

TEACHERS' BURNOUT: THE INTENSITY OF JOB BURNOUT AMONG SECONDARY SCHOOL TEACHERS

SUMMARY: The paper presents the results of the study of the frequency and intensity of job burnout among teachers. The sample consisted of 120 examinees, who are teachers of different psychosocial characteristics (marital status, work experience, gender, status at school- course teacher vs. form master). Measuring instruments used in the study were Teacher Burnout Scale (Seidman and Zager, 1986) and a questionnaire of general characteristics of the respondents (marital status, work experience, gender, status at school- course teacher vs. form master). The results indicate that there are no significant differences in the frequency and intensity of manifestation of job burnout in relation to the psychosocial characteristics listed. It is evident that there are other factors which have a dominant influence on the potential development of the job burnout syndrome. This primarily refers to the teachers' psychological traits and their personality structure in general. The results will be useful as a stimulus for further research of burnout syndrome in school setting.

KEY WORDS: job burnout, stress, marital status, work experience