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Individual and organisational variables as predictors of professional burn-out among teachers. Conclusions on the strategies for preventing and reducing the effects of burn-out

Abstract

The research objective of the thesis is to examine the relationship between organizational and individual variables and professional burn-out among teachers. The independent variables studied included: areas of the individual's adjustment to the work environment, components of achievement motivation, beliefs regarding locus of control and components of work-related behaviour and experience patterns. The application objective is to draw conclusions on anti-burnout strategies in this professional group from the research results. The research was conducted among 202 teachers. Organizational burn-out predictors found included: work overload, lack of control, poor interpersonal relations and lack of justice. It has been proven that professional burn-out is notably interpersonal in character: poor interpersonal relationships are the only predictor of all dimensions of burn-out. Correlative and predictive relationships between the aspects of locus of control, achievement motivation, work-related personality resources and all components of burnout have been demonstrated. It has also been shown that the aspects of locus of control and personality resources can affect burn-out more strongly than organisational variables. In addition, the significant impact of some aspects of achievement motivation on a sense of lack of achievement component has been demonstrated. The conclusions of the research enable the development of organisational and individual anti-burnout strategies.

Key words: professional burn-out, stress, achievement motivation, locus of control, individual resources

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