

OCCUPATIONAL TEACHER'S STRESSORS AND BURN-OUT SYNDROME

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Abstract: *Teaching profession is one of those professions that are most vulnerable to the burn-out syndrome. Although this phenomenon was described several decades ago, it seems that no effective defensive exists against it. In this article we reflect the most distinct stressors and danger of burn-out syndrome within current population of teachers. We inform about results of new research, which was supposed to find out a level of the burn-out syndrome by teachers in relationship to chosen determinants: reception of rate of loading in work environment and features of behaviour of personality type A. The results are analysed regarding to gender, duration of practice, type of school and further education. We bring survey of the most frequently felt stressors and the most significant sources of psychophysical load of our teachers at various types of school. Furthermore, we observe rate of teacher's burnout syndrome in comparison with the results of our leading research and also other domestic and foreign researches and we discuss potential connections. We try to answer the question about the internal structure of symptoms of the burn-out syndrome and whether there is a correlation between specific stressors, specific personality features and demographic variables.*

Key words: *burnout syndrome, teachers, research, personality type A, stressors, rate of loading in work environment.*

Preface

Occupational stress in the teacher's career has been often mentioned within the professional literature for last decades. Occupational stressors of teachers are explored and analyzed in many exploratory studies. With respect to this fact much attention is paid to the burnout syndrome as the result of chronic stress. Though, it has been written much to this topic in various publications and magazines and many popularizing handbooks deal with prevention of stress and the burnout syndrome as well, it appears, that mainly within the field of prevention and fight with this phenomenon, there are still many unanswered questions left. Many questions and problems which haven't been completely covered still exist. This fact entitles to analyzing this topic in the future.

Theoretical bases

According to the professional literature the term stressor is indicated as any situation, condition or stimulation, which can cause stress for a man and starts stress reaction. Generally, it includes events which are considered to threaten physical or psychological comfort. Occupational stressors are all stress situations and stimulations connected to the profession.

Occupational stressors in teacher's job are different from the stressors in other professions to some extent. The specific sources of teacher's profession stress can be for instance a huge amount of various, sometimes unrealizable demands as keeping discipline, pressure on professional development, but not suitable conditions for the further education, not adequate competences, high personal responsibility, emotional interest about pupils' achievement, necessity of immediate decisions and so on. Moreover, teachers have to deal with not fixed working time, certain isolation from other adults, frequent public criticism and so on. (Míček, 1992).

Various studies point to the main sources of teacher's stress, primarily bad behaviour of pupils, time pressure, insufficient social evaluation, bad working conditions and conflicts with colleagues. (for example Kyriacou, Sutcliffe, 1991; Vašina, 1997; dle Holeček, Jiřincová a Miňhová (2001); Řehulka, Řehulková, 2001, aj.).

Apart from work overload, pupils and school management, within the research carried out by Holeček, Jiřincová and Miňhová (2001) the teachers surprisingly pointed to dissatisfaction and need of self-realization as main stressors. Within the research of Paulík (1999), Štětovská and Skalníková (2004), as the most stressful factors were mentioned those which are connected to prestige of teaching profession (a low social estimation of teachers, an inappropriate salary, necessity to conform to the decisions of the ministry or other offices). Next, lack of leisure time for rest and relaxation, bad attitudes and behaviour of pupils, their unpreparation for the lessons, a high number of pupils in a class and insufficient cooperation of parents (Štětovská, Skalníková, 2004).

According to Miňhová (2000), as main stressing aspects can be possibly indicated emotional tiredness as a result of long-term contact with a big group of children, a conflict of roles (communicator, friend, supervisor), an inner conflict of rational and emotional part of evaluating attitudes, permanent connection to the work field and finally time pressure.

However, within the evaluation of significance of the stressors, there are not only inter-individual, but also gender differences. According to the research of Řehulka and Řehulková (2001), women considered unfriendly atmosphere in a class, undisciplined pupils and a huge work load to be the most important factors, while men mentioned a low salary, a lack of conceptuality in a school system, a lack of pupils' interest in the lessons. Certain agreement was discovered in the evaluation of underestimation of teaching profession.

Foreign studies contain similar results. For instance, according to Abel and Sewell (1999), the main sources of teacher's stress are time pressure, psychological demands, problems with pupils, many pupils in a class, financial limitation and inappropriate relationship with colleagues, but also isolation, fear of aggressiveness and insufficient possibility of further education. Research which included a sample of Portuguese

teachers (Pinto, Lima, Lopes da Silva, 2005) confirmed bad behaviour of students and time pressure as causes of the highest degree of stress.

Above mentioned profession stressors, especially chronic work stress, excessive emotional involvement and unfulfilled demands, are considered to be the main causes of a state well known as the **burnout syndrome** or shortly the burnout. The burnout, whose implementation into the field of psychology relates to the name of H. Freudenberger, can be generally characterized as a loss of professional interest or personal attention mostly connected to the loss of activity, feelings of disappointment and rancor (Hartl, Hartlová, 2004). There are many definitions which emphasize various signs of this syndrome. We can mention a loss of former enthusiasm and motivation as a result of emotional interest (Freudenberger, 1974), physical, emotional and mental exhaustion as a result of unfulfilled expectation and chronic stress (Pines, Aronson, 1980) or depersonalization and lower personal achievement when working with people (Maslach, 1997).

The burnout syndrome is followed by a range of symptoms which can appear in varying degrees on all levels of personality: on psychological, physical and social level. Emotional and cognitive exhaustion and deterioration, depersonalization and overall tiredness are considered to be the key symptoms. The symptoms of the burnout syndrome do not appear at the same time, but gradually. It is a slow psychological process, progressing in several stages, which can be variously limited.

Definition of the term, symptomatology or etiology, as long as the prevention of the burnout syndrome has been discussed a much in the last decades. Prior researching centres for this field are departments at Universities in USA (California) (Maslach), in Canada (Leiter) and Netherlands (Scheufeli), then for example Universities in Israel, Turkey, China. Today, the topic is solved all over the world. In our country the interest in this topic appeared after 1990 and is connected to the names such as J. Křivohlavý, V. Kebza, I. Šolcová, in the field of education E. Řehulka, O. Řehulková, R. Kohoutek, Z. Mlčák, K. Paulík, V. Holeček, L. Eger, I. Fialová a many others. Concerning the complication and complexity of this phenomenon and cohesion of all factors, which determine it, it is impossible to regard this issue as solved.

In 2005 we also dealt with the research which examined current rate of the burnout symptoms in relation to the evaluation of the occupational stressors and chosen personality variables in a sample of teachers of various types of schools.

We have found out, that rate of feelings of the burnout syndrome in our sample was lower in comparison to the similar research in the Czech Republic (2000) and in Slovakia (1998). On the other hand, inner structure of the burnout syndrome which we had discovered corresponded to the results of the research carried out by Zelinková (1998), Eger and Čermák (2000) and furthermore to the research realized at Masaryk University in Brno (Stránská, Poledňová, 2005). The burnout syndrome mainly affected emotional, physical, cognitive and social part in this order. However, women in our sample had lower score than men.

The length of teaching practice has proved to be a significant factor, though some authors considered it to be not important for the appearance of the burnout syndrome. In terms of men there was a distinctive rising tendency of the burnout feelings along with longer teaching practice, while women answered conversely. Nevertheless, this fact could not be generalized with respect to the unbalance of the sample structure.

We have confirmed the expectable relationship between the chosen variables: subjective feeling of the burnout effect, feeling of momentary comfort and resistance, personality factor with the dispositional potential (personality type A) and perception of the rate of stress at work place. In this research there were no differences proved in term of placing or displacing to the master career function.

Within the analysis of the evaluation of work stressor it has been proved, that the most teachers (both men and women) feel stressed because of frequent rush, task overloading, no possibility to relax and gather lost energy, feelings of insufficient financial and nonmaterial estimation related to the loss of perspective, feelings of dissatisfaction with school policy and social situation, which may influence the employment relationship or even personal life. The excessive rush and the feeling of insufficient estimation are the most stressing factors in our sample regardless of the gender, the length of practice or job placing. The least stressing factors for teachers are work conditions such as physical environment or moral problems with work.

To some extent, the results of this research corresponded to our assumptions and knowledge from the professional literature.

In the following years (2008-2010), some other facts emerged from the findings of the continual partial researches. The inner structure of the burnout symptoms was repeatedly identical as in the previous examinations, i.e. the emotional and physical level were affected the most, next the cognitive level and the least affected level was the one of social relationships. Regarding these facts we can consider the existence of more generalized validity of this finding and assume the same structure of the burnout symptoms in all other measurements.

The interesting or rather surprising was a fact, that in the repeated measurements the average values had a decreasing tendency. Concerning the teachers' frequent and intensive manifestation of their dissatisfaction with current state of the school system, we initially expected the opposite trend. It evokes many questions: Is this trend universal? Are these results caused by the structure of the examined sample, or by leaving of the teachers affected by the burnout syndrome from their schools, or by their refusal to take part in this research, or by their insincere answers? If we omitted the influence of these facts, we could possibly consider the positive impact of the ongoing changes in the education, which bring many new and time consuming tasks for teachers, but at the same time they open new opportunities for self-realization, innovation, possibility of creative procedure and needed break of the stereotypes.

These considerations but also a need of verifying found facts has become a stimulation for the realization of a repeated and updated examination with use of the same methodology.

Research

The main aim of the updated research in 2011 was to compare a present-day state to the results from 2005. On the basis of this fact we intended to confirm or deny validity of relations and significant differences indicated by our former research. Primarily we wanted to reveal possible changes in the structure of the occupational stressors, in the rate of the burnout syndrome and verify the relations between the rate of the burnout

syndrome and perceiving the burnout syndrome in the work environment (along with its relation to the particular occupational stressors). We also intended to verify the relations to the other variables - personality factor with the dispositional potential (personality type A) and demographic variables (gender, type of school, length of practice, studies).

Methods

To gain these aims and to answer the above mentioned questions we used the same methods as in our previous research (Urbanovská, Kusák, 2005):

Questionnaire of the burnout (authors Hennig&Keller) which is used for the self-assessing of the tendency to the burnout syndrome. It enables to evaluate influence of the stress in the cognitive, emotional, physical and social area. The well-known screening questionnaire (Hennig, Keller, 1996) was used in the unchanged form with 24 items; each had 5 point rating (0-4). Each of the four mentioned areas (cognitive, emotional, physical and social) was saturated by six items.

Questionnaire of personality type A is used to estimate the dispositional factor - personality type A. For this purpose we adapted the well-known Bortner scale (we confronted it with the Cooper questionnaire Are you the type A?) in the way of modifying content of the particular items to adapt them to school environment. Final method contained 22 items, each with 9 points rating. The sum of the points was global indicator of this position.

Questionnaire of measuring stress situations at workplace (WOS - Stress-O-Meter)¹ is intended to measure the degree of the stress experienced in a concrete work environment. Particular items were slightly revised to adapt them to school environment. The original 16 items were supposed to prove not only the degree of the stress at the workplace, but also the characteristics of school environment, which could be more significant for this environment than the others.

Research sample

As a whole, 223 teachers of various school levels were include in the research - kindergartens (7), primary schools (130), secondary schools (57), art schools (3) - and tutors in after-school clubs (17). The most numerous groups were the teachers of primary and secondary schools. In terms of gender it corresponds to the proportion of men and women in the education system (184 women and 39 men). At the moment a part of respondents is studying one of the specializations within their long-distance studies or a specialization of the further education at Faculty of Education. Thus, we gathered two groups of respondents, whose results could be compared: a group of the teachers who are currently studying (117) and a group of the teachers who are not currently studying (106).

¹ <http://www.weblab.org/workingstiff/stressometer/>

Realization of research

Data gathering was realized in the spring months in 2011. Though, the research appeared to be very sensitive matter for some respondents and sometimes they were not willing to share personal data. Since some respondents did not fill in all demographic data, we could include their answers only in the total elaboration, but not into the analysis of the results from demographic point of view. In this fact, we naturally see certain limitation when generalizing our conclusions.

Results and their interpretation

First of all, we will focus on the description and interpretation of the results from the questionnaire which was designed to measure stress situation at a workplace (WOS), then we will analyze the results from the burnout syndrome questionnaire (H/K) in the relation to the observed demographic variables - gender, type of school, length of practice, participation at the education and finally we will deal with founded correlations between the variables (burnout syndrome, personality type A, evaluation of the occupational stressors). The results of this updated research will be instantly discussed in comparison to the results of the previous researches but also in the light of other researches.

Occupational stressors

Chart n. 1 contains average values of the stress caused by the occupational stressors according to the evaluation of respondents in 2011 in comparison to the evaluation of respondents in 2005. The stressors are placed in accordance with the rate of stress in 2011.

Chart n.1: Occupational stressors in relation to the rate of stress in 2005 and 2011

Item WOS	Average score	
	in 2011	in 2005
13 Required work does not correspond to the evaluation and school equipment	2,27	2,23
6 Underestimation and insufficient work assessment (financial and other)	2,26	2,34
8 Great rush, task overloading, impossibility to relax, to have a break	2,26	2,38
12 Sudden changes in the education system and changes of profession demands	2,04	2,10
10 Dissatisfaction with colleagues, social events	1,94	2,01
11 Unclarity or inability to fulfil profession demands	1,80	1,80
17 Evaluation and estimation on the basis of personal relationships	1,80	1,65
9 Existence problem, threat of loss of a job	1,75	1,68
4 Long-term intensive work without break for rest, relax	1,73	1,64
3 Tense atmosphere and unhealthy atmosphere, feelings of loneliness	1,68	1,78
16 High responsibility with insufficient competencies	1,49	1,57
5 A lack of opportunities for creative work, a lack of variety, stereotypes	1,47	1,56
1 Contradictory and pointless instructions	1,47	1,55

15 Unsatisfactory relationships with superior colleagues, inability to take part in decision-making process	1,40	1,5
2 Work conditions (noise, cold, lack of fresh air)	1,34	1,47
14 Moral problems, setting tasks which are against own conviction	1,29	1,39
7 Unpleasant environment, a lack of privacy, physical problems	1,24	1,29
TOTAL AVERAGE SCORE OF WOS QUESTIONNAIRE	29,22	29,93

As chart n. 1 shows, when comparing the answers of respondents in 2011 and in 2005 they consider the same items to be the most stressful in WOS questionnaire. The only change is apparent in the first and the third place in the ranking. Today, the item which is more emphasized is the stress caused by the fact, that requested work does not correspond to the evaluation and school equipment (item 13). Apart from this, the most frequently teachers complain about:

- feelings of insufficient assessment and estimation (financial and personal), connected to the loss of perspective in this respect (item 6),
- great rush, task overloading, inability to have a break, or even to keep drinking regime and inability to have rest and relax,
- dissatisfaction with school policy, sudden and discontinuous innovations in the education, frustrating feelings, which influence work relationships, or even personal life (items 12 and 10).

As well as in 2005 teachers consider working conditions such as physical environment or arranging of work place to be the least stressing (items 2 and 7) along with moral problems with work (item 14). Thus, teachers do not feel any distinctive limitations in their work conditions and mostly they do not have to fulfil tasks which are against their conviction.

Against our expectations, during 6 years the structure of teacher's stress caused by occupational stressors has not changed much. We also haven't confirmed our expectation of higher degree of profession stressors in 2011. When comparing total score in the questionnaire WOS in 2005 and 2011, we can see that higher stress was mentioned 6 years ago.

The relation between occupational stressors and degree of burnout symptoms were examined on the basis of Pearson correlation calculation. The survey of these results is demonstrated in chart n.2, where bold values correspond to the middle degree of dependency according to Cohen interpretation for correlation in a psychological research (Cohen, 1988).

As the chart shows, more frequent and stronger stressors imply more significant coefficient of positive correlation - especially unclarity or inability to fulfil profession demands, lack of estimation or sudden changes in the education and the changes in profession demands, next dissatisfaction with colleagues and events in the society.

Chart n.2: Occupational stressors in relation to the rate of burnout syndrome

POLOŽKA WOS	Average score	Correlation with H/K
13 Required work does not correspond to the evaluation and school equipment	2,27	0,335173
6 Underestimation and insufficient work assessment (financial and other)	2,26	0,33093
8 Great rush, task overloading, impossibility to relax, to have a break	2,26	0,202747
12 Sudden changes in the education system and changes of profession demands	2,04	0,35685
10 Dissatisfaction with colleagues, social events	1,94	0,327168
11 Unclarity or inability to fulfil profession demands	1,80	0,397669
17 Evaluation and estimation on the basis of personal relationships	1,80	0,230866
9 Existence problem, threat of loss of a job	1,75	0,123624
4 Long-term intensive work without break for rest, relax	1,73	0,272876
3 Tense atmosphere and unhealthy atmosphere, feelings of loneliness	1,68	0,337798
16 High responsibility with insufficient competencies	1,49	0,304734
5 A lack of opportunities for creative work, a lack of variety, stereotypes	1,47	0,082026
1 Contradictory and pointless instructions	1,47	0,137523
15 Unsatisfactory relationships with superior colleagues, inability to take part in decision-making process	1,40	0,123865
2 Work conditions (noise, cold, lack of fresh air)	1,34	0,227644
14 Moral problems, setting tasks which are against own conviction	1,29	0,070494
7 Unpleasant environment, a lack of privacy, physical problems	1,24	0,200744

Legend: WOS – questionnaire of measuring stress situations at work place, correlation H/K – Pearson coefficient of correlation, items WOS with total score of burnout questionnaire

The exceptions are only the items 8, 3 and 16, where one of the most significant stressors (item 8 - great rush, task overloading and so on) does not imply so close relation to the occurrence of burnout symptoms as on the contrary the presence of high responsibility with insufficient competencies (item 16) and tense, unhealthy atmosphere (item 3), which appears less frequently. On the basis of this finding it is possible to consider, that though great and continual rush can be very exhausting for teachers, more significant risk factor for the burnout syndrome can be a situation, when a teacher feels a high responsibility and has a lack of competencies, needed information or appears in the tense and unhealthy atmosphere. It corresponds to the statement of Maslachová and Leiter (2000), who consider the relation between a person and his work environment to be the crucial for occurrence of the burnout syndrome (according to Havrdova et al., 2010).

Burnout effect

Current rate of the burnout syndrome in our sample of the teachers in comparison to the results from previous researches having used the same measuring tool (questionnaire Hennig and Keller) is seen in the chart n.3:

Chart n. 3 - Total score of the rate of the burnout syndrome - comparison

Research	Total score of burnout (average)
Zelinová (1998) - SK	37,24
Eger, Čermák (2000) - CR	28,81
Urbanovská, Kusák (2005) - CR	26,04
Urbanovská a kol. (2008/2010) - CR	22,63
Urbanovská a kol. (2011) - CR	27,13

As we can see from chart n.3, expectable declining trend of total average rate of the burnout syndrome was not confirmed. The declining trend of rate of the burnout syndrome in our previous researches was the most significant stimulation for our next examination. In the previous years we considered various causes of the indicated declining trend (see above). These interpretations and considerations are pointless now. Despite of the fact, that total score is lower than in the research by Zelinová and Eger and Čermák, it is higher than in our previous researches. The causes can be different, for instance not examined personality features of the people who participated in the researches or unhealthy atmosphere and relationships in the teaching staff of the examined schools.

Comparison of rate of the burnout syndrome concerning gender, type of school and studies

When comparing rate of the burnout syndrome with respect to the demographic variables, we found out some crucial differences in the examined groups of our sample (see chart n.4).

Chart n.4: Burnout syndrome with respect to demographic variables

	K	C	T	S	Total score
MEN	6,29	6,94	5,54	4,54	23,28
WOMEN	7,61	9,07	8,52	5,84	31,00
PRIMARY SCHOOLS	6,37	7,56	6,8	4,61	26,28
SECONDARY SCHOOLS	6,73	8,22	7,91	5,14	27,98
STUDYING	5,85	7,29	6,86	4,29	24,29
NOT STUDYING	7,22	8,44	8	5,36	29,95

Legend: K – cognitive level, C - emotional level, T – physical level, S –social level

As we can see from the chart n.4, this finding does not correspond to the results from our previous research, which can be caused by different structure of the examined sample. On the other hand, the reached results correspond to the generally admitted higher sensitivity of women to the stress or stress factors (Urbanovská, 2010).

It is interesting, that men show the most significant symptoms on emotional and cognitive level, while women (as well as the whole sample) on emotional and physical level. For the interpretation we can consider these possibilities: men either do not admit somatic problems or realize them, or they are in better physical conditions or they simply do not somatise their problems. Of course, it is necessary to admit a possibility

of influencing results because of unbalance of sample in terms of gender (fewer men in the sample).

Including the students of various specializations in distance studies and the further education, we could compare the group of studying teachers and not studying ones. As the chart shows, our assumption, which says that the teachers, who are studying are less affected by symptoms of the burnout syndrome, was confirmed. Zelinová (1998) came to the same conclusion. This finding seems to be logical and corresponds to the assumption, that a person, who is motivated for the further education and qualification rise, does not feel so much disillusion, disappointment, depersonalization or a loss of profession interests.

The rate of the burnout syndrome with respect to the type of school was observed only in a group of the teachers of primary and secondary schools due to low number of the teachers from other types of schools. Generally a higher degree of the burnout syndrome was found among the teachers of the secondary schools. It corresponds to the results from our previous researches (Urbanovská, 2010).

The intended comparison of the burnout syndrome with respect to the length of teaching practice could be realized only partially, because a part of respondents did not fill in these data. We are aware of possible inaccurate results caused by this variable, thus we do not present them. The elaboration of the partial files with respect to the length of practice did not confirm the connections indicated in the research in 2005. On the basis of this fact, we support an opinion that burnout syndrome does not have definite close connection to the length of practice.

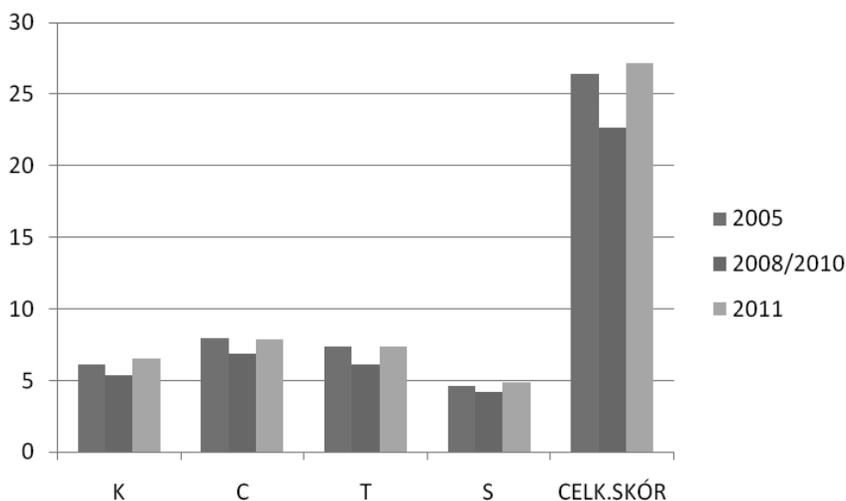
Inner structure of the burnout symptoms

As we can see from the following chart n.5 and graph n.1, in all previous researches the burnout symptoms were repeatedly observed mostly on emotional level, next physical and cognitive level, and the least on social level. In this sense we could support a validity of the conclusion, that though burnout syndrome affects all levels of a human psyche, the most significant symptoms are on emotional and physical level.

Chart n. 5 Inner structure of the burnout symptoms

Inner structure of the burnout syndrome - comparison 2005-2011					
	K	C	T	S	Total score
2005	6,09	8,00	7,40	4,59	26,40
2008/2010	5,35	6,9	6,1	4,23	22,63
2011	6,55	7,89	7,36	4,88	27,13

Legend: K - cognitive level, C - emotional level, T- physical level, S - social level



Graph n.1 Inner structure of the burnout symptoms

Legend: K - cognitive level, C - emotional level, T- physical level, S - social level

In accordance with the interpretation of the results from previous research (Urbanovská, Kusák, 2005) we assume that higher score on emotional level can be possibly explained by deeper sensitivity, generally higher perception of a human being to his own emotional experiences. It can be connected to the fact, that the symptoms on emotional level are evident first. The lowest score in social level can be interpreted by different ways. One of the possibilities can be the interpretation that people do not perceive the problems in the social context realistically, they can deny them. On the other hand, it can point to the fact, that problems in the social contact come later or a person realizes them in the later more developed phases. Our respondents did not reach the highest numbers; generally they do not suffer from the symptoms which are typical for the last phase of the burnout syndrome. Even if the profession put a strain on them, their social feeling is not affected, thus it does not lead to the complete erosion of their attitudes to the profession.

Relation between rate of the burnout syndrome, personality type A and assessment of occupational factors

The relation between rate of the burnout syndrome, personality type A and total assessment of occupational factors were found on the basis of Pearson correlation. The survey of the results is shown in the chart n. 6.

Chart n. 6 Relation between variables

	H/K	B	WOS
H/K	-	0,44099	0,47262
B	0,44099	-	0,375874
WOS	0,47262	0,375874	-

Legend: H/K – Questionnaire of the burnout syndrome, WOS – Questionnaire of measuring stress situations at work place, B – Questionnaire of personality type A, stated values – Pearson coefficient of correlation

All calculated values correspond to the middle rate of positive dependence between examined quantities according to the Cohen interpretation for correlation in the psychological research (Cohen, 1988). It means, that the relation between these two variables has been confirmed, which is in accordance with the findings in 2005 and those published in the professional literature. Thus, the found relations support the validity of the argument, that the higher degree of the personality features of type A and the higher strain by occupational stressors an individual shows, the more significant burnout symptoms are evident in him (and the other way around).

The confirmation of the expected relations leads to the support of our previous conclusions, that the observed variables (dispositional factors of personality type A as well as the experience and assessment of the occupational stressors and the burnout symptoms) are in mutual interaction and that the unfavourable conditions can lead to faster and deeper development of the burnout syndrome process, whereas in the opposite case they can slow down or even block off this process (Urbanovská, Kusák, 2009).

Summary and conclusion

On the basis of comparing the results of the updated research to the previous researches we can state:

- The respondents in both researches assessed the same occupational stressors as the most stressful (insufficient, inappropriate estimation, great rush and overloading, dissatisfaction with school policy). Currently the teachers stated only work in the inappropriate conditions and inappropriate estimation more often.
- In comparison to the previous researches the total degree of the stress by the occupational stressors has slightly declined.
- Stronger and more often affecting stressors appeared to be in more significant positive relation to rate of the burnout syndrome than the stressors which are less frequent and intensive, apart from very stressful never ending rush, which is not in as close connection to the burnout syndrome as the situation of high responsibility along with small competencies or environment with unhealthy atmosphere.
- When comparing the results from our previous researches, we have found higher rate of the burnout symptoms in our sample despite of the total lower rate of profession stress. We haven't confirmed the expectable declining trend, which we explain by possible differences in the structure of the examined sample.
- Comparing the rate of the burnout syndrome with respect to the demographic variables we have found out certain significant differences among the groups of

our examined sample. Significantly higher total rate of the burnout syndrome and higher rate of the symptoms on physical level has been found in the group of women. We have also confirmed the assumption, that the studying teachers are considerably less affected by the burnout symptoms. Next, we have confirmed generally higher rate of the burnout symptoms in a group of the secondary school teachers, noticing the significant differences in rate of the burnout syndrome with respect to the type of school.

- We can support the validity of the conclusion, that though the burnout syndrome affects all levels of the human psyche, the symptoms appear on emotional and physical level the most significantly.
- We have confirmed positive relation between the rate of the burnout symptoms, personality dispositions and assessment of the occupational stressors.
- We must point out, that the validity of the found connections is limited by the examined sample which we chose. More reliable results with the possibility of general conclusions could be brought by long-term, area-wide and complex research.

All found connections between the examined variables indicate that significant risks for the development of the burnout syndrome could be represented by the occupational stressors but also personality dispositions (concretely the examined features of the personality type A in our case). Yet, we can suppose significant interactions of all stress moderators, which determine inter-individual differences in causes, manifestations or progress of burnout process. The findings confirm that it is necessary to understand the burnout syndrome as a complicated multifactorially conditioned phenomenon. Its examinations demand combination of the quantitative and qualitative approach, which could lead to the finding and application of effective preventing measures.

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PROFESNÍ STRESORY UČITELŮ A SYNDROM VYHOŘENÍ

Abstrakt: Učitelské povolání patří k těm profesím, které jsou nejvíce ohroženy syndromem vyhoření. Ačkoliv byl tento fenomén popsán již před několika desetiletími, zdá se, že proti němu doposud neexistuje účinná obrana. V příspěvku se zamýšlíme nad nejvýraznějšími stresory a nebezpečím syndromu vyhoření u současné populace učitelů. Informujeme o výsledcích nového výzkumu, který zjišťoval úroveň syndromu vyhoření u učitelů ve vztahu k vybraným determinantám – vnímáním míry zátěže v pracovním prostředí a rysům chování osobnosti typu A. Výsledky jsou analyzovány vzhledem k pohlaví, délce praxe, typu školy a účasti na dalším vzdělávání. Přinášíme přehled nejčastěji pocíťovaných a nejvýznamnějších zdrojů psychofyzické zátěže našich učitelů na různých stupních škol. Dále sledujeme míru příznaků vyhoření učitelů ve srovnání s výsledky našich předchozích výzkumů a jiných tuzemských i zahraničních výzkumů

a diskutujeme možné souvislosti. Snažíme se odpovědět na otázku, jaká je vnitřní struktura příznaků vyhoření a zda existuje souvislost mezi působením specifických stresorů, specifickými rysy osobnosti a demografickými proměnnými.

Klíčová slova: syndrom vyhoření, učitelé, výzkum, osobnost typu A, stresory, míra zátěže v pracovním prostředí