism would have the biggest influence on the levels of burnout dimensions (emotional exhaustion, depersonalization, and reduced personal accomplishment), followed by loci of control and psychoticism.

Methodology of Research

Background

The research was carried out on the territory of the 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

Three questionnaires and a declaration of consent were handed to 120 Greek teachers. Because of the small sample (only 120 teachers), the research 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 the teacher's profession, most of the teachers are women and that is to be seen from the sample that comprised 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 1.

Table 1. *Ages of Work Experience among Teachers, N=120*

Ages of work experience	N	%
1-5	34	28.3
6-10	13	10.8
11-15	16	13.3
More than 16	57	47.5
Total	120	100

According to their educational degree, the participants were distributed into three groups: bachelor, master, and Ph.D. So that, 60% of them ($N = 72$) 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: the low scores are the positive ones). Bartlett's 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. Bartlett's test $X^2(406) = 105.3$; $p < .001$ and $KMO = .745$ demonstrated a very good results for the factor analysis. The reliability statistic of the inventory counted a low Cronbach's alfa = .144 ($M = 43.4$ $SD = 2.6$). The low scores are related to an internal locus of control and the high scores are the 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. Bartlett's 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

An 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 (η^2) measure was used to prove the hypothesis about the effect size explained through the ratio of variance in the dependent variable by a predictor. According to Pierce et al. (2004) the ranges of the effect size are:

- .01 ~ small
- .06 ~ medium
- >.14 ~ large.

Research Results

In the following Table 2, it could be seen that 35% of the people had low emotional exhaustion levels, 44% showed middle level, and 21% high level of emotional exhaustion. Sixty-two percent of the researched people declared low degrees on depersonalization, 33% had a moderate level, and a tiny percent and only 5% presented high grades on this scale.

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. Half of the people (51%) declared moderate levels on reduced personal accomplishment. Finally, unfortunately, a significant number of 46% of a sample showed high levels on the scale reduced personal accomplishment.

Table 2. Distribution of the Percents of Examined People onto the Levels of the Variables Emotional Exhaustion, Depersonalization, Reduced Personal Accomplishment, $N=120$

Variables Levels	Emotional Exhaustion	Depersonalization	Reduced Personal Accomplishment
Low	35%	62%	3%
Middle	44%	33%	51 %
High	21%	5%	46%
Total	100%	100%	100%

As seen from Table 3, 88.3% of the participants were internals, and only 11.7% are externals on loci of control. The majority of the teachers, 66.7%,

showed extroverted attitudes, and only 33.3% were introverted persons. Concerning neuroticism, 14.2% of the whole sample of teachers was with high levels of neuroticism. It is also essential that 16.7% of the researched persons had high levels of psychoticism.

Table 3. *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*

Variables	Levels of Emotional Exhaustion			Total
	Low	Middle	High	
Internal Locus of Control	34.2%	42.5%	11.6%	88.3%
External Locus of control	.8%	1.7%	9.2%	11.7%
Extraversion	19.2%	28.3%	19.2%	66.7%
Introversion	15.8%	15.8%	1.7%	33.3%
Neuroticism				
Low	.8%	1.7%	8.3%	10.8%
Middle	26.7%	35.8%	12.5%	75%
High	7.5%	6.7%	0	14.2%
Psychoticism				
Low	0	2.5%	4.2%	6.7%
Middle	27.5%	34.2%	15%	76.7%
High	7.5%	7.5%	1.7%	16.7%
Variables	Levels of Depersonalization			Total
	Low	Middle	High	
Internal Locus of Control	59.2%	26.7%	2.5%	88.3%
External Locus of control	2.5%	6.7%	2.5%	11.7%
Extraversion	36.7%	25%	5%	66.7%
Introversion	25%	8.3%	0	33.3%
Neuroticism				
Low	4.2%	3.3%	3.3%	10.8%
Middle	45.8%	28.3%	.8%	75%
High	11.7%	1.7%	.8%	14.2%
Psychoticism				
Low	2.5%	3.3%	.8%	6.7%
Middle	50.8%	21.7%	4.2%	76.7%
High	8.3%	8.3%	0	16.7%
Variables	Levels of Reduced Personal Accomplishment			Total
	Low	Middle	High	
Internal Locus of Control	1.7%	41.7%	45%	88.3%
External Locus of control	1.7%	9.2%	.8%	11.7%
Extraversion	2.5 %	40.8%	23.3%	66.7%
Introversion	.8%	10%	22.5%	33.3%
Neuroticism				
Low	.8%	8.3%	1.7%	10.8%
Middle	1.7%	39.2%	34.2%	75%
High	.8%	3.3%	10%	14.2%
Psychoticism				
Low	0	5%	1.7%	6.7%
Middle	2.5%	39.2%	35%	76.7%
High	.8%	6.7%	9.2%	16.7%

To get a more precise point of view in this research about the connection between burnout syndrome and some personality traits, a Spearman's correlation analysis was performed.

The empirical data showed there were weak to moderate correlations between the researched variables. So it could be said there is a connection between emotional exhaustion and neuroticism $r_s(120) = .380$; $p < .005$; psychoticism $r_s(120) = .235$; $p = .010$; intro/extroversion $r_s(120) = .198$; $p = .031$; and locus of control $r_s(120) = .210$; $p = .021$. Emotional exhaustion is the central factor of burnout syndrome and this is supported by the results given here. All personality traits and locus of control connect significantly with this variable.

Next scale from Maslach's burnout syndrome inventory is depersonalization and it was found that it correlated negatively with neuroticism $r_s(120) = -.251$; $p = .006$ and intro/extraversion scale $r_s(120) = .244$; $p = .007$.

The last scale Reduced Personal Accomplishment showed significant correlations with neuroticism $r_s(120) = .262$; $p = .004$, introversion/extroversion $r_s(120) = -.243$; $p = .008$, and internal locus of control $r_s(120) = -.228$; $p = .012$. The correlation between reduced personal accomplishment and neuroticism shows that people high on neuroticism have low on scale Reduced Personal Accomplishment. Logically people who are introverted and internals could be described as demanding, strict, and severe to themselves when they do not achieve the goals and blame themselves for low personal accomplishment. A teacher's behavior when experiencing burnout is determined by sort of withdrawal and keeping mental distance and delaying the duties.

Table 4. 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, $N=120$

Variables		Neuroticism	Psychoticism	Introversion/ Extroversion	Locus of Control
Emotional Exhaustion	r_s	.380	.235	.198	.210
	p	.000	.010	.031	.021
	N	120	120	120	120
Depersonalization	r_s	-.251	.000	.244	.148
	p	.006	.996	.007	.106
	N	120	120	120	120
Reduced Personal Accomplishment	r_s	.262	.104	-.243	-.228
	p	.004	.256	.008	.012
	N	120	120	120	120

As suggested in the main hypothesis, the high levels of neuroticism, and psychoticism, the introversion/extroversion and loci of control, correlated significantly with any of the burnout syndrome scales: emotional exhaustion, depersonalization, and reduced personal accomplishment. All three scales that are content of the burnout syndrome inventory according to the Maslach's Multidimensional theory, correlated significantly with the high levels of

neuroticism, psychoticism, and also with the scales intro/extroversion and internal/external localization of control.

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 4, 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

Variables	Neuroticism				Psychoticism				Introversion/ Extroversion				Locus of Control			
	η^2	F	df	p	η^2	F	df	p	η^2	F	df	p	η^2	F	df	p
Emotional Exhaustion	.183	13.074	2	<.005	.087	5.567	2	<.005	.040	4.859	1	<.005	.043	5.251	1	<.005
Depersonalization	.094	6.047	2	<.005	.025	1.525	2	.222	.076	9.692	1	<.005	.023	2.733	1	.101
Reduced Personal Accomplishment	.065	4.055	2	<.005	.010	.566	2	.569	.051	6.352	1	<.005	.047	5.785	1	<.005

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 an influence on depersonalization and on reduced personal accomplishment.

Intro/extroversion scale demonstrated moderate effect on emotional exhaustion $\eta^2 = .040$ $F(1,118) = 4.859$ $p < .005$, and large effect on 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 dimensions.

As it is seen in previous table Locus of control is a predictor of burnout syndrome in moderating two out of three scales of burnout inquiry and 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 in hypotheses, and supported by the literature, the results of this study showed correlations between teacher's burnout syndrome and some personality traits (neuroticism, psychoticism, intro/extraversion, and locus of control). It was also demonstrated that neuroticism and introversion/extroversion are the personality traits influencing the levels of all three burnout dimensions. Localization of control as burnout predictor showed moderate effects on two

out of three factors (emotional exhaustion and reduced personal achievements). And psychoticism was found to affect only emotional exhaustion.

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 a 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 teachers with neuroticism are prone to experience high levels of emotional exhaustion, depersonalization and reduced personal accomplishment. Some researchers declared a negative connection between emotional exhaustion and extraversion (Gonzalez-Roma et al. 2006, Magnano et al. 2015), but there are also other investigations 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, emotional exhaustion is to be met when people go in professional interaction with very high expectations.

Depersonalization was found in many cases when people are experiencing burnout syndrome (Demerouti et al. 2001). There is a conception that the two dimensions intro/extroversion and neuroticism define four types. An explanation here is to be found in the fact that teachers are usually communicative and extroverted people. Interpreting this result could be said that those teachers with depersonalization and extroverteness tend to have much more conversations with co-workers instead of doing their duties (Cordes and Dougherty 1993).

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

Many other authors (Connor-Smith and Flachsbart 2007, George and 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 a better professional attitude to the pedagogical work is the formation of all these personal qualities that ensure sustainability, successful adaptation and future perspectives. The adjustment to the educational environment and adaptation to pedagogical activity is an important problem related to the activity of the teachers, their personality and attitudes towards their profession and professional improvement (Mavrodiev 2008).

Conclusions

Teaching is an emotionally, physically, and mentally demanding job. Long hours of working time, children with behavioral disorders, teenagers and lack of support from educational leadership lead both primary and secondary school teachers in losing their enthusiasm and often the teaching process is considered to be extremely stressful. It affects the adaptation to the social, physical and professional environment. Disappointment from the experienced failure in the workplace manifests in different ways in accordance to the personality type and being facilitated to rise to critical levels to burnout.

Psychological problems in the teaching profession very often are related to the teacher's personality, as well as with the nature and the specifics of teacher's work.

All personality aspects examined and presented in this study 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 a different extent to the experienced level of emotional exhaustion, depersonalization and reduced personal accomplishment.

It has been revealed that neuroticism and introversion/extroversion are those personality traits with the greatest effect on all three burnout dimensions. 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 found to be 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 themselves for future achievements. All this, on a personal level, affects in a negative way the process of self-knowledge and the development 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. Finally, further researches and reflections need to be explored, adding other factors such as well-being, loneliness, aggression, etc. they might give a more deep understanding of the way people experience burnout.

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