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CROITORIU NICOLETA
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BURNOUT

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Moldova

Doctoral committee:

President:

PALADI Oxana, habilitated doctor of psychology, Associate Professor, State University of
Moldova

Scientific coordinator:

POTÂNG Angela, Ph.D. in psychology, Associate Professor, State University of Moldova

Official referees:

RACU Jana, habilitated doctor of psychology, University Professor, State University of
Moldova

HOLMAN Andrei Corneliu, Ph.D. in Psychology, University Professor, University "Alexandru
Ioan Cuza" of Iași, Romania

BRICEAG Silvia, Ph.D. in Psychology, Associate Professor, "Alec Russo" State University
of Bălți

The thesis will be defended on **22.12.2023, at 11 AM**, at the meeting of the Doctoral
Commission, room 507, study block no. 3, State University of Moldova, M. Kogălniceanu
Street, 65, MD - 2012, Chișinău, Republic of Moldova.

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President of the Doctoral Committee:

PALADI Oxana, habilitated doctor of psychology, Associate Professor -----

Scientific coordinator:

POTÂNG Angela, Ph.D. in psychology, Associate Professor _____

Author:

CROITORIU Nicoleta -----

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CONTENTS

1. Conceptual research background	3
2. Thesis Content.....	7
3. General conclusions and recommendations.....	24
4. Bibliography.....	27
5. List of author's publications on the topic of the thesis.....	30
6. Annotation (in Romanian, Russian and English).....	32

CONCEPTUAL BACKGROUND OF THE RESEARCH

Relevance and importance of the problem addressed

The current context of social life, reforms, changes and transformations at a rapid pace, the general instability of the socio-economic situation lead to the emergence of what is called job burnout. This phenomenon is increasingly common and leads to a decline in performance at work, affects relations with others and people's quality of life. The manifestations occurring at individual and group level have made it necessary to study this phenomenon, as it is already a real social problem in everyday life. It is one of the most recent diseases to have spread en masse among the global population, a disease of modern society in which social, psychological and economic consequences are devastating. The frequency of burnout in modern organizations, as well as the severe consequences for both the individual (physical and mental health disorders) and the organization (decreased productivity, absenteeism, high turnover, occupational accidents), justify the attention paid to this phenomenon in recent years [2, 4, 6, 12, 13, 17, 34, 35]. Burnout is a phenomenon that occurs in the case of employees working in various fields, including education, who perform emotional work that involves a huge consumption of energy [55, 56, 57, 14, 16]. It is very important to identify the problem in a timely manner, the necessary time for the correct intervention and whether the education system carries out prophylactic activities to prevent burnout in teachers [42, 52, 21, 24, 25].

Framing the research topic in the international, national, regional concerns of the research team and in the inter- and transdisciplinary context, presenting the results of previous research

The phenomenon of professional burnout has become the subject of a lot of scientific research at the beginning of the 21st century, and can be found in various syntheses referring to professions that involve a direct part in the lives of others and numerous contacts with people:

doctors, social workers, psychologists, psychotherapists, teachers. The first scientific work to explain the term professional exhaustion was *Burnout: The High Cost of High Achievement* (1974) authored by the American psychologist Herbert Freudenberger. Since then, theorists and practitioner psychologists have defined exhaustion in various ways. International preoccupations regarding burnout after 2000 have focused on determining the negative consequences of burnout at both organisational and group level.

In Romania, the interest of researchers on this topic is oriented towards the analysis of the factors that lead to the occurrence of burnout, the forms of manifestation of this phenomenon, the interdependent relationships between the dimensions of burnout and the particularities of personality and organizational context (D. Vîrgă [27, 28]; I. Boşneag [5]; D. Zaharia [29] et al.).

In the Republic of Moldova, theoretical and empirical concerns in the field of psychology on the manifestation of professional burnout in the case of educational employees have been approached by N. Balode (psychosocial factors of burnout in the professional activity of school teachers) [2, 3], S. Briceag (stress in teaching environment) [6], E. Losii (specifics of burnout in high school and auxiliary school teachers) [15], V. Gorincioi (professional burnout among university teachers) [20], R. Cerlat (emotional stability as a predictor for the prevention of professional burnout among primary school teachers, relationship between emotional stability and dominant behavioural paternity of teachers) [9], N. Buraga (the role of personal resources of teachers in overcoming burnout) [7] etc.

With all these in the background, we can justify the articulation of the research topic as it follows: What are the particular ways in which the professional burnout dimensions manifest in teachers working in different educational environments (inclusive mainstream education, special schools, schools/classes with typically developing children)? What is specific about the interaction among the dimensions of professional teachers' burnout in different educational settings with personal resources and job resources? Can teachers' personal resources mediate between the multiple demands of the teaching profession and job resources in the emergence of burnout?

The aim of the present research is to establish the specifics of the manifestation in the dimensions of professional teachers' burnout, who are working in different educational environments, to identify the causal/risk factors of this phenomenon, to study the relationship of interdependence of personal resources and job resources, as well as to determine the psychological conditions for reducing burnout in educational institutions.

The objectives set to achieve this goal have been the following:

1. To analyze and systematize the existing theories in the literature on the phenomenon of professional burnout in teachers in pre-university education.

2. To design and implement the psycho-diagnostic approach on professional burnout in teachers, as well as personal and job resources; to develop the methodology and research of causal/risk factors (multiple job demands) that lead teachers to professional burnout.

3. To make a comparative study of the dimensions of teacher burnout in three different educational contexts: special schools, inclusive schools/classrooms, schools/classrooms with typically developing children.

4. To identify the interdependent relationship between burnout and personal and job resources and to develop explanatory models that reflect the interconnections between the dimensions of burnout and personal and job resources in teachers working in different educational settings.

5. To develop and implement a psychological intervention programme on reducing burnout in teachers and formulating conclusions and recommendations for teachers and educational managers on reducing and preventing burnout.

Research assumptions:

1. We assume that there are differences in the manifestation of burnout in teachers, depending on the educational environment in which they work (special schools, inclusive schools, schools with typically developing children).

2. We believe that there is an interdependent relationship between the dimensions of teachers' burnout and teachers' personal resources, between professional burnout and job resources.

3. We assume that the implementation of a programme aimed at activating personal resources and forming a functional attitude towards job resources will have a positive impact on teachers by reducing the dimensions of burnout.

The research methodology was based on a number of theoretical approaches and results of empirical research conducted in general through personality, organizational and educational psychology. The present scientific approach involves theoretical methods (analysis and synthesis of literature; hypothetico-deductive method for interpretation and explanation of research results); empirical methods (questionnaire, test, observation and control experiments, psychological interventions); descriptive and inferential statistical methods.

The following empirical methods used in the research:

1. Non-standardized questionnaire on the identification of causal/perceived risk factors leading to burnout (developed by the author expressly for this study).

2. The questionnaire for assessing burnout, developed by C. Maslach & S. E. Jackson ("Maslach Burnout Inventory (MBI)", which is the most widely used internationally [36].
3. Burnout profiles questionnaire "Burnout clinical subtype questionnaire" (BCSQ-36), developed by B. Farber, adapted to our population by N. Balodi [2].
4. General Self-Efficacy Scale (SES), developed by Schwarzer & Jerusalem, translated and adapted by D. Vasiliu et al [26].
5. Questionnaire for the identification of perceived vocational fit, developed by I. Boşneag et al [5].
6. Perfectionism questionnaire, translated and adapted by C. Platon [18].
7. Motivational Involvement Questionnaire, developed by T. Constantin et al [10,11].
8. Job Resource Evaluation Scale, developed by A. Bakker et al., translated and adapted by I. Boşneag et al. [5].

The novelty and the scientific originality of the scientific results consist in offering an explanatory model for the professional burnout of teachers working in different educational contexts, from the perspective of multiple demands, personal resources and job resources; the elaboration of a psychological intervention program for teachers, based on the strengthening of personal resources and job resources, in order to reduce the dimensions of professional burnout.

The achieved results, which contribute to the solution of the important scientific problem, are:

- the determination of particular dimensions of professional teachers' burnout in different educational contexts, from the perspective of job resources and personal resources and the impact of the implementation of the psychological intervention program for decreasing professional burnout in teachers.
- the development of a research model of the multiple relationships between the dimensions of burnout and personal and job resources.
- the identification of psychological conditions that can facilitate intervention approaches to reduce burnout in teachers.

Theoretical significance. The results of the thesis contribute, on a theoretical level, to the completion of psychological and interdisciplinary studies focused on the particular manifestations of professional burnout concerning the demands of the teaching profession, job resources and personal resources of teachers working in different educational environments. A systemic perspective on addressing the phenomenon of professional burnout in educational

institutions was determined by developing a theoretical model of interaction between the dimensions of professional burnout with personal resources and job resources in teachers working in different educational settings.

The applied value of the research lies in the development of three explanatory models of teachers' professional burnout, working in different educational contexts in terms of interaction with personal resources and job resources. The development of an intervention programme on reducing burnout by activating personal resources and forming a functional attitude towards job resources. The results of the research are useful for psychologists, educational managers, pedagogues and specialists in the field of human resources through the use of the intervention programme proposed in this paper, through the activities, examples and methods presented, and the use of the formulated and submitted recommendations.

Approval of the results. The results obtained in the research were presented, discussed and approved in the supervision and evaluation meetings of the tutoring committee within the Doctoral School of Social and Educational Sciences. They have also been presented at national and international scientific events and have been addressed during various methodological seminars, workshops, methodological activities for teachers.

Summary of the thesis sections. The paper consists of an annotation (in 3 languages), introduction, 3 chapters, general conclusions and recommendations, 145 pages of basic text, 175 bibliographical sources, 5 annexes. The text of the paper is illustrated by 35 tables and 14 figures; the statement of responsibility and the author's CV.

Publications on the thesis topic. The basic content of the research and the results of the research are presented in 16 published scientific papers: articles in journals and materials of national and international scientific conferences.

THESIS CONTENT

The introduction argues the current relevance and importance of the topic, reflects the situation in the field and identifies the research problem. The aim, objectives and research hypothesis are presented and the research methodology is described and justified.

Chapter 1, Theoretical aspects of teacher burnout, discusses the theoretical aspects regarding the evolution of scientific theories and the empirical maturation of the concept of burnout. The most relevant definitions and research directions of this psychological construct are examined. Therefore, analyzing the various studies conducted in defining the

concept of burnout, we were confronted with several contradictory aspects in the conceptualization of this construct, such as:

- ✓ the field of psychology offers a wide variety of terms used for this phenomenon;
- ✓ the most popular model for conceptualizing burnout is the three-dimensional model;
- ✓ theorists' discussions have also focused on the order of occurrence of three dimensions: emotional exhaustion, depersonalization, lack of personal achievement;
- ✓ the wide use of the term "burnout" in different languages and the controversy over the triggers of burnout.

Theoretical models of burnout.

Burnout is addressed in the international academic literature through several explanatory models. The best known and most widely used model is the three-dimensional model developed by the American psychologist C. Maslach. It is considered to be a conceptual and methodological model, theoretically well-founded. It is also a structural model because it specifies and explains the structural components/dimensions of Burnout: emotional exhaustion (affective-motivational dimension), depersonalization (interpersonal-evaluative dimension) and reduced personal involvement (cognitive, self-evaluative dimension). Drawing on explanatory theories of the relationship between employee and job characteristics and the resource conservation model, researchers E. Demerouti, A. Bakker, M. Nachreiner and W. Schaufeli developed the job demands-resources model (S-RM) in 2001. Thus, the job demands-resources model was extended with a new dimension: personal resources, which maintain employees' well-being, playing an important role in stress resistance developed by Xanthopoulou, Bakker, Demerouti and Schaufeli (2009).

Psychological analysis of teachers' work in different educational settings. The teaching profession is a noble, generous, altruistic but stressful activity. It is considered emotional work, which ranks high in terms of the incidence and intensity of burnout. Several authors have highlighted this particularity of teaching work: M. Chang [32]; A. Bakker et al. [30, 31]; S. Finem [33], B. Rudow [38]; A. Van Den Broeck, M. Vansteenkiste, H. et al. [39]; etc. In the national space, researchers in the field of psychology who have studied the emotional aspect of pedagogical work and the susceptibility to burnout are: D. Salade [22]; V. Robu [20]; E. Stănculescu [23]; N. Balode [2, 3]; R. Cerlat [9]; V. Gorincioi [13]; S. Briceag [6]; N. Croitoriu [48, 47, 51, 50, 53, 46], etc. The data obtained by these researchers show that a large number of teachers are affected by professional stress and illustrate obvious symptoms of emotional exhaustion. Teachers, regardless of the environment in which they work, in mainstream education, in inclusive classes or in special schools, have the noble mission - to

prepare children, adolescents and young people for life and for the challenges of the society in which we live, and all this, often for salaries inadequate in relation to the education they have and the effort they make [19].

Special education in Romania is that part of the public system where the school education of children with disabilities is carried out through special schools, separate from the other schools in the education system. The peculiarity of special schools is that they work only with children whose special needs (requirements) derive from certain mental, physical, sensory, language, socio-emotional and behavioural impairments of a high degree of severity.

In the next section, we will refer to the specific work of teachers working in inclusive schools, namely in regular classes with 1-4 children with ASD. We mention that in our study we did not study the situation when compact classes of children with ASD are included in schools with typically developing children. Inclusive education in both Romania and the Republic of Moldova was introduced due to the reforms of the residential childcare system, which requires the inclusion of more and more children with ASD in mainstream education.

Studies [8, 49, 56, 57] on the situation of inclusive educational institutions show the insufficient resources offered by the Romanian education system for the integration of children with ESC in mainstream education.

In a study conducted in Republic of Moldova the problems faced by teaching staff in inclusive schools are: lack of help in developing and implementing the individualized plan for each child with ESC; difficulties in adapting the child with ESC to the school environment; problems in determining the educational needs of children; problems in communicating with adults, problems in communicating with peers; problems of attitudes towards the child with ESC on the part of children's parents with typical development, problems of attitudes in the case of a child with ESC in relation to others; high vulnerability of children's parents with ESC due to low knowledge in the field, limited support they receive and limited financial sources [1].

Personal resources and job resources - important determinants in preventing burnout in teachers.

In our research we were interested in studying personal resources alongside teaching professional resources as important factors in preventing burnout. Thus, we addressed self-efficacy, perception of person-vocational fit, functional perfectionism and optimism as personal resources within the demands-resources relationship of the teaching profession to

highlight their importance in preventing burnout. We will analyse these psychological constructs in turn:

Motivational involvement is the internal state of a person to engage in a certain behaviour, i.e. the concrete reason, the intention, to strive towards certain goals;

Self-efficacy refers to a person's perception of his or her own ability to motivate him or herself to overcome difficulties in solving tasks;

Perception of person-job fit involves the perception of the compatibility of the individual's own characteristics with those of the job in which he/she is working;

Functional perfectionism is characterised by the tendency to set and pursue very high personal performance standards or goals, accompanied by other characteristics such as a strong tendency towards self-criticism.

In what follows, we analyze job resources as important predictors in preventing burnout. In our study we will focus on job autonomy, social support from colleagues, feedback for performance and opportunities for development.

Job autonomy reflects the extent to which employees feel that they have freedom to perform tasks, use tools and methods, are involved in group/organizational decision-making, and have control over the work they do;

The social support of colleagues creates a harmonious, emotionally secure, collaborative environment, which means that every teacher has the opportunity to speak up, to voice their opinion, to intervene;

Feedback for performance motivates the employee in their professional work;

Development opportunities are an important job resource for a teacher. It is necessary to provide teachers with information on how to progress in the system and to inform them with new methods that underpin the structure of the teaching career.

Following the theoretical analysis of job resources in relation to job requirements and personal resources that may have some connection with the dimensions of professional burnout we present schematically a theoretical model of these psychological constructs commonly encountered in pedagogues.

The non-standardized questionnaire on the identification of perceived causal factors leading to burnout, developed specifically for this study, aims to identify the perceived causal factors that condition the occurrence of burnout in teaching staff. It is a non-standardized questionnaire with open-ended questions and a few introductory items that can guide us in making potential predictions about the likelihood of burnout in teachers. In constructing the questionnaire, we relied on the Affective Events Theory, developed by H. M. Weiss et al.

[40,41], which analyses the causes, structures and consequences of emotional experience in work contexts in employees. The questionnaire contains 6 questions, each with several response possibilities. We were interested to see if there were any significant differences between pedagogues working in inclusive contexts and those doing their teaching work in other educational settings. Comparative analysis of the data allowed us to illustrate the significance of the differences between the results obtained in the three groups of subjects: teachers in special schools, teachers in inclusive schools, teachers in schools with typically developing pupils. The comparison of the studied groups was carried out using the Kruskal-Wallis Test, because we have one ordinal dependent variable measured in 3 independent groups (made up of different subjects), and we want to test the difference between them.

The statistical data obtained from the application of the questionnaire are in agreement with some theories on which the present study was based. In conclusion, the answers given by the vast majority of the participants highlight a whole range of factors with potential risk for the occurrence of professional burnout in teachers. Through the results of the given questionnaire, we highlighted the demands of the teacher's work as felt and perceived by the respondent. Therefore, psychosocial stressors in the educational environment are strongly influenced by the specifics of the teaching profession, with a major psychological overload, characterized by emotional and cognitive consumption.

As a result of studies analysis on burnout and theoretical models in scientific literature, we propose a working **definition** of the given phenomenon:

Burnout is the state of chronic fatigue, experienced intensely by the individual on emotional, interpersonal and professional dimensions, as a result of the imbalance between multiple work demands and personal and job resources.

A theoretical review of the literature on the conceptual understanding of burnout allowed us to formulate the following conclusions: Burnout is a complex phenomenon that arises as a result of the interaction between individual and organizational or internal and external factors, between job demands/demands and personal and job resources. The consequences of burnout are both individual (cognitive, emotional, behavioural) and organizational and social, leading to a decline in the quality of the teaching process, with repercussions on the public image of educational institutions. Having analyzed professional burnout from a systemic perspective, a theoretical model of teacher burnout as a result/consequence of the interaction between the multiple demands of pedagogical work with the teacher's personal resources and job resources was developed. Professional burnout related to the educational environment in which the teacher carries out his/her work, should be a significant concern for managers of educational

establishments. There is a need for a policy that would aim not only to raise awareness of the consequences of burnout, but also to develop and provide strategies for intervention and prevention of teachers' burnout.

Chapter 2. The experimental study on the manifestation of burnout in teaching staff, presents the experimental framework: research methodology, experimental sample and experimental procedures conducted. The chapter contains the analysis of the experimental data with reference to the determination of the level of professional burnout in teachers working in different educational environments, as well as the associative relationship between the dimensions of professional burnout and the job resources and personal resources of the teacher.

Organization of the methodological framework in experimental research.

The research sample gathered 210 teachers, working in pre-university educational institutions at preschool, primary, secondary, vocational and high school levels in Suceava municipality and Suceava, Iași, Botoșani, Neamț counties. Three groups of subjects were formed:

- Group I - 70 teachers working in mainstream education in which students with ESC are included (inclusive schools);
- Group II - 70 teachers working in classrooms only with pupils with ESC (special schools);
- Group III - 70 teachers working only with typically developing pupils.

Regarding the gender aspect, out of 210 subjects, 160 are female, representing 76.19% and 50 are male, representing 23.81%. The teachers in the three experimental groups administered a set of methods consisting largely of standardized psychological tests measuring the psychological variables studied (dimensions of professional burnout, personal resources and job resources).

From a methodological point of view, this approach is descriptive, analytical and predictive, producing useful information for understanding and explaining the phenomenon of emotional exhaustion, on the basis of which solutions with a practical impact can be found.

The aim of the research is to determine the level of burnout among teachers working in different educational environments; to identify the risk factors of this phenomenon; and to determine the interdependent relationship between the dimensions of burnout and personal and job resources.

Hypotheses of the observational research:

1. We assume that there are differences in the manifestation of burnout dimensions in teachers depending on the educational environment in which they work (special schools, inclusive schools, schools with typically developing children).

2. We believe that there is an interdependent relationship between professional burnout and teachers' personal resources; between professional burnout and job resources (teaching resources).

Accomplished results:

In terms of a comparative study examining the dimensions of teacher burnout in three different types of educational settings (special schools, inclusive schools/classrooms, schools/classrooms with typically developing children) we obtained the following results:

Grup experimental	Emotional exhaustion			Depersonalization			Reducing personal achievements		
	high	medium	low	high	medium	low	high	medium	low
Special school teachers	0%	22,85%	77,14%	1,42%	17,14%	81,42%	1,42%	20%	78,57%
Teachers from inclusive schools	7,14%	38,57%	54,28%	5,71%	25,71%	68,57%	10%	48,57%	41,42%
Teachers in schools with typically developing children	4,28%	40%	55,71%	2,85%	22,85%	74,28%	4,28%	30%	65,71%

Table 2.1. Distribution of results with regard to the level of manifestation dimensions of burnout in teachers

The data shows a fairly large number of teachers who scored high and medium on the burnout dimensions. Emotional exhaustion is experienced at high level by 7.14% and at medium level by 38.57% of teachers working in inclusive schools and respectively 4.28% and 40% of teachers working in schools/classrooms with only typically developing pupils. Individuals who exhibit a high level of emotional exhaustion develop a critical attitude towards themselves and their work. A more plausible result is found in the group of teachers working only in special schools, so most of them (77.14%) have low levels of emotional exhaustion. Reduced personal achievement is found at both high and medium levels in a large number of teachers. Thus, just 48.57% of teachers in inclusive schools and 30% of teachers who work in classes only with typically developing children experience this state quite intensely. Fortunately, depersonalization is less common than the other dimensions. Analyzing the way in which the components of burnout manifest themselves in the teachers studied, we can conclude that, in terms of frequency and intensity, the reduction in personal achievement, then emotional exhaustion, then depersonalization, are in the foreground.

In order to determine whether there are significant differences in the manifestation of the dimensions of burnout in the three groups of subjects, we used the inferential statistical method of one-way ANOVA, and to compare the groups two by two, we used the Bonferroni statistical test, which shows whether the differences between the groups are significant. We mention, that the three groups of subjects involved in our research are homogeneous samples, because the result of the Levene Statistic test is 2.127, for $p=0,122$, which indicates homogeneity. In the table below we present the ANOVA analysis of variance results for the three dimensions of burnout.

Dimensions of professional burnout	Sum of Squares	Df	Mean Square	F	p
Emotional exhaustion	453,600	2	226,800	7,686	0,001
Depersonalize	90,371	2	45,186	3,111	0,047
Reducing personal achievement	642,629	2	321,314	10,988	0,000

Table 2.2. Statistical results on the unifactorial ANOVA for the dimensions burnout by educational title/environment in which teachers work.

Analysis of Table 2.2. allows us to see that there are statistically significant differences in the components of burnout between groups of teachers. In order to determine between which of these groups the difference is greater, we performed the Bonferroni statistical test and received the following results:

Comparing the experimental groups	Emotional exhaustion		Depersonalization		Reducing personal achievements	
	Bon-ferroni Test	Threshold of significance	Bon-ferroni Test	Threshold of significance	Bon-ferroni Test	Threshold of significance
Teachers in schools/classrooms with typically developing children versus teachers in inclusive schools	0,514	1,000	0,671	0,896	2,714	0,010
Teachers in schools/classrooms with typically developing children versus teachers in special schools	2,829	0,007	0,929	0,453	1,514	0,297
Teachers in special schools versus teachers in inclusive schools	3,343	0,001	1,600	0,041	4,229	0,000

Table 2.3. Statistical results of the Bonferroni statistical test for the dimensions job burnout.

The data reflects the most significant differences between teachers in special schools and teachers working in inclusive schools/classrooms on all three dimensions of professional

burnout. Thus, teachers in inclusive education show higher levels of emotional exhaustion, depersonalization and reduced personal achievement compared to those in special education. These results lend themselves to the category of authors who adhere to the segregated special education position.

In order to test the hypothesis that there is an interdependent relationship between the dimensions of professional burnout and teachers' personal resources; between professional burnout and job resources, we analyzed the data obtained through the correlational study. In order to identify the existence of associations between self-efficacy, perfectionism, perception of person fit with vocation, motivational involvement, job autonomy, social support from colleagues, recognition for performance, development opportunities and the dimensions of professional burnout, we calculated the correlation coefficient for subjects in the three experimental groups. The data obtained allowed us to develop three explanatory models that can also be used for predictive purposes.

Hence, the explanatory model of burnout on interaction with personal resources and job resources in special education teachers reveals that motivational involvement, especially instrumental and egocentric, correlates with the three dimensions of burnout. Satisfying instrumental and egocentric motivation in teaching work could prevent burnout. Another important element for preventing burnout in special education teachers is perfectionism as a personal resource. Constructive/healthy perfectionism will protect the teacher from burnout and dysfunctional/non-healthy perfectionism will condition the onset of burnout. Among job resources, job autonomy correlates significantly with all dimensions of burnout: and with emotional exhaustion, and with depersonalization, and with reduced personal achievement. There is a tendency for teachers working in special schools to prefer favourite tasks without external pressure (egocentric involvement) and to have freedom in carrying out tasks at work, and to be involved in making decisions about the work of the institution (job autonomy). Social support as a job resource correlates significantly negatively with emotional exhaustion, which means that improving interpersonal communication and interaction can lead to decreased burnout and improved synergy and increased productivity within the institution. Deficient social support and undervalued social skills can lead to shortcomings in the sphere of interpersonal relations in the workplace but also in employee efficiency.

The explanatory model of burnout characteristic of teachers working in inclusive schools reveals different interactions between personal resources, job resources and the three dimensions of burnout. Thus, perceptualism correlates negatively with all the variables of burnout, i.e. dysfunctional perceptualism will lead to increased levels of burnout. Self-efficacy,

as a personal resource, is important for teachers working in inclusive education to prevent emotional exhaustion. Perception of personal fit with vocation is also a relevant factor to protect teachers from emotional exhaustion and reduced personal achievement. Social motivational involvement is important for depersonalization - failure to meet the social needs of the teacher in their professional work can lead to depersonalization. Among job resources - social support, job autonomy, feedback for performance are job characteristics that can prevent burnout in teachers.

The explanatory model of burnout characteristic of teachers working in mainstream education, only in classrooms with typically developing pupils is characterized by a multitude of connections to both job and personal resources.

A high degree of perception of the person's fit with the vocation would be an important factor in preventing burnout on all three dimensions. Therefore, compatibility between the person and the specifics of the teaching profession is an important aspect for successful adaptation to the school's organizational environment, long-term career success, job satisfaction and overcoming burnout. These results correlate with the theories of perceived fit developed by B. Schneider, according to which fit is more a predictor of individual outcomes (e.g. job satisfaction) than either of these components (person and environment) alone. Work outcomes are achieved when personal attributes (e.g. needs, skills, values) and environmental attributes (e.g. requirements, values) are compatible regardless of the level of these attributes. Teachers' perception of person-job fit is reflected in their awareness of tasks to be performed, regardless of their degree of complexity or other stressful situations, and in their acceptance of organizational norms.

Psychological profiles of teachers in different educational settings with professional burnout

The analysis of the data obtained in the comparative and correlational data collected in the observational experiment provided a good basis for conceptualising the psychological profiles of teachers with burnout in terms of the significant results recorded.

	Dimensions of burnout	Job resources	Personal Resources
Teachers working in schools/classrooms with typically developing pupils	Medium and high level of emotional exhaustion, high and medium level of reduced personal	Medium and low level of self-efficacy, partial agreement on the person's fit with vocation;	Job autonomy is rated low; social support from colleagues and management is

	achievement, medium level of depersonalization. The frantic type predominates.	dysfunctional/pathological perfectionism predominates, egocentric motivational involvement predominates.	rated medium to low; appreciation of feedback for performance in the institution where they work is medium and low
Teachers in inclusive education	High level of professional burnout, medium and high level of depersonalization, high level of personal achievement reduction. Exhausted type predominates.	Medium and low level of self-efficacy, partial agreement and even disagreement about the person's fit with the vocation, tendency towards dysfunctional/pathological perfectionism, egocentric motivational involvement predominates.	Job autonomy is rated at medium and low; social support from colleagues and management is rated at medium and low; degree of appreciation of feedback for performance in their institution is medium and low.
Special education teachers	High and medium level of personal achievement reduction; high and medium level of depersonalization; medium level of burnout. The frantic type predominates.	Dysfunctional attitude towards perfectionism, social motivational involvement predominates	Job autonomy is rated at medium level; the degree of appreciation of feedback for performance in the institution in which they work is at a medium level.

Table 2.4. Psychological profile of teachers with burnout in different educational settings

Establishing the differences between these three groups of subjects allows us to outline the framework for analyzing the manifestation of burnout in teachers working in different educational environments, establishing the impact of personal resources and job resources in the occurrence of this phenomenon.

In conclusion, we state that the study of the interactions between personal and job resources with the dimensions of professional burnout outlines the complexity of the teacher's work situation, which is why we propose to develop an intervention programme based on the

results outlined above. We believe that this study, including the determination of causal/risk factors of burnout in teachers from different educational backgrounds, on the analysis of personal and job resources, is a solid premise for further exploration of this psychological construct and for the development and validation of a psychological intervention programme to reduce burnout.

Chapter 3, Strategies for overcoming burnout in teachers, describes the methodology of the formative experimental study, the strategies, techniques and intervention principles applied in the developed programme, and the validation methods.

Organization of the formative experiment.

The hypothesis from which the ameliorative research was based is: The implementation of a programme aimed at activating personal resources and forming a functional attitude towards job resources will have a positive impact on teachers by reducing the dimensions of professional burnout

The experimental project through which the given hypothesis was tested included the following steps:

- I. Analysis and comparison of the degree of manifestation of professional burnout and personal resources in the teachers of the experimental and control groups in the pretest phase. Determination of the degree of homogeneity of the groups.
- II. Implementation of the psychological intervention programme in the experimental group.
- III. Comparison of the scores on the dimensions of professional burnout and personal resources achieved before and after the implementation of the intervention programme in the participants of the experimental group.
- IV. Comparison of the scores attained by the teachers in the experimental group after the implementation of the intervention programme with the scores reached by the teachers in the control group.
- V. To develop recommendations for managers of educational institutions on reducing burnout among teachers.

Sample

The study was carried out on a group of 40 subjects aged between 24 and 66 years, teachers working in inclusive education. The research sample consisted of subjects who participated in the observational experiment and showed the highest level according to the tests for the professional burnout variable. This was the basic criterion in selecting and dividing the subjects into two groups: the control group (CG) and the experimental group (EG) of 20 subjects. Participants were informed of the purpose of the intervention programme, the voluntary nature

of their participation, and consent to participate in the programme which was given. The sessions of the psychological intervention program were conducted once a week from 06.10.2021 to 12.01.2022 during 4 months except winter holidays. The duration of a psychological intervention session averaged 2 hours, with 14 psychological intervention sessions conducted with the experimental group. Before starting the formative experiment, in the pretest phase the homogeneity of the groups regarding the psychological variables/constructs involved in the research was assessed.

Table 3.1. Table comparing the manifestation of professional burnout and personal resources in the experimental and control group teachers in the pretest phase

Variables	Time of Measurement	m	σ	t	p
1	2	3	4	5	6
Emotional Exhaustion	Experimental Group	14,00	4,218	1,816	0,315
	Group of control	14,95	4,839		
Depersonalization	Experimental Group	8,65	2,131	1,125	0,214
	Group of control	9,00	4,740		
Reducing personal achievements	Experimental Group	18,05	4,681	1,232	0,452
	Group of control	17,60	5,030		
Frenetic	Experimental Group	39,05	9,733	1,943	0,314
	Group of control	39,35	7,060		
Demotivated	Experimental Group	37,45	12,922	1,926	0,431
	Group of control	38,20	5,580		
Exhausted	Experimental Group	39,95	11,723	1,241	0,096
	Group of control	38,45	7,702		
Autoefficiency	Experimental Group	7,35	1,268	1,411	0,521
	Group of control	7,50	1,433		
Perception of personal fit with vocation	Experimental Group	3,35	1,032	0,978	0,432
	Group of control	3,00	2,006		
Perfectionism	Experimental Group	60,90	18,203	0,962	0,212
	Group of control	61,80	18,671		
Internalist motivational involvement	Experimental Group	4,45	1,3171	1,112	0,101
	Group of control	4,55	2,502		
Social motivational involvement	Experimental Group	4,65	2,434	1,544	0,212
	Group of control	5,00	1,686		
Instrumental motivational involvement	Experimental Group	3,55	1,731	2,170	0,065
	Group of control	4,75	3,160		
Egocentric motivational involvement	Experimental Group	7,35	1,631	2,152	0,096
	Group of control	,95	,605		

Inferential statistics on differences between means for independent samples indicate homogeneity/equivalence of the two groups (experimental and control) in the pretest phase in terms of dimensional level of job burnout and capabilities that have personal resource status. The difference between means on the variables involved in the research, according to the

statistical test used, is insignificant. These results made it possible to carry out the formative experiment/intervention programme with the experimental group.

Characteristics of the psychological intervention programme

- Psychological intervention programme was structured in a set of activities that integrated a system of methods, working procedures and psychological remedial techniques through which we aimed to reduce the professional burnout of teachers;
- Psychological intervention programme was based on the theoretical concepts analyzed and presented in chapter 1 on the manifestation of burnout, its forms, factors and consequences, as well as on the results obtained in the experiment (Chapter 2);
- In planning the programme, training/learning methods were selected which corresponded to several requirements: the effort-efficiency requirement (applied theoretical presentations and interactive activities), the abilities and personal resources of the training group, the optimal time for the realization and conduct of the programme, the logistical organization of the programme (agenda, quality and quantity of information, alternation of topics - theory - exercises, venue - classroom, means used).

The theoretical basis of the psychological intervention programme on reducing professional burnout in teachers was based on the following scientific theories:

- The coping-centred burnout model
- Self-determination theory
- P.E.R.M.A. model
- Affective events theory
- Intrapersonal comparison theory
- Cognitive theories of job satisfaction
- Interactional model of stress

STRUCTURE OF THE PSYCHOLOGICAL INTERVENTION PROGRAMME

Duration of a session: 120 minutes, with a 20-minute break between sessions.

Venue: meeting room of the school.

TIMETABLE OF THE PSYCHOLOGICAL INTERVENTION PROGRAMME

<i>Meeting</i>	<i>Date</i>	<i>Topic</i>
1	06.10.2021	<i>Introductory session - team introduction, debriefing and presentation of the aim and objectives of the intervention programme</i>
2	13.10.2021	<i>Analysis of burnout</i>
3	20.10.2021	<i>Dimensions of burnout</i>
4	27.10.2021	<i>Evolution of burnout syndrome</i>

5	03.11.2021	<i>Perception of person-job fit and its role in overcoming stressful situations at work</i>
6	10.11.2021	<i>The role of person-vocation perception in developing positive attitudes towards work</i>
7	17.11.2021	<i>Supportive involvement in educational settings</i>
8	24.11.2021	<i>The importance of social peer support in overcoming burnout</i>
9	02.12.2021	<i>Values of a healthy attitude to work</i>
10	09.12.2021	<i>Development of self-efficacy as a means of overcoming burnout</i>
11	15.12.2021	<i>Increasing psychological security to overcome burnout</i>
12	22.12.2021	<i>Learning the constructive feedback model</i>
13	05.01.2022	<i>Functional perfectionism / "tendency towards excellence" - a necessary condition for overcoming burnout</i>
14	12.01.2022	<i>Change your perspective on stress. Live well at work!</i>

The programme sessions created opportunities for questions and group discussions to address sensitive teacher issues, concerns, questions and personal experiences related to work, relationship with students, relationship with parents, colleagues, administration. The programme created a psychologically safe working environment in which employees felt valued, involved and would be able to contribute to organisational success in an effective and creative way.

The psychological intervention programme was developed and implemented in response to the need to provide psychological assistance to teachers experiencing burnout, and was based on the basic principles of group work and various intervention approaches specific to adult training.

The results obtained through the implementation of the intervention program carried out include benefits for the trainees - they gained cognitive and emotional acquisitions that could help to overcome or prevent professional burnout, and these, in turn, can also benefit the institution - effectiveness, reduced turnover, performance.

Following the retesting of the beneficiaries of the psychological intervention programme at the post-test stage, we obtained the following results:

Variables	Time of measurement	m	σ	t	p
Emotional exhaustion	Pre-test / assessment stage	14,00	4,218	-2,545	0,050
	Post-test / control stage	12,35	4,657		
Depersonalization	Pre-test / assessment stage	8,650	2,134	-3,196	0,032
	Post-test / control stage	6,450	2,435		
Reducing personal achievements	Pre-test / assessment stage	18,05	4,685	-2,124	0,027
	Post-test / control stage	15,80	4,363		
Frenetic	Pre-test / assessment stage	30,05	9,730	3,613	0,020
	Post-test / control stage	23,15	10,421		
Demotivated	Pre-test / assessment stage	37,45	12,919	-3,917	0,007
	Post-test / control stage	29,35	13,501		

Exhausted	Pre-test / assessment stage	39,95	11,723	-3,734	0,012
	Post-test / control stage	32,15	12,431		
Autoefficacy	Pre-test / assessment stage	7,35	1,268	3,857	0,001
	Post-test / control stage	8,70	1,561		
Perception of a person's match with the vocation	Pre-test / assessment stage	3,35	1,032	0,546	0,071
	Post-test / control stage	3,40	1,324		
Perfectionism	Pre-test / assessment stage	60,90	18,203	-3,522	0,004
	Post-test / control stage	53,95	16,342		
Internal motivational involvement	Pre-test / assessment stage	7,35	1,631	3,142	0,005
	Control group	8,80	1,530		
Social motivational involvement	Pre-test / assessment stage	4,65	2,434	3,882	0,001
	Control group	5,80	2,477		
Instrumental motivational involvement	Pre-test / assessment stage	3,55	1,731	1,826	0,084
	Control group	5,01	2,264		
Egocentric motivational involvement	Pre-test / assessment stage	7,35	1,631	3,142	0,005
	Control group	8,79	2,064		

Table 3.2. Comparisons of psychological means variables achieved by the experimental group before and immediately after the intervention programme.

Analysis of the data in this table reveals significant changes in the dimensions of job burnout as well as in some of the personal resources that are directly related to them. Changes were noted in the variables self-efficacy, perfectionism, egocentric motivational involvement, internalist motivational involvement and social motivational involvement. There were no significant differences in instrumental motivational involvement and perceived vocational fit. Measurements at the control/post-intervention experiment stage attest to a decrease in burnout, both in terms of dimensions and type of burnout. Thus, after the participation of teachers in the programme sessions, the degree of emotional exhaustion decreased. Another procedure to validate the intervention program carried out was to compare the retest results of the experimental group with the control group at the post-test stage, after completion of the training carried out.

Variables	Time of measurement	m	σ	t	p
Emotional exhaustion	Control Group	14,20	4,352	4,771	0,000
	Experimental Group	12,35	4,657		
Depersonalization	Control Group	8,140	2,732	4,170	0,000
	Experimental Group	6,450	2,435		
Reducing personal achievements	Control Group	17,80	3,365	3,902	0,000
	Experimental Group	15,80	4,363		
Frenetic	Control Group	31,35	7,704	5,254	0,000
	Experimental Group	23,15	10,421		
	Control Group	37,45	12,919	-3.917	0,001

Demotivated	Experimental Group	29,35	13,501		
Exhausted	Control Group	33,10	11,925	2,413	0,005
	Experimental Group	32,15	12,431		
Self-efficacy	Control Group	7,54	1,483	9,753	0,000
	Experimental Group	8,70	1,561		
Perception of a person's match with the vocation	Control Group	3,35	1,032	0,546	0,230
	Experimental Group	3,40	1,324		
Perfectionism	Control Group	60,97	18,534	5,299	0,000
	Experimental Group	53,95	16,342		
Internal motivational involvement	Control Group	6,42	2,731	3,067	0,000
	Experimental Group	8,80	1,530		
Social motivational involvement	Control Group	3,65	2,164	2,972	0,000
	Experimental Group	5,80	2,477		
Instrumental motivational involvement	Control Group	4,55	1,933	1,436	0,080
	Experimental Group	5,01	2,264		
Egocentric motivational involvement	Control Group	7,57	2,631	2,142	0,040
	Experimental Group	8,79	2,064		

Table 3.3. Comparisons of the psychological means variables obtained the experimental group with control group after the intervention programme.

The data in the table shows statistically significant differences in both job burnout and personal resources, reflecting the effectiveness of the intervention programme. Analysis of variables variance investigated in both groups involved in the research reflects the effectiveness of the training programme for the development of personal resources important in overcoming dysfunctional states that accompany burnout and ensuring the well-being, occupational health of teachers. The teachers who received psychological intervention for 4 months showed more plausible results than the teachers in the control group who did not receive psychological training.

From the results of the formative research, we draw the following conclusions: the planning and implementation of the psychological intervention programme in the experimental group, the structure and content of the activities were based on the theoretical concepts on the manifestation of burnout, its forms, factors and consequences, as well as on the results obtained in the experiment on the relationship between burnout and personal and job resources. Data analysis by comparing the scores on the dimensions of job burnout and personal resources gained before and after the implementation of the intervention program in the participants of the experimental group reveals significant changes in the dimensions of job burnout as well as in some personal resources that are directly related to them. Thus, after the participation of the teachers in the sessions of the program, the degree of emotional exhaustion decreased. These effects contribute to improving their well-being and work performance, creating a healthier and

more satisfying environment in education. Teachers who received psychological intervention over 4 months achieved more plausible results than teachers in the control group who did not receive psychological training. Thus the degree of emotional exhaustion was reduced, emotional tone approached normality, indifference or emotional overload disappeared. Psychological support for teachers is becoming a necessary condition for adapting to professional, social, economic and informational demands. For this reason, focusing the efforts of the educational institution on the process of preventing and overcoming burnout in employees is an extremely important investment for the educational system.

The general conclusions present the results achieved concerning the theoretical framework of burnout conceptualization in teachers in pre-university education and the empirical framework of this work. Recommendations have been made to identify more effective and productive conditions in the educational environment for the prevention of burnout in pre-university teachers, taking into account personal resources and job resources. As a result, the theoretical analysis of the problem of burnout and the results obtained in the empirical research allowed to formulate the following conclusions:

1. For a long time, burnout was traditionally considered an exclusively individual problem, even a deficiency of the employee's personality. Then this phenomenon was reoriented from the individual sphere / individual peculiarities to the organisational sphere / psychosocial peculiarities, approaching Burnout Syndrome first of all as a problem occurring in the workplace and only secondly as an individual problem. The common element of all theoretical models in the academic psychological literature is that burnout starts from an advanced degree of stress manifestation, in a non-adaptive sense. As a result of the analysis of studies and theoretical models in the literature we have developed a working definition of the given phenomenon: Job burnout is the state of chronic fatigue, experienced intensely by the individual on the emotional, interpersonal and professional dimensions, as a result of the imbalance between the multiple demands of work and personal and job resources. A Theoretical Model of teacher burnout as a result/consequence of the interaction between demands and personal resources has also been developed along with job resources [45, 47, 48, 54].

2. The results of the experimental findings allowed us to establish that - in terms of the manifestation of the dimensions of burnout - there are statistically significant differences between teachers in the three types of schools (teachers in special schools, teachers in inclusive schools, teachers in schools with typically developing children). However, there are no significant differences in how teachers perceive the causes of burnout. Among the most

common are: large class sizes, sense of failure, unreasonable demands from the system, low pay, health problems, work-family conflict [43, 46, 53].

3. Self-efficacy, perception of person-vocational fit, functional perfectionism and optimism as personal resources in the demands-resources relationship of the teaching profession were addressed to highlight their importance in preventing burnout. In order to better visualize the interaction between the dimensions of burnout and job and personal resources, three explanatory models of teacher burnout were developed, which can also be used for predictive purposes. According to these models, personal resources mediate the relationship between job demands and job resources, therefore contributing to the prevention of burnout in teachers' work [48, 50].

4. Determining the relationship between personal resources and job resources and the dimensions of burnout served as a prerequisite for the development and implementation of a psychological intervention programme on emotional competence training and the formation of a functional attitude towards job resources to reduce the dimensions of burnout. The effectiveness of the psychological intervention programme was examined through various evaluation procedures (test-retest comparison; experimental group - control group comparison), which gives it credibility, validity and applicability in various educational settings. The structure and content of the developed and validated psychological intervention programme on burnout reduction can be used by managers, counsellors and psychologists in educational institutions who are responsible for supporting and implementing coherent occupational health policies, which can cover both prevention and intervention for burnout [48, 52].

Synthesizing the theoretical and empirical results acquired in this scientific approach, we can claim that the proposed research aim and objectives have been achieved, and the scientific problem of identifying the manifestations of burnout from the perspective of the demands of the teaching profession, job resources and personal resources has been solved. The results of the theoretical-empirical approach carried out serve as an important premise for the formulation of the following practical recommendations: Providing managers and colleagues with supportive, fact-oriented, behavioural feedback with increased attention to employee problems; assessing the existing situation regarding stressors, identifying stressed employees, sources of stress/stressors, mitigating the latter to prevent burnout from occurring; improving internal and external communication can help to reduce stress among employees and ensure that employees within the institution can express their views to someone - bosses, colleagues, psychologists; educational institutions should be aware of the individual needs of teachers and provide them

with the necessary support for career development; providing resources and tools for stress management. Conducting training/seminars for stressed teachers; coordinating staff effectively through more efficient time management, avoiding overload by reducing workload; aligning the values of the educational institution and relating them to the individual values of teachers; developing coping skills through conflict resolution; providing opportunities for development and further training; establishing fair reward systems, providing various forms of material and social facilities and ensuring emotional job security; continuously improving the psycho-emotional climate of the institution by creating a favourable working environment and conditions with an emphasis on favourable attitudes; avoiding frequent or unjustified changes at institutional level; maintaining an optimal balance of enthusiasm among subordinates by creating varied and interesting tasks that allow the teacher's abilities and potential to be exercised.

The study also has some limitations: 1. The sample used was a sample of convenience, relatively small, due to the fact that we approached teachers from three different educational backgrounds. 2. Only some personal resources and some job resources were considered, it would be interesting how other types of resources relate to the dimensions of professional burnout. 3. The identification of job demands was only done through a questionnaire, it would have been more informative if other evaluation methods were used, as well as studying interaction effects for each type of job demand.

Potential future research directions on burnout and its relationship with personal and job resources: (1) Conduct a longitudinal study on this topic to observe the dynamics over time of the relationships between these psychological constructs, how personal and job resources act as a protective factor for burnout. (2) Another examination in future research would be the personal demands of teachers that emerge as predictors for the occurrence of burnout.

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ADNOTARE

Croitoriu Nicoleta. Particularități ale epuizării profesionale a cadrelor didactice. Teză de doctor în psihologie, Chișinău, 2023

Structura tezei. Teza conține: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 175 de titluri și 5 anexe. Volumul tezei este de 145 de pagini text de bază, inclusiv 35 de tabele și 14 figuri. Rezultatele obținute sunt publicate în 16 lucrări științifice.

Cuvinte-cheie: epuizare profesională, dimensiunile epuizării profesionale, cadre didactice, medii educaționale, resurse personale, resurse ale postului, program de intervenție psihologică.

Scopul lucrării constă în stabilirea nivelului de epuizare profesională la cadrele didactice care activează în medii educaționale diferite, identificarea factorilor cauzali / de risc ale acestui fenomen, studierea relației de interdependență cu resursele personale și resursele postului, precum și determinarea condițiilor psihologice de diminuare a epuizării profesionale.

Obiectivele cercetării: Analiza și sistematizarea teoriilor existente în literatura de specialitate vizând fenomenul epuizării profesionale în cazul cadrelor didactice din învățământul preuniversitar; proiectarea și realizarea demersului psihodiagnostic privind epuizarea profesională la cadrele didactice, precum și resursele personale și resursele postului; studierea comparativă a nivelului de epuizare profesională a cadrelor didactice din trei tipuri de contexte educaționale diferite: școli speciale, școli / clase incluzive, școli/clase cu copii cu dezvoltare tipică; identificarea relației de interdependență între epuizarea profesională și resursele personale și ale postului, elaborarea și aplicarea unui program de intervenție psihologică privind diminuarea epuizării profesionale.

Noutatea și originalitatea științifică a rezultatelor cercetării constau în oferirea unui model explicativ al epuizării profesionale a cadrelor didactice care activează în contexte educaționale diferite, din perspectiva solicitărilor multiple, a resurselor personale și a resurselor postului; elaborarea unui program psihologic de intervenție pentru pedagogi, bazat pe fortificarea resurselor personale și a resurselor postului, în vederea diminuării dimensiunilor epuizării profesionale.

Rezultatele obținute care contribuie la soluționarea problemei științifice importante: Determinarea particularităților dimensiunilor epuizării profesionale a cadrelor didactice din diferite contexte educaționale, din perspectiva resurselor postului și a resurselor personale și al impactului implementării programului de intervenție psihologică pentru diminuarea epuizării profesionale a cadrelor didactice. Particularizarea unui model de cercetare a relațiilor multiple dintre dimensiunile epuizării profesionale și resursele personale și ale postului. Identificarea condițiilor de natură psihologică, prin care pot fi facilitate demersurile de intervenție în vederea diminuării epuizării profesionale la cadrele didactice.

Semnificația teoretică a lucrării: clarificarea cadrului teoretic privind termenul de epuizare profesională din perspectiva raportului dintre solicitările postului și resursele postului și resursele personale, evidențind factorii care determină acest fenomen și, respectiv, cei care previn sau mediază acest sindrom.

Valoarea aplicativă a cercetării constă în faptul că rezultatele obținute servesc drept bază pentru elaborarea unui ghid de bune practici pentru sănătatea organizațională în instituțiile educaționale, prin validarea unui program de intervenție psihologică spre diminuarea epuizării profesionale.

Implementarea rezultatelor științifice. Rezultatele acestui studiu au fost utilizate în procesul de formare continuă a specialiștilor din cadrul profesiilor cu profil pedagogic, reprezentând un reper la elaborarea diferitor cursuri universitare.

АННОТАЦИЯ

Кроитору Николетта. Особенности профессионального выгорания педагогов.

**Диссертация на соискание учёной степени
доктора психологических наук, Кишинев, 2023 г**

Диссертация содержит: введение, три главы, общие выводы и рекомендации, библиографию из 175 наименований и 5 приложений. Объем диссертации составляет 145 страницы основного текста, в том числе 35 таблицы и 14 рисунков. Полученные результаты опубликованы в 16 научных работах.

Ключевые слова: эмоциональное выгорание, измерения эмоционального выгорания, педагоги, образовательная среда, личностные ресурсы, занятость, программа психологической интервенции.

Целью работы является установление уровня профессионального выгорания у педагогов, работающих в различных образовательных средах, выявление причин и факторов риска данного явления, изучение взаимозависимости выгорания, личностных и профессиональных ресурсов, а также определение психологических условий для снижения профессионального выгорания.

Задачи исследования: анализ и систематизация существующих в специальной литературе теорий феномена профессионального выгорания у педагогов довузовского образования; разработка и реализация психодиагностического подхода к профессиональному выгоранию педагогов, определение личностных ресурсов и ресурсов работы; сравнительное исследование уровня профессионального выгорания педагогов трех типов различных образовательных контекстов; выявление взаимозависимости между профессиональным выгоранием, личностными и трудовыми ресурсами, разработка и применение программы психологического вмешательства с целью его снижения.

Научная новизна и оригинальность результатов исследования заключается в исследовании профессионального выгорания педагогов, работающих в различных образовательных контекстах, с точки зрения запроса, личностных и рабочих ресурсов; разработка программы психологического вмешательства для педагогов, основанной на укреплении этих ресурсов с целью снижения степени профессионального выгорания.

Результаты, доказывающие важность научной проблемы: определение особенностей измерения выгорания педагогов из разных образовательных контекстов и снижение степени профессионального выгорания; разработка модели для исследования множественных взаимосвязей между переменными в измерении выгорания и личными и трудовыми ресурсами; идентификация психологических, организационных и социальных факторов и условий, с помощью которых могут быть определены мероприятия по снижению выгорания педагогов.

Теоретическая значимость работы: уточнение теоретической основы термина «профессиональное выгорание» с позиции соотношения требований к работе, трудовых и личностных ресурсов; выделение факторов, определяющих данное явление, и, соответственно, тех, которые предотвращают или уменьшают проявления данного синдрома.

Практическая значимость исследования заключается в том, что полученные результаты могут служить основой для разработки руководства в области укрепления психологического здоровья работников образовательных учреждениях путем внедрения программ, направленных на снижение профессионального выгорания.

Внедрение научных результатов. Результаты данного исследования были использованы в процессе непрерывного образования представителей педагогических профессий, представляющих собой ориентир при организации различных программ.

ANNOTATION

Croitoriu Nicoleta. Specificities of Professional Burnout among Teaching Staff. Doctoral Thesis in Psychology, Chişinău, 2023

Thesis Structure. The thesis includes: introduction, three chapters, general conclusions and recommendations, a bibliography of 175 titles, and 5 appendices. The thesis consists of 145 pages of main text, including 35 tables and 14 figures. The results obtained have been published in 16 scientific papers.

Keywords: professional burnout, dimensions of professional burnout, educational environments, personal resources, job resources, psychological intervention program.

The purpose of this work is to determine the level of professional burnout among teaching staff working in different educational environments, identify causal/risk factors for this phenomenon, study the interdependence with personal and job resources, and determine the psychological conditions for reducing professional burnout.

Research objectives: Analysing and systematizing existing theories in the specialized literature regarding professional burnout among pre-university teaching staff; designing and conducting a psychodiagnostics approach to professional burnout among teaching staff, as well as personal and job resources; a comparative study of the level of professional burnout among teaching staff in three different educational contexts: special schools, inclusive schools/classes, and schools/classes with typically developing children; identifying the interdependence between professional burnout and personal and job resources, developing and implementing a psychological intervention program to reduce professional burnout.

The scientific novelty and originality of the research results lie in providing an explanatory model of professional burnout among teaching staff working in different educational contexts, considering multiple demands, personal resources, and job resources, and in developing a psychological intervention program for educators based on strengthening personal and job resources to reduce the dimensions of professional burnout.

The results obtained that contribute to addressing the important scientific problem: Determining the specific dimensions of professional burnout among teaching staff in various educational contexts, from the perspective of job and personal resources, and the impact of implementing a psychological intervention program to reduce professional burnout among teaching staff. Customizing a research model of the multiple relationships between the dimensions of professional burnout and personal and job resources. Identifying psychological, organizational, and social factors and conditions that can facilitate intervention efforts to reduce professional burnout among teaching staff.

The theoretical significance of the work lies in clarifying the theoretical framework concerning the concept of professional burnout from the perspective of the relationship between job demands and job resources, personal resources.

The practical value of the research lies in the fact that the results obtained serve as a basis for the development of best practice guidelines for organizational health in educational institutions through the validation of a psychological intervention program aimed at reducing professional burnout.

Implementation of the scientific results. The results of this study have been used in the continuous professional development of specialists in pedagogical professions, serving as a reference in the development of various courses.

CROITORIU NICOLETA

**PECULIARITIES OF TEACHERS' PROFESSIONAL
BURNOUT**

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