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Neli BALODE[1]

Abstract

The article presents an empirical research carried out on a sample of 156 middle and high school teachers from the Republic of Moldova. The study was conducted in two stages: the first stage aiming to investigate to what extent school teachers are affected by burnout and what are the main symptoms they typically manifest in their teaching activity. The second stage was focused on examining a range of organizational and person related burnout factors in accordance with the conceptual framework of organizational health, which suggests adopting a more comprehensive approach to issues related to stress and burnout. Thus teacher's motivation as a person related factor and the psycho-emotional climate along with the satisfaction of basic needs in the work place as organizational factors were investigated. It was found that majority of teachers display such symptoms of burnout as the feeling of overload due to excessive involvement in their job tasks resulting from their strong need to demonstrate high performance. The lack of control over the results of their teaching activity and the lack of acknowledgement of the efforts invested are other two major symptoms of burnout. Teaches with lower level of burnout demonstrate a stronger motivation for competence, they manage better to satisfy their basic needs of autonomy, competence and relatedness in the organizational context and also perceive as more favorable the psycho-emotional climate in their job place. These teachers stay longer in their profession (have more years of teaching experience) thus demonstrating a higher resilience to stress and burnout. Some suggestions for future research are also provided.

Keywords: *teachers burnout; job motivation; the basic needs satisfaction in organization, psycho-emotional climate.*

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1. Introduction

The rapid and profound changes taking place in the economies of newly emerged states after the collapse of the Soviet Union put additional strain on the working population engaged in all occupational spheres. Under such conditions the occupational stress and burnout are generally recognized as consequences and immanent phenomena of needed and unavoidable reforms. The educational sphere is not an exception in this sense. Twenty five years of the state independence are marked by continuous reforming of the educational sector in the Republic of Moldova. Optimization of schools infrastructure, closing down the schools which do not meet the criteria for quality education, changes in curricula, the need for adopting new teaching methods are just few examples of threads affecting the professional wellbeing of teachers. All these together along with the decline of their social status and insufficient pay make the teaching profession unattractive for young teachers. The constant decrease of the number of teachers in the Republic of Moldova is indicative of a high attrition rate [22]. The teaching profession worldwide is characterized by a high attrition rate reaching on average a level of 30% [21]. Schools confronted with the shortage of young teachers are forced to retain in profession teachers of retired age who, traditionally, are less open to changes.

The government is seeking solutions to improve the working conditions of teachers in an attempt to promote a better quality education. In such context the investigation of factors, contributing to professional wellbeing of teachers, is gaining a significant importance. As teachers are central to the success of any educational reforms, the professional wellbeing of teachers became an issue of primary relevance placed at the top of the agenda of many international forums. Thus, the investigation of factors contributing to a better professional functioning of teachers in a changing environment is gaining significant importance. As burnout is being viewed as an opposite pole of the work engagement and a major threat for teachers' wellbeing, [19] our research may provide new insights in understanding this phenomenon and identify additional resources for its overcoming. While much research is done approaching burnout as a unitary phenomenon manifesting itself similar in all individuals, few studies explore it by adopting a more differentiating approach. Our study is aiming to fill this gap by examining a range of burnout factors through the lens of three clinical subtypes of burnout.

2. Problem Statement

The concept of burnout, described initially in American literature, is now a scientific concept of much interest for scholars throughout the world. Cristina Maslach defines it as a psychological syndrome in response to chronic interpersonal stressors on the job [15]. Maslach developed a three dimensional model of burnout, which distinguishes Exhaustion, Depersonalisation and Reduced personal accomplishment facets. Exhaustion, defined as the draining of emotional resources because of demanding interpersonal contacts with others, is at the core of burnout. [14] It is a phenomenon affecting the human-service providers, teachers being among those at a high risk for developing burnout [2, 9, 15].

Other broadly used definitions of burnout are provided by Cerniss as the lost idealism and enthusiasm caused by organizational context, [1] Pines as a state of mental exhaustion induced by emotionally demanding conditions, [18] LeCompte and Dworkin as a form of job alienation from the specific job role, [13] Shaufelly et. al. as an erosion of engagement, marking in such way the positive turn in burnout research [19].

Sources of teacher burnout are traditionally grouped as individual factor which include demographic variables, personality traits, locus of control, self-efficacy, etc. and organizational factors such as job characteristics, school climate, administrative support etc [8, 6, 15, 20].

Suggestions for future research provided at the first European Conference on Professional Burnout (Krakow, 1990) set the research directions for the next few decades. [10] Solid integrative theoretical models of burnout are needed to identify and strengthen the resources. Since then a number of theoretical models, explaining the mechanism of burnout, were developed, the most significant among them being Conservation of Resources Model [12] and Job Demands Resources Model [3].

Apart from that the need for adopting a differentiating approach to burnout was expressed by other scholars, as in their view majority of studies are approaching burnout as a unitary phenomenon, that manifests itself similar in all individuals [7, 17].

Our research is an attempt to respond to the expressed needs and further contribute to understanding the specifics of teacher burnout under the conditions of a society in transition as exemplified by the Republic of Moldova.

3. Research Questions/Aims of the research

In our research we approach the issue of burnout from the organizational health perspective, which emphasizes the need to focus simultaneously on both the employee personal/individual characteristics and organizational characteristics [11].

The study is aiming to answer the following research questions:

1. To what extend school teachers are affected by burnout and what main characteristics/symptoms they typically manifest in their professional activity thus profiling a certain clinical burnout subtype?

2. Do teachers of different clinical burnout subtypes show the same degree of susceptibility to individual and organizational factor of stress and burnout?

By answering these questions we may contribute to a better understanding of burnout specifics in conditions of a society in transition (on the example of the Republic of Moldova) and also to developing better targeted intervention programs according to specific symptoms displayed by teachers affected by stress and burnout.

We hypothesize that: 1. Under the given socio-economic conditions and the reforms undertaken by the Government, burnout should be a widely spread phenomenon among school teaches in the Republic of Moldova; 2. Teachers will manifest to a different extent the symptoms of burnout, thus profiling different clinical subtypes of burnout, though we expect to find a predominant subtype caused by the homogeneity of the job conditions; 3. Teachers of different burnout subtype will show a different susceptibility to factors of stress and burnout.

The study focuses on examining the relationship between teachers' burnout clinical subtypes, motivation as an individual factor and two organizational factors such as the psycho-emotional climate and the basic needs satisfaction in organization.

4. Research Methods

In this study, only teachers teaching at the middle and high school grade levels were considered. Another selection criterion was the teaching experience not less than one year. No other selection criteria were defined.

Participants were 156 teachers from the middle and high schools in the Republic of Moldova, where 88.5 % were females and 11.5 % men. The age range varies from 22 to 72 years (M=46.6; SD=11.3) and the teaching experience from 1.6 to 53 years (M=23.7; SD=11.3).

Participants to the study were from urban schools (73.9%) and rural schools (26.1%).

School principals were approached for permission to conduct the study in their schools. Teachers were explained the purpose of the study and assured about the data confidentiality. The survey instruments with an envelope, marked with the main researcher return address, were distributed to teachers who volunteered to participate. Distributed were 257 copies in total and received back 198 envelops. Out of this number rejected were 42 copies because of incomplete data and 156 copies were retained for data processing.

Data were collected during a period of four months in 2014.

Building on the Job Demands-Resources theoretical model the Oldenburg Burnout Inventory was selected to measure the level of burnout. [3] The instrument measures two dimensions of burnout, i.e. exhaustion and disengagement. Exhaustion is defined as a consequence of an excessive physical, emotional and cognitive effort or in other words to a prolong exposure to work demands. Disengagement refers to the negative attitude to the job entirely (the job object and content) and not only to the service beneficiaries as Depersonalization aspect of MBI.

To identify the major symptoms of burnout manifested by teachers we used the Burnout Clinical Subtypes Questionnaire (BCSQ-36) developed according to Farber description based on his clinical practice [17]. The instrument measures three burnout subtypes: Frenetic, Underchallenged and Exhausted. Teachers of Frenetic subtype are described as ones who are over-involved in their job tasks due to high ambitions and a strong need to demonstrate high achievements. The Underchallenged subtype is characterized by indifference to their job tasks, the feeling of stagnation or low professional development and boredom. Exhausted subtype is described as someone who is neglecting his job responsibilities, lacking control over the results of his work and acknowledgment of the efforts invested. The instrument consists of 36 items (12 for each subtype), measured on a Likert scale from 1 (totally disagree) to 7 (totally agree). Higher scores indicate a stronger manifestation of burnout symptoms specific to a certain subtype.

Motivation as an individual factor of burnout was measured by the Achievement Goal Questionnaire (AGQ), designed by Elliot and Church within the hierarchical model of approach–avoidance achievement motivation [5].

The instrument measures the Performance Approach Goal, defined as the individuals strive to demonstrate competence and obtain a favorable judgment of others; the Performance Avoidance Goals, defined as a strive to avoid demonstrating lack of competence or less competence compared to

others; the Mastery Goals defined as the strive to learn and improve the competence. Individuals characterized by the Performance Approach Goal and Mastery Goal demonstrate an optimal cognitive and emotional involvement in activities and is associated with positive outcomes. The questionnaire consists of 18 items measured on a Likert scale from 1 (totally disagree) to 4 (totally agree). Participants are asked a basic question: "what is their goal in this class?". In our study the original version of AGO was adapted to fit the organizational context. For example the item ".It is important to me to do better than the other students" was modified as "It is important to me to do better than the other colleagues of mine" or the item "In a class like this, I prefer course material that really challenges me so I can learn new things" was modified as "In my work, I prefer tasks that really challenges me so I can learn new things". The Cronbach Alpha (α=0.662) indicates a sufficient level of reliability.

Satisfaction of basic needs in organization was measured by using the Work-related Basic Need Satisfaction Scale developed by Anja Van Den Broeck et. al. according to Self-Determination Theory. [23] It is a 3-factorial scale assessing the satisfaction of the needs for autonomy, competence and relatedness that according to SDT are considered crucial for an optimal functioning of individuals. The need for autonomy represents individuals' inherent desire to feel volitional in acting and to experience a sense of choice and authorship over their behavior. The need for relatedness is defined as individuals' inherent propensity to feel connected to others, that is, to be members of a group, to love and care and be loved and cared for. The need for competence is defined as an individual's inherent desire to feel effective in interacting with the environment. The scale consists of 18 items assessed on a Likert scale from 1 (totally disagree) to 5 (totally agree).

The Psycho-emotional climate in organization was evaluated by the Psycho-emotional Questionnaires proposed by Mihailiuk and Shalito, researcher from St. Petersburg (Russia) [16]. The instrument measures the emotional, cognitive and behavioral components of the psycho-emotional climate. The items referring to emotional component are formulated in terms of "pleasant-unpleasant" or "like-dislike"; the cognitive component refers to "know-do not know" sufficiently well the work colleagues and the behavioral component to the "willingness–unwillingness" to work in this group and communicate with colleagues outside the workplace. The Questionnaire consists of 9 items (three for each component).

All instruments used in the study were translated from English (with the exception of the Psycho-emotional Questionnaire which was translated from Russian) and back translated by a professional translator. The back

translation was checked by a native English speaking researcher and adjustments were made to the Romanian versions.

Cronbach Alpha coefficients were calculated for all instruments and showed a sufficient (from medium to good) reliability.

Apart from descriptive statistics the methods of nonparametric correlation and factor analysis were used. The purpose of using the factor analysis was to check on how the variables are grouping and identify the underlying latent factors that may explain the variance of burnout variables.

5. Findings

The level of burnout among teachers was identified by comparing the scores obtained to the value of median on both the aggregated and on each scale separately of OLBI instrument. The cumulative percentage of teachers corresponding to the position of the calculated median will indicate the share of teachers with conventionally low level of burnout, the rest being conventionally considered as with high level of burnout. We found that 48.4% of teachers manifest a high level of burnout and 51.6% are considered as teachers with low level of burnout (M=34 for the aggregated scale). The share of teachers with higher exhaustion reaches 51% (M=19 for Exhaustion scale) and higher disengagement is manifested by 42.6% (M=16). Thus the signs of exhaustion are more specific to teachers experiencing burnout than the signs of disengagement.

The characteristics/symptoms describing three subtypes of burnout were identified by calculating the average scores on each subscale of BCSQ-36. The results are presented in the following table:

Table 1. Average scores of burnout clinical subtypes

	Range	Min	Max	Mean (*X*)		(SD)
	Stat.	Stat	Stat.	Stat.	Std. Error	Stat.
Frenetic subtype: Ambitions	15	13	28	21.24	.264	3.301
Frenetic subtype: Overload	20	8	28	19.07	.374	4.677
Frenetic subtype: involvement	18	11	29	21.42	.261	3.263
Underchallenged subtype: indifference	13	4	17	7.96	.280	3.502

Underchallenged subtype: low development	18	4	22	10.11	.360	4.492
Underchallenged subtype: boredom	20	4	24	9.17	.316	3.951
Exhausted subtype: lack of acknowledgement	23	4	27	12.24	.361	4.513
Exhausted subtype: neglect of responsibilities	16	4	20	9.67	.327	4.079
Exhausted subtype: low control	19	4	23	12.49	.350	4.369

Results indicate that the most prominent on average are the characteristics of Frenetic subtype. Majority of teachers are characterized by high involvement (X=21.42 (SD=3.26)); the feeling of overload (X =19.07 (SD=4.67)); and ambitions to demonstrate performance and gain a favorable judgment (X =21.24 (SD=3.30)). Other prominent characteristics are low control over the results of their work (X=12.49 (SD=4.36)) and lack of acknowledgement of invested efforts (X=12.24 (SD=4.51)) attributed to Exhausted subtype.

The next stage in our study was to identify the correlations between burnout variables and individual and organizational factors. The nonparametric correlation using Spearman coefficient was applied in order to identify the association between variables. The following correlation coefficients were obtained:

Table 2. Correlation coefficients between burnout variables and factors of burnout for Frenetic subtype

		Burnout		Frenetic subtype		
		Exhaustion	Disengagement	Ambitions	Overload	Involvement
Job Motivation: Performance Goals	Correlation Coefficient	.063	.006	.194**	.127	.148*
	Sig. (1-tailed)	.218	.472	.008	.057	.032
Job Motivation: Avoidance Goals	Correlation Coefficient	.133	.093	.105	.086	.247**
	Sig. (1-tailed)	.051	.126	.098	.144	.001

Job Motivation: Mastery Goals	Correlation Coefficient	-.209**	-.337**	.433**	.293**	.597**
	Sig. (1-tailed)	.004	.000	.000	.000	.000
Psychological Emotional Climate (Emotional+Cognitive+Behavioral components)	Correlation Coefficient	-.358**	-.228**	.042	.011	.113
	Sig. (1-tailed)	.000	.002	.303	.448	.079
Basic needs satisfaction (Relatedness, Competence and Autonomy)	Correlation Coefficient	-.417**	-.453**	.209**	.079	.257**
	Sig. (1-tailed)	.000	.000	.004	.164	.001

**. Correlation is significant at the 0.01 level (1-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

We found significant negative correlations between burnout (Exhaustion and Disengagement) and Mastery Goals Motivation, the psycho-emotional climate in organization and satisfaction of basic needs in organization. Looking from the perspective of clinical subtypes significant strong correlations were found between Mastery Goals Motivation and all three characteristics of Frenetic subtype (ambitions, involvement and overload). No correlations were found between characteristics of Frenetic subtype and Psycho-emotional climate, though significant correlations were found with the components of the Basic Needs Satisfaction.

The correlation coefficients for Underchallenged subtype are presented in the table below:

Table 3. Correlation coefficients between burnout variables and factors of burnout for Underchallenged subtype

		Burnout		Underchallenged subtype		
		Exhaustion	Disengagement	Indifference	Low development	Boredom
Job Motivation: Performance Goals	Correlation Coefficient	.063	.006	-.014	.024	.035
	Sig. (1-tailed)	.218	.472	.432	.381	.334
Job Motivation: Avoidance	Correlation Coefficient	.133	.093	-.007	-.113	-.031

Goals	Sig. (1-tailed)	.051	.126	.465	.081	.349
Job Motivation: Mastery Goals	Correlation Coefficient	**-.209****	**-.337****	-.427**	-.275**	-.387**
	Sig. (1-tailed)	**.004**	**.000**	.000	.000	.000
Psychological Emotional Climate (Emotional+Cognitive+Behaivoral components)	Correlation Coefficient	**-.358****	**-.228****	-.092	-.206**	-.147*
	Sig. (1-tailed)	**.000**	**.002**	.127	.005	.033
Basic needs satisfaction (Relatedness+Competence+Autonomy)	Correlation Coefficient	**-.417****	**-.453****	-.399**	-.401**	-.400**
	Sig. (1-tailed)	**.000**	**.000**	.000	.000	.000

**. Correlation is significant at the 0.01 level (1-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Significant negative correlations were found between Mastery Goals Motivation and characteristics of Underchallenged subtype. Negative correlations were found between Psycho-emotional climate in organization and Low development (rho=-.206**; p<0.01); Boredom (rho= -.147*; p<0.05). Also negative correlations were found between Satisfaction of Basic Needs in organization and all three characteristics of the Underchallenged subtype.

Correlations for Exhausted burnout subtype are presented in the following table:

Table 4. Correlation coefficients between burnout variables and factors of burnout for Exhausted subtype

		Burnout		Exhausted subtype		
		Exhaustion	Disengagement	Lack of acknowledgement	Neglecting the tasks	Low control
Job Motivation: Performance Goals	Correlation Coefficient	.063	.006	.065	.076	.041
	Sig. (1-tailed)	.218	.472	.212	.173	.305
Job Motivation: Avoidance Goals	Correlation Coefficient	.133	.093	.059	.074	.107
	Sig. (1-tailed)	.051	.126	.234	.181	.093

Job Motivation: Mastery Goals	Correlation Coefficient	**-.209****	**-.337****	-.300**	-.229**	-.133*
	Sig. (1-tailed)	**.004**	**.000**	.000	.002	.049
Psychological Emotional Climate (Emotional+Cognitive+Behavioral components)	Correlation Coefficient	**-.358****	**-.228****	-.190**	-.051	**-.228****
	Sig. (1-tailed)	**.000**	**.002**	.009	.263	**.002**
Basic needs satisfaction (Relatedness+Competence+Autonomy)	Correlation Coefficient	**-.417****	**-.453****	-.315**	-.265**	**-.303****
	Sig. (1-tailed)	**.000**	**.000**	.000	.000	**.000**

**. Correlation is significant at the 0.01 level (1-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Significant negative correlations were found between Mastery Goals Motivation and all three characteristics of Exhausted burnout subtype. Negative correlations were identified between Psycho-emotional climate in organization and lack of acknowledgement (rho= -.190** ; p<0.01) and Low control (rho= -.228** ; p<0.01). No correlation was identified with the characteristic of Neglecting their own tasks. The Satisfaction of Basic Needs in organization correlates negatively with all three characteristics of Exhausted subtype.

It is important to mention that a significant correlation was found between the age of teaching experience and the level of burnout (Exhaustion: rho= -.200**; p<0.01); Disengagement (rho= -.143*; p<0.05). So, less burnout is associated with more years of teaching experience. Also a significant positive correlation was found with the characteristic of Overload for Frenetic subtype (rho= .144*; p<0.05) and negative correlation with Low Development of the Underchallenged subtype (rho= -.136*; p<0.05).
It is worth to be mentioned specially because in our study we assume that teachers with longer teaching experience developed certain resilience to factors of stress and burnout as they continue to stay in the profession in spite of the increasing feeling of overload.

The next step in our study was to identify how the variables group with each others forming more general underlying factors. For such purpose we used the factor analysis with the Principal components analysis extraction method and Varimax with Kaiser Normalization extraction method.

Extracted were three factors that explain a total variance of 53.88%. The first factor groups together the characteristics of Frenetic burnout subtype (*a* =.745), Underchallenged subtype (-.666), Exhausted subtype (*a* =-. 573) and Mastery Goals Motivation (*a* =.809). The first factor explains a total variance of 26.71%. The second factor loaded on Burnout (*a* =.677), Frenetic subtype (*a* =-.471), Underchallenged subtype (*a* =.773), Exhausted subtype (*a* =.868) and Satisfaction of the Basic Needs in organization (*a* =-.618). The second factor account for a variance of 13.96%. The third factor loaded on Psycho-emotional climate (*a*=.740), Satisfaction of Basic Needs in organization (*a* =.510) and years of teaching experience (*a* =.763). The third factor accounts for a variance of 13.21%.

6. Discussions

The results indicated that teachers are among professions with a high risk of developing burnout. Thus a significant share of teachers (48.4 %) exhibited evident signs of burnout. The aspect of exhaustion is more emphasized compared to disengagement, which means that burnout in teachers manifests itself primarily by emotional, cognitive and physical fatigue. The negative attitude to the teaching profession is less typical among teachers. These results are in line with other researches findings [8].

Teachers are mostly characterized by such characteristics as ambition to demonstrate performance, satisfying thus their strong desire for gaining a favorable judgment and the admiration of others; they are over-involved in performing their professional tasks which induces a feeling of overload. That put them on the risk of overinvesting their resources and consequently developing burnout. Such teachers need to learn the self-care strategies for recovering the invested resources and balancing the work life and personal life [7]. Lack of acknowledgement of the efforts invested and the feeling of not keeping control over the work results are other defining features of the majority of teachers. In our view the fact that the majority of teachers display similar characteristics are due to the homogeneity of their professional activity. It is also due to the specifics of the social culture perpetuating the stereotypical views that teaching is rather "a vocation and not a profession", a "true" teacher is one who is fully dedicated to his profession to the point of abandoning his personal life, etc. Such stereotypes are strongly rooted in the academic environment educating future teachers. It is therefore recommended to introduce in the university curricula a course approaching the issues related to occupational health and the optimal organizational behavior showing both facets of the teaching profession.

Teachers motivated to master their profession are less likely to develop burnout of Underchallenged and Exhausted types. Instead, a stronger Mastery Goals Motivation is a significant factor of work involvement and ambition to demonstrate good results, though it does not protect against work overload. The work overload is inherent to teaching profession because of the increasing requirements of the modern society. The type of Motivation as a psychological feature develops at a much earlier stage before entering a profession. A crucial role belongs to parents and school teachers, who should insure a right educational environment for developing the intrinsic motivation for learning and understanding.

In the organizational context by providing better opportunities for professional development we could maintain or reanimate teachers' motivation for competence.

Teachers of Frenetic subtype manage better to satisfy their needs for autonomy, competence and relatedness in organization as compared to Underchallenged and Exhausted teachers. The psycho-emotional climate in organization is a factor affecting teachers of Underchallenged and Exhausted subtypes, and is not associated with Frenetic teachers. Higher burnout, associated with teachers of Underchallenged and Exhausted subtypes, may determine them to stay no longer in the profession, as they do not manage to satisfy their basic needs for autonomy, competence and relatedness in organization and also perceive less favorably the psycho-emotional climate in organization. We assume that teachers with Mastery goals motivation by gaining gradually the competence in their profession are strengthening in such way their professional authority and the social status in organization. It may determine a specific organizational behavior that promotes a better satisfaction of their basic needs and a more favorable perception of the climate in organization.

One limitation of this study lies with the social desirability effect observed in answers to Frenetic scale of BCSI-36. This was also noted by the authors of the instrument [17]. It is therefore suggested that future studies should accompany the quantitative data with data collected through qualitative methods such as interviews and focus group discussions.

Another limitation refers to the limited number of stress and burnout factors investigated. Also the data processing methods used do not control the effect of other variables that may influence the outcomes. Broader research models including a bigger variety of factors should be tested. It is also suggested to use the mediating variables models where individual factors may play a mediating role between burnout and organizational factors.

As according to our findings burnout diminishes while the teaching experience increases, it would be worthwhile to investigate a sample of teachers who left the teaching profession. That may provide new insights in understanding burnout phenomenon.

6. Conclusions

The study focuses on examining teachers' burnout from the perspective of burnout clinical subtypes, thus adopting a more differentiating approach in investigating the impact of individual and organizational factors that may induce the phenomenon. We investigated the motivation as an individual factor and the basic needs satisfaction in organization and psycho-emotional climate as organizational factors. The purpose of the study was to check whether teachers of different subtypes will manifest the same degree of susceptibility to factors of burnout.

We hypostasized that under the given socio-economical conditions and the reforms undertaken by the Government, burnout should be a widely spread phenomenon among school teaches in the Republic of Moldova. The hypothesis was validated by data showing that 48.4% of teachers manifest a high level of burnout. High exhaustion was found in 51% of teachers and Disengagement in 42.6%.

The second hypothesis refers to the assumption that Teachers will manifest to a different extent the symptoms of burnout, thus profiling different clinical subtypes of burnout, though we expect to find a predominant subtype caused by the homogeneity of the job conditions. It was found that Frenetic clinical subtype, characterized by ambitions to demonstrate high performance, excessive involvement and overload, predominates among teachers. Lack of control over the results of their job and lack of acknowledgement are other two prominent characteristics attributed to Exhausted subtype. It validated our second research hypothesis.

Finally we made an assumption that teachers of different burnout profiles will show a different susceptibility to factors of stress and burnout. It was found that Frenetic subtype is associated with higher motivation for competence, a better satisfaction of needs for autonomy, competence and relatedness and a favorably perceived psycho-emotional climate in organization as compared to Underchallenged and Exhausted subtypes. The third hypothesis was validated as well.

As a concluding note is worth mentioning that teachers with longer teaching experience manifest less burnout, they predominantly identify themselves with Frenetic subtype and stay longer in their profession.

The study may be useful in developing the organizational improvement programs which are better targeted to concrete symptoms of burnout manifested by employees. Another practical implication refers to universities when developing academic curricula for teaches and policy makers when promoting reforms in education sector.

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