

TEACHER BURNOUT AND JOB DEMANDS ACROSS DIFFERENT SCHOOL TYPES

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According to the widespread theory of Maslach (1982), burnout-syndromes are developing due to job stress, and their symptoms have three major components: emotional exhaustion, decreased personal accomplishment and depersonalization. Studies show that burnout is prevalent among teachers, and it is a major problem in educational systems all around the world. The main causes are high responsibility, student misbehavior and massive workload (Lackritz, 2004; Hakanen, Bakker & Schaufeli, 2006; Hogan & McKnight, 2007). Various organizational factors were found to be associated with burnout, such as job demands and resources (Demerouti, Bakker, Nahreiner & Schaufeli, 2001) and social components such as the support of colleagues. Our study examined burnout among Hungarian teachers in association with demographic background and job-related factors. 664 teachers participated in the data collection, where the online survey method was used. Scales were used to measure burnout, job demands and resources, perceived social support and collective self-efficacy. Results supported the hypothesis regarding organizational factors to be strong predictors of burnout. Resources such as autonomy, control and personal growth are negatively related to burnout. Demands like high workload, emotionally straining situations and personal conflicts are positively linked to burnout. The results of regression analysis suggest that the ratio of these two factors is the strongest predictor of burnout. Furthermore, results showed that organizational factors like the collective self-efficacy of the teachers, and social factors like the perceived support of colleagues are negatively associated with burnout. Analysis of school type revealed high schools to be significantly more affected by the social constructs of burnout, such as depersonalization, than primary schools. The results show that differences in social support and in the ratio of resources and demands could be important factors behind these patterns. The findings of the research can be used to develop burnout prevention programs for teachers.