Giornale Italiano di Psicologia e Medicina del Lavoro (GIPMEL)
Italian Journal of Psychology and Occupational Health *EDIZIONI FS Publishers*

Original Article in Occupational Health Psychology

The role of motivations, emotions, strategies, and teaching in burnout experiences among Italian teachers: A cross-sectional study

Amelia RIZZO[1*], Aanuoluwapo AFOLABI[2,3], Alessandro DE CARLO[4], Muhammad KAMRAN[5], Francesco CHIRICO[6,7]

[1] *Department of Clinical and Experimental Medicine University of Messina, Italy. Department of Cognitive Sciences, Psychological, Educational, and Cultural Studies, University of Messina, Italy. E-mail: amrizzo@unime.it* ***ORCID:*** *0000-0002-6229-6463.*

[2]*Technical Services Directorate, MSI Nigeria Reproductive Choices, Abuja. Nasarawa State University, Keffi, Nigeria. Plus-Circle Community Health Advancement Organization, Nigeria. E-mail: afoannade@gmail.com* ***ORCID:*** *0000-0001-9928-2252.*

[4]*Department of Clinical and Experimental Medicine, University of Messina, Messina, Italy. E-mail: alessandro.decarlo@unime.it* ***ORCID:*** *0000-0003-4394-6798.*

[5]*Chairperson, Department of Education, University of Loralai, Balochistan, Pakistan. E-mail: Muhammad.kamran@uoli.edu.pk and kamrankundi86@gmail.com.* ***ORCID:*** *0000-0001-8014-1345.*

[6] *Post-Graduate School of Occupational Health, Catholic University of the Sacred Heart, Rome, Italy.Department of Health Service, Italian State Police, Ministry of the Interior, Milan, Italy. E-mail: medlavchirico@gmail.com* ***ORCID:*** *0000-0002-8737-4368.*

**Corresponding Author*

Abstract

Introduction: Teacher burnout is a critical issue in the educational sector, characterized by emotional exhaustion, depersonalization, and diminished professional efficacy. This study aims to investigate the interplay of motivations, emotions, strategies, and teaching in relation to teacher burnout, considering factors like job satisfaction, self-efficacy, and gender differences.

Methods: A descriptive cross-sectional study was conducted among 98 Italian high school teachers in the province of Reggio Calabria. Participants, aged 38 to 64 years, completed a composite questionnaire between September and December 2023, including the Link Burnout Questionnaire (LBQ) and the Motivations, Emotions, Strategies, and Instruction (MESI) suite. Data were analyzed using IBM SPSS version 27.0. Regression analyses assessed the relationships between MESI components and burnout dimensions, with significance set at $p < 0.05$.

Results: Higher job satisfaction was significantly associated with reduced exhaustion (estimate: -0.165; $p = 0.015$) and disillusionment (estimate: -0.326; $p = <0.001$). Emotional stressors in teaching roles predicted higher levels of burnout, while self-efficacy was linked to reduced professional

ineffectiveness (estimate: -0.047; p = <0.001). Differences in satisfaction, practices, and self-efficacy were noted between high school and technical schoolteachers and between genders, with female teachers displaying higher levels of job satisfaction and self-efficacy.

Discussion: The findings underscore the protective role of job satisfaction and self-efficacy in mitigating burnout among teachers. Emotional stressors related to teaching roles contribute significantly to burnout, highlighting the need for tailored interventions that support positive emotions and strengthen self-efficacy. Educational institutions should focus on developing comprehensive support systems to enhance teacher well-being and foster a positive work environment.

Conclusion: Effective strategies that improve job satisfaction and self-efficacy can significantly reduce burnout among teachers. This research provides a foundation for targeted interventions to address burnout and promote resilience in educational settings.

Keywords: Burnout; emotions; motivations; strategies; teachers.

Cite this paper as: Rizzo A, Afolabi A, De Carlo A, Kamran M, Chirico F. The role of motivations, emotions, strategies, and teaching in burnout experiences among Italian teachers: A cross-sectional study. G Ital Psicol Med Lav. 2024;4(3):221-233. Doi: 10.69088/2024/THRL6

Received: 2 July 2024; Accepted: 10 October 2024; Published Online: 30 October 2024

INTRODUCTION

The educational sector has been increasingly recognizing the critical role of teachers' psychological and emotional well-being in the effectiveness of teaching and learning processes [1]. Recent research has delved into various facets of teachers' professional lives, including motivations, emotions, and burnout, and how these aspects interplay to influence educational outcomes. Burnout among teachers, a state of chronic stress leading to emotional exhaustion, depersonalization, and a diminished sense of accomplishment, emerges from various antecedents and yields significant consequences for individuals and educational institutions alike [2,3].

Antecedents of burnout in the teaching profession encompass a range of organizational, personal, and interpersonal factors [4,5]. High workloads and the pressure of administrative tasks contribute markedly to stress levels. The lack of administrative support and insufficient resources, including teaching materials and professional development opportunities, further exacerbates the situation [6]. Personal factors such as resilience, self-efficacy, and coping mechanisms play crucial roles in determining teachers' susceptibility to burnout. Teachers with lower self-efficacy and ineffective coping strategies are more prone to experience burnout symptoms [6,7].

Mossafaie and colleagues highlighted the significant role of self-efficacy in regulating emotions and mitigating burnout among teachers [6]. Their structural equation modelling revealed that teachers with high self-efficacy are better equipped to manage challenging classroom situations, which in turn reduces their susceptibility to burnout. The consequences of burnout among teachers extends beyond the individual to affect the broader educational ecosystem. It leads to a decline in teaching quality as affected educators may lack the motivation and energy to engage with students effectively, impacting student learning outcomes negatively [7-9]. Burnout also increases absenteeism

rates among teachers, disrupting the educational process and placing additional burdens on their colleagues [10]. Moreover, it contributes to higher turnover rates, compounding the challenges of teacher retention and recruitment faced by educational institutions [11,12].

Yu and colleagues explored the relationship between burnout at work and turnover intention among vocational college teachers [13]. Their study found that emotional exhaustion significantly influences teachers' intentions to leave their jobs, underscoring the critical need for strategies to address emotional well-being and reduce burnout among educators. A study investigating burnout among early-career teachers demonstrated that personality traits and a strong sense of self-efficacy can significantly influence teachers' resilience to burnout, emphasizing the importance of personal and professional development in teacher education programs [11]. The study by Mornar, and colleagues delved into how social and emotional competencies affect teacher commitment and mediate burnout [12]. The research suggests that developing these competencies can enhance teacher commitment and mitigate the impact of burnout, advocating for comprehensive teacher training programs that include social and emotional learning components [12].

Overall, the interplay of motivations, emotions, strategies, and teaching in teachers' burnout is complex and multifaceted [13,14]. Understanding these dynamics is crucial for developing effective interventions to support teachers' well-being and ensure the sustainability of educational excellence. This research sought to explore these dimensions in-depth, providing insights into how educational systems can better support their teachers and mitigate the pervasive issue of burnout among high school teachers in Italy.

METHODS

Study area and population

Participants were recruited among secondary school of Reggio Calabria. The province counts 468 teachers of upper secondary school. A total of 98 teachers aged between 38 and 64 years (Mean=52.18; SD=6.53) i.e. the 20% of the population participated in the study. Of these, 56 were from a technical institute and 42 from a high school, with 37.8% being males and 62.2% females. Fifty-two percent taught in the humanities while 48% were involved in Science, Technology, Engineering, and Mathematics (STEM) disciplines.

Study design

This was a descriptive cross-sectional study.

Procedure and ethical aspects

The questionnaires were completed during the quarter September - December 2023. Completion took between 20 and 40 minutes on an average, in a single session. Only two of the questionnaires was not definitively completed and was therefore excluded from the analysis. Each participant was provided with all the instructions concerning the compilation, a matrix with the questions and an answer sheet. Participants were guaranteed anonymity of the data and confidentiality of the information, as requested by the ethical principles stated in the Declaration of Helsinki regarding subjects involved in research. Each participant, before completion, read and signed the informed consent form, in which the purpose of the research was explained. Participants were informed about the cognitive and non-diagnostic purposes of the research and signed a consent for participation in the observational study and data processing. No experimentation was planned or conducted in the study. The research respected the Personal Data Protection Code Legislative Decree 196/2003 to the

provisions of European Union Regulation 2016/679 and Article nine of the Italian Psychologists' Code of Ethics in Research.

Instruments

Link burnout questionnaire (LBQ)

The LBQ is a self-reported questionnaire that introduces new burnout indicators for those working in helping professions [15]. It provides an individual profile of distress through four scales, which can guide resources and preventive and supportive interventions for staff.

The LBQ consists of four scales, each with three items of positive polarity and three of negative polarity:

a. *Psychophysical Exhaustion:* The feeling of being tired and under pressure, the depletion of physical and psychic resources.

b. *Deterioration of Relationship:* This occurs when the helping relationship with the client becomes alienated to the point of cynicism.

c. *Professional Ineffectiveness:* When professional problems become incomprehensible situations.

d. *Disillusionment:* What previously seemed like a passion becomes a meaningless routine.

The LBQ comes with specific norms for application across eight different professions: nurses, doctors, educators and social care workers, volunteers, teachers, hospital administrative, and technical staff.

Motivations, Emotions, Strategies, and Teaching (MEST) questionnaires

The MEST is a suite of questionnaires used to explore teachers' motivations, emotions, strategies, and teaching styles [16-18]. It includes six questionnaires, of which the following have been administered to teachers at this school: 1) the teacher job satisfaction questionnaire, consisting of 5 items; 2) the emotions in teaching questionnaire, consisting of 30 items that explore the most significant and frequently experienced positive and negative emotions during teaching and in their role as teachers; 3) the self-efficacy in teaching questionnaire, consisting of 24 items that explore self-efficacy perceptions in various teaching and classroom management situations.

Basic self-esteem scale

The basic self-esteem scale is an assessment scale designed to measure basic self-esteem, which is the type of self-esteem that develops during childhood through a child's relationships with significant figures and persists into adulthood as a stable personality trait, independent of skills, achievements, or approval from others [19,20]. This volume not only describes the entire research project related to the original English version of the basic self-esteem but also presents its adaptation and standardization in Italian, achieved through a meticulous procedure of translation and preliminary item evaluation. This adaptation has led to the creation of a short Italian version of the basic self-esteem, allowing for the evaluation of self-esteem in adult subjects of all ages, including the elderly [19]. Normative scores for the Italian population are available for individuals aged 18 to 65 years [19].

Data analysis

Data were analysed using the IBM SPSS version 27.0 (IBM Corp. Armonk, NY, USA) statistical software. All numerical variables were represented as means and standard deviations. Skewness and kurtosis statistics were used to describe the distribution of the numeric variables. To estimate variable

role in teacher's burnout regression weights, complete with estimates, standard errors (S.E.), critical ratios (C.R.) were performed. Statistical significance was set at $p < 0.05$.

RESULTS

Table 1 provides a detailed analysis of the relationships between job satisfaction variables and professional exhaustion. It is observed that higher job satisfaction (MEST-Satisfaction) is associated with a reduction in exhaustion (LBQ-Exhaustion), with a moderate negative effect (estimate: -0.165; p = 0.015). Similarly, a specific dimension of job role, emotions (MEST-Role-Em) is positively and significantly correlated with deterioration (LBQ-Deterioration) (estimate: 0.121, p = <**0.001**). Furthermore, the analysis revealed that a high sense of self-efficacy (MEST-Self-Efficacy) is significantly linked to reduced work ineffectiveness (LBQ-Ineffectiveness) (estimate: -0.047, p = <**0.001**). Regarding the relationship between job satisfaction and disillusionment (LBQ-Disillusion), a strong negative correlation was noted (estimate = -0.326, p = <**0.001**), indicating that greater job satisfaction can significantly reduce feelings of disillusionment.

The analyses of regression weights highlight the relationships between MESI factors and their impacts on various dimensions of teacher burnout, including exhaustion, deterioration, ineffectiveness, and disillusion, as measured by the LBQ.

Satisfaction plays a crucial role across all burnout dimensions. Higher satisfaction significantly reduces exhaustion, deterioration, ineffectiveness, and disillusionment in teachers. This suggests that enhancing job satisfaction could be a pivotal strategy in mitigating overall burnout among teachers. A cross-sectional study investigating the relationship between differences in burnout and turnover intention between Chinese college instructors and pre-college teachers revealed that teacher satisfaction mediates the effects of teacher burnout on turnover intention [21]. Similarly, a cross-sectional study of 1,302 high school students and their 33 physical education teachers in the United States revealed that emotional exhaustion in teachers can impact their teaching style and the classroom environment, potentially leading to a decrease in practices that promote student autonomy [22].

From this study, we found that negative emotions related to one's role (Role-Em) and teaching (Teach-Em) consistently predict higher levels of burnout across different dimensions. This indicates that emotional stressors in teaching and role identification are substantial contributors to burnout. On the contrary, positive emotional connections and self-efficacy are protective factors. High self-efficacy is significantly associated with lower exhaustion, less feeling of ineffectiveness, and reduced deterioration. In their research, Nagy et al. explored the relationship between social support, self-concordant goal selection, and teacher burnout [7]. Their findings suggest that teachers who select goals aligned with their intrinsic motivations while those with established robust social support networks experience lower levels of burnout, indicating the protective role of aligned motivational structures and social environments [7].

From this study, we identified that exhaustion is negatively influenced by satisfaction and self-efficacy but positively by negative role emotions, thus highlighting the exhaustion that comes from emotional dissonance and lack of fulfilment. Strategic approaches to teaching and problem-solving (Strategies) showed mixed effects. Effective strategies generally tend to mitigate aspects of burnout like deterioration, suggesting the importance of equipping teachers with coping and strategic planning skills. Similar strategies have been proposed for Italian non-Italian teachers [23,24].

We found a negative correlation between teaching strategies and relational deterioration. However, we found a positive correlation between self-efficacy and self-esteem but a negative correlation with psychophysical exhaustion, professional ineffectiveness, and disillusionment. Similar results have been confirmed among a cohort of high school teachers in Italy [24]. These results suggest that encouraging the use of effective strategies and enhancing teachers' self-efficacy can have a positive impact on well-being and self-perception as teachers. Deterioration and disillusion are significantly lowered by satisfaction, suggesting that finding joy and satisfaction in the work is key to staving off these feelings [25,26]. Self-efficacy was valuable to counter ineffectiveness, emphasizing the power of believing in one's ability to teach effectively in preventing feelings of ineffectiveness.

Table 1. Regression analysis of MESI components and LBQ dimensions among teachers.

Outcome Variable	Predictor	Estimate	S.E.	C.R.	p
LBQ-Exhaustion	MESI-Satisfaction	-0.165	0.068	-2.433	0.015
	MESI-Praxis	0.031	0.025	1.245	0.213
	MESI-Role+Em	-0.059	0.034	-1.735	0.083*
	MESI-Role-Em	0.156	0.036	4.277	<0.001***
	MESI-Teach+Em	0.028	0.035	0.792	0.429
	MESI-Teach-Em	-0.007	0.037	-0.196	0.845
	MESI-Strategies	-0.024	0.021	-1.132	0.258
	MESI-Self-Efficacy	-0.041	0.015	-2.748	0.006**
	MESI-Increm	0.014	0.012	1.128	0.259
LBQ-Deterioration	MESI-Satisfaction	-0.192	0.058	-3.328	<0.001***
	MESI-Praxis	0.013	0.021	0.592	0.554
	MESI-Role+Em	-0.034	0.029	-1.154	0.248
	MESI-Role-Em	0.121	0.031	3.901	<0.001***
	MESI-Teach+Em	-0.067	0.030	-2.219	0.026*
	MESI-Teach-Em	0.076	0.032	2.391	0.017*
	MESI-Strategies	-0.042	0.018	-2.369	0.018*
	MESI-Self-Efficacy	-0.009	0.013	-0.749	0.454
	MESI-Increm	0.017	0.011	1.616	0.106
LBQ-Ineffectiveness	MESI-Satisfaction	-0.092	0.048	-1.900	0.057*
	MESI-Praxis	0.009	0.018	0.480	0.631
	MESI-Role+Em	0.006	0.024	0.246	0.806
	MESI-Role-Em	0.067	0.026	2.578	0.010*
	MESI-Teach+Em	0.039	0.025	1.532	0.126
	MESI-Teach-Em	0.049	0.027	1.820	0.069*
	MESI-Strategies	-0.006	0.015	-0.388	0.698

Outcome Variable	Predictor	Estimate	S.E.	C.R.	p
	MESI-Self-Efficacy	-0.047	0.011	-4.427	<0.001***
	MESI-Increm	0.009	0.009	0.979	0.328
LBQ-Disillusion	MESI-Satisfaction	-0.326	0.066	-4.920	<0.001***
	MESI-Praxis	0.041	0.024	1.669	0.095*
	MESI-Role+Em	-0.050	0.033	-1.486	0.137
	MESI-Role-Em	0.153	0.036	4.312	<0.001***
	MESI-Teach+Em	-0.084	0.035	-2.428	0.015
	MESI-Teach-Em	0.110	0.036	3.028	0.002**
	MESI-Strategies	-0.020	0.020	-1.002	0.317
	MESI-Self-Efficacy	-0.021	0.014	-1.462	0.144
	MESI-Increm	0.004	0.012	0.366	0.714

Note: *** p < 0.001, ** p < 0.01, * p < 0.1. The table presents the relationships between various MESI components and LBQ (Link Burnout Questionnaire) dimensions, complete with estimates, standard errors (S.E.), critical ratios (C.R.), and p-values (p).

Differences between groups

The analysis of the differences between types of institutions revealed higher satisfaction and self-efficacy among high school teachers compared to technical schoolteachers. However, no significant differences were found regarding burnout levels between the types of institutions. Regarding gender, women achieved generally higher levels of satisfaction (p = <**0.01**), practices (p = <**0.001**), strategies (p = <**0.002**), and self-efficacy (p = <**0.01**) compared to their male colleagues. Also, concerning basic self-esteem, female teachers portrayed a better quality of self-image as teachers (p = <**0 .03**); in contrast, male teachers showed higher levels of relational deterioration (p = <**0.005**) and disillusionment (p = <**0.01**).

Furthermore, teachers in the humanities and literature fields showed, on average, significantly greater satisfaction (p = <**0.02**), more positive emotions stemming from teaching (p = <**0.03**), and higher levels of self-efficacy (p = <**0.02**) compared to their colleagues who taught STEM subjects. Basic self-esteem was also higher among humanities and literature teachers (p = <**0.001**), whereas no significant differences emerged concerning burnout levels.

The differences observed between teachers of humanities and STEM subjects regarding satisfaction, positive emotions, self-efficacy, and self-esteem suggest the need for differentiated approaches in supporting teachers based on the disciplines taught. A research conducted among college physical education teachers in Henan Province establishes a link between teaching efficacy, job satisfaction, and job burnout [10].

Table 2. Descriptive statistics of MESI components, school categories, and individual characteristics among teachers.

Category	Variables	Mean	Std. Dev.
Technical School	MESI - SODD/35	20.14	8.591
	MESI - PRASSI/125	97.63	23.383
	Positive Emotions in Role	34.04	16.026
	Negative Emotions in Role	28.46	15.047
	Positive Emotions Teaching	37.41	15.087
	Negative Emotions Teaching	27.88	14.164
	MESI - STRAT/150	106.00	27.792
	MESI - AUTOEFF/216	164.46	42.084
	MESI - INCR/144	96.70	45.143
High School	MESI - SODD/35	23.57	6.360
	MESI - PRASSI/125	103.62	18.139
	Positive Emotions in Role	37.71	14.848
	Negative Emotions in Role	28.76	14.293
	Positive Emotions Teaching	42.12	14.749
	Negative Emotions Teaching	26.21	14.543
	MESI - STRAT/150	103.24	22.347
	MESI - AUTOEFF/216	180.81	22.972
	MESI - INCR/144	100.60	40.569
Male Teachers	MESI - SODD/35	19.30	8.595
	MESI - PRASSI/125	88.92	30.300
	Positive Emotions in Role	33.78	15.037
	Negative Emotions in Role	27.76	15.387
	Positive Emotions Teaching	35.70	15.380
	Negative Emotions Teaching	28.49	17.987
	MESI - STRAT/150	94.86	32.853
	MESI - AUTOEFF/216	160.78	47.885
	MESI - INCR/144	89.16	44.720
Female Teachers	MESI - SODD/35	23.02	7.096
	MESI - PRASSI/125	107.03	7.975
	Positive Emotions in Role	36.72	15.890
	Negative Emotions in Role	29.10	14.298
	Positive Emotions Teaching	41.69	14.508
	Negative Emotions Teaching	26.36	11.561
	MESI - STRAT/150	110.85	17.512

Category	Variables	Mean	Std. Dev.
	MESI - AUTOEFF/216	177.95	24.537
	MESI - INCR/144	103.95	41.412
Humanities and Literature	MESI - SODD/35	23.24	7.149
	MESI - PRASSI/125	103.90	17.045
	Positive Emotions in Role	37.16	16.135
	Negative Emotions in Role	30.45	14.746
	Positive Emotions Teaching	42.69	14.088
	Negative Emotions Teaching	28.57	14.472
	MESI - STRAT/150	109.82	20.873
	MESI - AUTOEFF/216	179.31	23.023
	MESI - INCR/144	100.98	41.545
Technical and Scientific	MESI - SODD/35	19.85	8.293
	MESI - PRASSI/125	96.17	24.863
	Positive Emotions in Role	33.94	14.905
	Negative Emotions in Role	26.57	14.438
	Positive Emotions Teaching	35.89	15.406
	Negative Emotions Teaching	25.64	14.056
	MESI - STRAT/150	99.38	29.002
	MESI - AUTOEFF/216	162.96	44.821
	MESI - INCR/144	95.53	44.940

Note: MESI - SODD/35 = Satisfaction in Role (Score: 35); MESI - PRASSI/125 = Practices or Routines (Score: 125); MESI - STRAT/150 = Strategies (Score: 150); MESI - AUTOEFF/216 = Self-Efficacy (Score: 216); MESI - INCR/144 = Increase in Self-Improvement or Growth (Score: 144).

From Table 2, we found a strong negative correlation (-0.493) between basic self-esteem and disillusionment suggesting that higher levels of self-esteem are significantly associated with lower feelings of disillusionment among teachers. The existence of positive correlations between positive emotions during teaching (0.389) and negative emotions during teaching (0.282) indicate that higher self-esteem is linked to experiencing both more intense positive and negative emotions, suggesting a heightened emotional engagement. The correlation between basic self-esteem and psychophysical exhaustion is moderately negative (-0.291), which could imply that higher self-esteem may help in buffering against exhaustion.

Regarding burnout, psychophysical exhaustion showed a moderate positive correlation with negative role emotions (0.307), indicating that higher exhaustion levels are associated with more negative emotions in teaching. The slight negative correlation (-0.140) between psychophysical exhaustion and positive teaching emotions suggests that teachers do not usually experience positive

emotions when exhausted during teaching. Emotional exhaustion among teachers is usually a fall-out of time pressure and discipline problems [25].

We observed a notable negative correlation (-0.410) between relational deterioration and self-esteem among teachers hinting that lower self-esteem might be a risk factor for poorer relationship quality in professional settings. Relational deterioration positively correlated (0.314) with negative role emotions which supports the notion that deteriorating relationships at work contribute to negative emotional experiences. These negative experiences could extend beyond professional settings to the home environment. In dire situations, the affected teachers may consider quitting the teaching profession [25,27]. Distance learning options have been effective in regulating stress levels and improving moods among teachers [28,29].

A weak positive correlation (0.325) between ineffectiveness and negative role emotions suggests that feelings of ineffectiveness at work are well linked to negative emotions about teachers' roles. Conversely, a weak negative correlation (-0.285) between ineffectiveness and self-esteem further implies that lower self-esteem could exacerbate feelings of ineffectiveness. Teachers with low self-esteem tend to be demotivated and less effective, thus requiring support from their students and/or the school management to support them [30].

Table 3. Correlation analysis between MESI components and burnout indicators.

Variables	MESI-SODD/35	MESI-PRASSI/125	Positive Emotions Role	Negative Emotions Role	Positive Emotions Teaching	Negative Emotions Teaching	MESI-STRAT/150	MESI-AUTOEFF/216	MESI-INCR/144
BASIC SE/110	.333**	.066	.179	.151	.389**	.282**	.103	.226*	.039
Psychophysical Exhaustion	-.291**	-.045	-.096	.307**	-.140	.102	-.149	-.252*	-.011
Relational Deterioration	-.410**	-.150	-.175	.314**	-.228*	.201*	-.237*	-.242*	.005
Professional Ineffectiveness	-.204*	-.039	.060	.325**	-.001	.208*	-.108	-.285**	-.048
Disillusionment	-.493**	-.062	-.195	.319**	-.254*	.202*	-.123	-.281**	-.061

Note: The symbols * and ** indicate levels of statistical significance, with * typically denoting $p < 0.05$ and ** denoting $p < 0.01$. MESI - SODD/35 = Satisfaction in Role (Score: 35); MESI - PRASSI/125 = Practices or Routines (Score: 125); MESI - STRAT/150 = Strategies (Score: 150); MESI - AUTOEFF/216 = Self-Efficacy (Score: 216); MESI - INCR/144 = Increase in Self-Improvement or Growth (Score: 144).

Study limitations

When considering the findings of this study, it is important to acknowledge several limitations that may affect the interpretation and generalizability of the results. Here are the main constraints

associated with the study's design and participant demographics. This study involved a relatively small sample size of teachers, which may limit the generalizability of the findings to a broader population. The age range of participants was between 38 and 64 years, with a mean age of 52.18 years, indicating that the participants in this study were largely mid-to-late career teachers. The distribution of participants between technical institutes and high schools and the almost equal representation of humanities and STEM disciplines suggests that while the study covers a variety of educational contexts, it might not fully capture the experiences of younger teachers or those from other types of schools and disciplines.

Additionally, with most female participants, the gender distribution could have influenced the results, potentially reflecting gender-specific experiences in the teaching profession that may not be universally applicable. Further studies could benefit from a more diverse age range, a larger and more balanced sample size, and a wider variety of educational settings to enhance the applicability and robustness of the findings.

CONCLUSION

In summary, emotional responses are significantly correlated with various dimensions of professional experience, such as satisfaction, role perception, and self-efficacy. The consistent pattern of negative correlations between positive psychological constructs (like self-esteem and self-efficacy) and negative outcomes (like exhaustion, relational deterioration, and disillusionment) suggests that boosting these positive constructs could be beneficial in mitigating adverse outcomes. Significant differences in measures of satisfaction, self-esteem, practices, and self-efficacy between high school and technical schoolteachers as well as between male and female teachers, highlight the importance of considering the specificities of these groups in designing targeted interventions to prevent and address burnout. Enhancing teacher self-efficacy, providing robust social support networks, implementing reflective and competency-based interventions, and improving working conditions emerge as critical strategies. The implications for practice include the development of comprehensive teacher support and development programs that attend to the emotional, motivational, and professional needs of educators, ultimately fostering a more resilient teaching workforce.

Author Contributions: Conceptualization: ADC and AR; methodology: AA, AR; software: AR, AA; investigation: AR and ADC; resources: ADC, FC; data curation: AR; writing—original draft preparation: AR; writing—review and editing: AA, FC; supervision: ADC. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

References

1. Sudibjo N, Sutarji T. The roles of job satisfaction, well-being, and emotional intelligence in enhancing the teachers' employee engagements. Manag Sci Lett. 2020;10(11):2477-2482.
2. Padmanabhanunni A, Pretorius TB. Teacher burnout in the Time of COVID-19: antecedents and

psychological consequences. Int J Environ Res Public Health. 2023;20(5):4204.

3. Chirico F, Capitanelli I, Bollo M, et al. Association between workplace violence and burnout syndrome among schoolteachers: A systematic review. J Health Soc Sci. 2021;6(2):187-208.
4. Buonomo I, Fiorilli C, Romano L, et al. The roles of work-life conflict and gender in the relationship between workplace bullying and personal burnout. A study on Italian school principals. Int J Environ Res Public Health. 2020;17(23):8745.
5. Kuok AC, Lam SM. The antecedents of in-service teacher burnout: A study of their occupational health and perception. KEDI J Educ Policy. 2018;15(2).
6. Mossafaie M, Alibakhshi G, Tabrizi HH. Iranian EFL teachers' self-efficacy: structural equation modeling of the consequences. Asian Pac J Second Foreign Lang Educ. 2024;9:42.
7. Nagy E, Takács I, Czabán C. Being Well and Striving Steady at Work. Acta Polytech Hung. 2024.
8. Prendergast M, Cardoso Pinto AM, et al. Burnout in early year medical students. Springer; 2024.
9. Kansu CÇ, Çalışır M. Investigation of Burnout Levels and Reasons. DergiPark; 2024.
10. Shi L. The Relationship among Teaching Efficacy, Job Satisfaction and Job Burnout. AiritiLibrary; 2024.
11. Hepburn SJ, Carroll A, McCuaig-Holcroft L. A Complementary Intervention to Promote Wellbeing and Stress Management for Early Career Teachers. Int J Environ Res Public Health. 2021 Jun 11;18(12):6320. doi: 10.3390/ijerph18126320.
12. Li Y, Zhang L. Exploring the relationships among teacher-student dynamics, learning enjoyment, and burnout in EFL students: the role of emotional intelligence. Front Psychol. 2024 Jan 8;14:1329400. doi: 10.3389/fpsyg.2023.1329400.
13. Yu C, Yiyuan L, Yanling M. The Relationship between Job Burnout and Turnover Intention. Acadpubl. 2023.
14. Makkaoui M, Hannoun Fz, Ouazizi K, et al. Spirituality as predictor of well-being at work in the Moroccan context. Res Square. https://doi.org/10.21203/rs.3.rs-4223777/v1.
15. Rizzo A, Yildirim M, Maggio MG, et al. Novel measures to assess work-life balance: A systematic review of last 5 years (2018-2023). J Health Soc Sci. 2023;3:0174-5912.
16. Bjørnsen HN, Ringdal R, Espnes GA, et al. Exploring MEST: a new universal teaching strategy for school health services to promote positive mental health literacy and mental wellbeing among Norwegian adolescents. BMC Health Serv Res. 2018;18(1):1001.
17. Oliveira PC, Rufini SÉ, Bzuneck JA. Teacher's motivation for teaching: questionnaire validity evidence. Estud Psicol (Campinas). 2023;40
18. Osman DJ, Warner JR. Measuring teacher motivation: The missing link between professional development and practice. Teach Teach Educ. 2020;92:103064.
19. Benevene P, Ittan MM, Cortini M. Self-esteem and happiness as predictors of school teachers' health: the mediating role of job satisfaction. Front Psychol. 2018;9:933.
20. Altmann T, Roth M. The Self-esteem Stability Scale (SESS) for cross-sectional direct assessment of self-esteem stability. Front Psychol. 2018;9:305566.
21. Zhang J, Zhang Q. Teacher Burnout and Turnover Intention in a Chinese Sample: The Mediating Role of Teacher Satisfaction. China Media Res. 2012;8(2).
22. Shen B, McCaughtry N, Martin J, et al. The relationship between teacher burnout and student motivation. Br J Educ Psychol. 2015;85(4):519-32.

23. Malinen OP, Savolainen H. The effect of perceived school climate and teacher efficacy in behavior management on job satisfaction and burnout: A longitudinal study. Teach Teach Educ. 2016;60:144-152.
24. Giorgi G, Leon-Perez JM, Pignata S, et al. Addressing risks: mental health, work-related stress, and occupational disease management to enhance well-being. Biomed Res Int. 2020;2020.
25. Skaalvik EM, Skaalvik S. Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. Teach Teach Educ. 2017;67:152-160.
26. Rizzo A. Professional identity and personal value in occupational health psychology: Overlap or eclipse. G Ital Psicol Med Lav. 2023;3(1):17-20.
27. Tusha A, Bulut S, Al-Hendawi M. Promoting a healthy school environment via social-emotional learning in the high school setting: An overview. Adv Med Psychol Public Health. 2024;1(3):156-163. doi: 10.5281/zenodo.10900979.
28. Maggio MG, Rizzo A, Stagnitti MC, et al. System usability, stress and mood among teachers using distance learning. G Ital Psicol Med Lav. 2022;2(2):117-124.
29. Rizzo A, Batra K, Yıldırım M, et al. Social Media: Stress Factors or Coping Strategies? A Pilot Study in a Sample of Italian Teachers. Iranian Rehabil J. 2024;22(2):333-344.
30. Chirico F. Navigating in the global workplace: Innovative strategies for combating new approach to preventing burnout, violence, preventing and workplace enhancing psychosocial well-being. Adv Med Psychol Public Health. 2024;1(3):108-109. doi: 10.5281/zenodo.10897920.