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## The effects of teachers overworking on educational activity

Rus Mihaela<sup>1</sup>, Sandu Mihaela Luminița<sup>2</sup>, Băltărețu (Peicu) Veronica<sup>3</sup>

Faculty of Law and Administrative Sciences, Ovidius University of Constanta, Romania<sup>1</sup>; Faculty of Psychology and Educational Sciences, Ovidius University of Constanta, Romania<sup>2</sup>; Independent researcher<sup>3</sup>

[Psiholog\\_m@yahoo.com](mailto:Psiholog_m@yahoo.com), [mihaela\\_naidin@yahoo.com](mailto:mihaela_naidin@yahoo.com), [catver99@yahoo.com](mailto:catver99@yahoo.com)

**Abstract.** This research investigates teachers overworking and associated stress. Teachers must deal with mixed, profound types of interactions and respond to requests by colleagues, managers, parents, and community members. The work of teachers is very complex, especially in the classroom, because it requires to be constantly alert to everything that happens in there both in terms of student behavior, their emotions and their accumulation of knowledge. Teachers spend a good part of their time at work, being involved in relationships both with the beneficiaries of the services provided (students) and with other teachers, principals, inspectors etc.. All these relationships require a great deal of emotional effort, intellectually, mentally and even physically. At the same time, the teaching activities (teaching, guidance, evaluation) also require a lot of effort. It takes several hours of study to prepare for the lesson, and over time it is time-consuming, with teachers often giving up personal activities in order to perform their duty. Teachers overworking occurs when they cannot achieve a balance between the many demands they have to face: professional, social, family and they feel that they cannot give enough time to any of them. They report experiencing very high stress related to overworking. Action can be taken once the effects of teachers overworking are understood.

**Keywords.** effects, overworking, teaching, teacher, educational activity

### Introduction

Teaching has been described as a deeply emotional activity (Fried, 1995, apud Kinman, Wray & Strange, 2011). The educational activity requires the effective management of personal emotions and the ability to generate the desired emotional state in others. Teachers need to protect students' emotional state as well as their physical safety (Brennan, 2006; Hargreaves, 2000, apud Kinman et al., 2011). They must also model successful emotional control at all times, treating students with warmth and compassion and suppressing any feelings of impatience or anger (Beatty, 2000, apud Kinman et al., 2011).

As the existing literature shows, people with professions that involve direct contact with the human factor are most exposed to the risk of overload. In the field of education, McGuire (1979, apud Grayson & Alvarez, 2008) was the one who warned for the first time about the degree of teachers overworking. Since then, teachers have reported major issues closely related to this problem, such as lack of support and poor working conditions (Alliance for Excellent Education, 2005, apud Grayson & Alvarez, 2008).

Burnout affects both the well-being of teachers and their effectiveness (Kokkinos, 2007), and is recognized as a serious problem in school systems around the world (Borg & Riding, 1991; Loonstra, Brouwers & Tomic, 2009; Rudow, 1999, apud Pietarinen, 2013). It is a chronic problem that can undermine the quality of teacher performance, with an impact on student interactions, sometimes leading to negative outcomes in terms of their performance (Gerber et al., 2007; Grayson & Alvarez, 2008; Mérida-López & Extremera, 2017, apud Capone, Joshanloob & Sang-Ah Parkc, 2019). It can affect the educational environment, insofar as they face a process of dehumanization and apathy, which can contribute to health problems, absenteeism and the intention to leave the profession (Carlotto & Palazzo, 2006). Teachers typically perform other tasks while teaching, such as providing individual support to students, managing the classroom, and completing assessment forms and tools (Assunção & Oliveira, 2009). Their teaching activity does not always take place in optimal conditions, they are subject to a hierarchy and are under the pressure of constant supervision, while trying to promote a stimulating and creative teaching environment (Giannini & Passos, 2006).

### **Overworking. Conceptual theories.**

Freudenberger (1975, apud Nagoski & Nagoski, 2021) defines the concept of burnout in three dimensions: “emotional exhaustion – fatigue that occurs when you care too much and for too long; depersonalization – lack of empathy, involvement, passion; diminishing the feeling of fulfillment – the constant feeling of futility, the impression that nothing you do matters.” (Freudenberger, 1975, apud Nagoski & Nagoski, 2021, p. 12)

Maslach (1982, 1998, apud Durak & Saritepeci, 2018) also explains burnout through emotional overload, depersonalization and the dimensions of personal fulfillment, a three-dimensional structure generally accepted in studies in which the notion of burnout is described and explained in specialized works. In this theory, overworking can be defined as a psychological syndrome that involves emotional overload, depersonalization, and personal failure of individuals as a result of experiences involving different forms of stress in the workplace (Maslach, 1982; Maslach & Goldberg, 1998, apud Durak & Saritepeci, 2018).

Overworking is a syndrome that affects physical, academic, and social performance in both teaching and other occupations, and is a process by which appropriate or inappropriate reactions occur under stressful conditions (Sears et al. 2000, apud Baran et al., 2010). It can cause aggression, decreased performance, quality and competence at work and affects not only the exhausted person but also other people who interact with him. The decline in teaching performance leads to a decline in teachers in terms of students, representatives of educational institutions, parents and the workplace, also causing negative impressions on the people with whom teachers come into contact (Schwab, Jackson, & Schuler, 1985, apud Baran et al., 2010).

Freudenberger and Richelson (1980, apud Durak & Saritepeci, 2018) also approach the concept of burnout as a situation in which individuals feel exhausted and have disappointments with a target, a lifestyle or a relationship. This is a critical issue, because the factors that influence the burnout of teachers are related to the high fluctuation of the profession. In addition, the level of professional stress of teachers makes a significant contribution to the psychological climate of the school. Understanding the causal factors and mediators involved is an important effort to identify and develop effective intervention strategies. A factor that particularly characterizes teaching – but which is also found in other occupations in the health and social care sector (Health and Safety Executive, 2014; Hussey et al., 2012; Wieclaw et al., 2005, apud Kidger et al., 2016) – is the high level of “emotional strength” required. Emotional work has been defined as “the process by which workers are expected to manage their feelings

according to defined organizational norms” (Wharton, 2009, apud Kidger et al., 2016, p. 77). In the case of teachers, much of their actual work involves face-to-face interaction with students and students’ parents and requires careful management and expression of these emotions during interactions (Hargreaves, 1998, apud Kidger et al., 2016 ), which can be a source of stress and emotional exhaustion, especially when responding to provocative behavior (Tsouloupas et al., 2010, apud Kidger et al., 2016).

Among the most important factors that affect the degree of overworking in teachers are role ambiguity, role conflict (Kantas, 1995, apud Antoniou, Ploumpi & Ntalla, 2013), workload, time pressure (Tsiakkiros & Piasiaridis, 2002, apud Antoniu et al., 2013), lack of autonomy and self-motivation (Olivier & Williams, 2005, apud to Antoniu et al., 2013), lack of participation in decision making (Kantas, 1995, apud Antoniu et al., 2013), competitive relations between teacher and colleagues or superiors, lack of recognition of professional role, methods of deactivation in a stressful situation (Riolli & Savicki, 2002, apud Antoniu et al., 2013), level of personal satisfaction, fulfillment or frustration of expectations and inconsistency of values. It was found that changes in teachers perceptions of classroom stress and disruptive behavior of students are negatively related to changes in self-motivation, which in turn negatively predict changes in emotional exhaustion (Fernet et al., 2012, apud Antoniu et al., 2013). In addition, demographic characteristics such as age, sex, grade level, marital status and cultural context also play a significant role in teacher exhaustion (Schwab et al., 1986, apud Antoniu et al., 2013).

### **Indicators of professional stress**

Symptoms of burnout include exhaustion, neglect of one’s own needs, working for a long time, feeling the pressures that come naturally, being pressured by the school management, and getting too involved when others need help. Burnout is usually defined as fatigue, demoralization, dissatisfaction, incapacity, aging, insensitivity, decreased occupational motivation and joy of living, due to professional conditions that require high employee performance (Gündüz, 2004).

Pines and Aronson (1988, apud Durak & Saritepeci, 2018, p. 73) presented a wide range of indicators, including ”physical exhaustion, despair and hopelessness, disappointments, development of negative self-concept, as well as negative feelings towards occupation, colleagues and life in general”. Maslach (1976, apud Durak & Saritepeci, 2018), however, added that those who work can lose interest in their workplace and their colleagues and behave in a hostile manner when they suffer from professional stress.

Overworking experienced by teachers in the workplace can be a risk factor with direct implications for the class of students where they work, which can undermine the social and academic adaptation of children (Pakarinen et al., 2010; Yoon, 2002, apud Hoglund et al., 2015). When teachers feel overwhelmed by their work, they may unintentionally treat children with less importance, which has an inappropriate impact. These teachers may be too emotionally exhausted to form close relationships with children and fail to relate to them, as they may in other contexts, because they are more focused on achieving curricular goals than encouraging a harmonious relationship with children (Yoon, 2002, apud Hoglund et al., 2015).

In classrooms where teachers generally deal with overworking, children may also be indifferent to learning or unmotivated to participate in classroom activities, as teachers lack the energy or passion to motivate their learning or because children feel the lack of trust of teachers in their instruction (Klusmann et al., 2008; Pakarinen et al., 2010; Skaalvik & Skaalvik, 2007, apud Hoglund et al., 2015). These teachers can also jeopardize students’ academic skills

(Klusmann et al., 2008; Stipek, 2004, apud Hoglund et al., 2015), especially if they feel ineffective in preparing children capable of academic performance (Aikens & Barbarin, 2008, apud Hoglund et al., 2015).

### **Psycho-pedagogical research**

The purpose of this research is to highlight the effects of teachers overworking on educational activity.

#### **Objectives:**

- O1. Highlighting individual characteristics and conditions, which is a key risk factor for teacher burnout.
- O2. Examining the dimensions of the educational activity likely to be influenced by burnout.
- O3. Determining the level of burnout in teachers.

#### **Research hypothesis**

It is assumed that there is a connection between the burnout of teachers, both physically and mentally, and its effects on educational activity.

#### **Research methods and tools. Research group.**

We conducted the research through the method of opinion poll, an interactive research method, which involves a direct exchange of information between the researcher and the subjects under investigation, in which data is collected in connection with certain phenomena, situations and manifestations. The survey was conducted on the basis of a questionnaire, which is one of the most widely used tools in this method.

#### **Questionnaire-based survey method**

The questionnaire we designed includes factual questions, regarding age, actual experience in the department, teaching degree, teaching status, the environment in which the school is located, the type of educational unit, and closed, open and mixed opinion questions. We also performed a pre-test of the questionnaire, in order to avoid unclear questions, incomplete or incorrect answers, ambiguous instructions for completion, or even omitting certain questions, relevant to the problem studied.

#### **The group of subjects**

The group for this research includes 30 people, teachers respectively, who work in different educational institutions.

The teachers were distributed according to several criteria, being statistically represented in tabular and graphical form, as follows, the data being processed using the IBM SPSS program.

**Table 1.** Structure of the research group by *age*. Statistical analysis

	Frequency	Percent
Valid up to 25 years old	2	6,7
25-30 years old	2	6,7
31-35 years old	3	10,0
36-40 years old	2	6,7
41-45 years old	14	46,7

46-50 years old	4	13,3
50 years old or more	3	10,0
Total	30	100,0

Regarding the age of the respondents, it is found that a percentage of 6.67% of them are up to 25 years old, between 25 and 30 years old and between 36 and 40 years old, while 10% are between 31 and 35 years old and over 50 years old. Only 13.33% are between 46 and 50 years old, the majority being represented by those between 41 and 45 years old. They accumulated a percentage of 46.67%, almost half of the number of respondents.

**Table 2.** Structure of the research group by *gender*. Statistical analysis

	Frequency	Percent
Valid Female	23	76,7
Male	7	23,3
Total	30	100,0

### Effective experience as a teacher

**Table 3.** Structure of the research group according to *actual experience as a teacher (years)*. Statistical analysis

	Frequency	Percent
Valid 0-5 years	5	16,7
6-10 years	5	16,7
11-15 years	3	10,0
16-20 years	8	26,7
21-25 years	7	23,3
31 years or more	2	6,7
Total	30	100,0

Depending on the actual experience as a teacher, expressed in years, the subjects were grouped into 6 categories. Thus, it was found that most respondents, a percentage of 26.67%, have between 16 and 20 years of effective experience as a teacher, followed by those with between 21 and 25 years of experience in education, representing a percentage of 23.33%. Teachers at the beginning of their teaching career, up to 5 years or between 6 and 10 years as a teacher, constitute a percentage of 16.67%. At the opposite point are those with a rich career in actual teaching activity, of 31 years or more, totaling a percentage of 6.67%. At the same time, a low percentage is registered in the case of teachers who have between 11 and 15 years of effective experience as a teacher, 10%.

### Teaching degree

**Table 4.** Didactic degree of the respondents. Statistical analysis

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Beginning teacher	5	16,7	16,7	16,7
Completed degree teacher	5	16,7	16,7	33,3

<b>Second degree teacher</b>	5	16,7	16,7	50,0
<b>First degree teacher</b>	15	50,0	50,0	100,0
<b>Total</b>	30	100,0	100,0	

Regarding the didactic degree (table 4), we find that half of the respondents are teachers with a first didactic degree, while a percentage of 16.7% are completed degree teachers, second degree teachers, or beginning teachers.

**Table 5.** Status of subjects. Statistical analysis

	Frequency	Percent
<b>Valid Substitute teacher</b>	5	16,7
<b>Tenured teacher</b>	25	83,3
<b>Total</b>	30	100,0

**Table 6.** The environment in which the schools are located. Statistical analysis

	Frequency	Percent
<b>Valid urban</b>	23	76,7
<b>rural</b>	7	23,3
<b>Total</b>	30	100,0

Regarding the environment the respondents perform their teaching activity in (table 6), there is a significant percentage, of 76.67%, of those who belong to schools in urban areas, and 23.33% come from educational institutions in rural areas.

**Table 7.** The type of school the teachers come from. Statistical analysis

	Frequency	Percent
<b>Valid Public school</b>	26	86,7
<b>Private school</b>	4	13,3
<b>Total</b>	30	100,0

An overwhelming percentage, 86.67% (table 7), of the surveyed teachers come from public schools, while only 13.33% work in private schools.

### **Data analysis, processing and interpretation**

We analyzed, processed and interpreted the obtained data, both quantitatively, in a logical sequence, by calculating statistical indicators and making statistical graphs, using the IBM SPSS program, and qualitatively, by interpreting the obtained data after applying the questionnaire. The questions are, to a small extent, free to answer, but most of them have multiple answers to choose from. The group of subjects was questioned regarding the identification of the conditions that are risk factors in terms of teachers overworking, as well as the determination of teachers overworking levels.

**The questions from the questionnaire that were addressed to teachers**

**1. You usually prepare lessons:**

**Table 8.** Time to prepare lessons. Statistical analysis

	Frequency	Percent
<b>Valid in the evening, after classes</b>	24	80,0
<b>on the weekend</b>	6	20,0
<b>Total</b>	30	100,0

Asked about the time when they usually prepare the lessons (table 8), an impressive 80% of teachers say it usually takes place in the evening, after classes. For the rest, 20%, the right time to do this activity is on the weekend. It can be seen that many teachers distribute their time so as to prepare the materials needed for future lessons during the work week schedule, thus separating professional and personal life. Although few, there are also teachers who don't have time for rest, being forced to sacrifice the weekend, which leads to a continuous overworking.

**2. To what extent, the methodical, administrative and specific documentation activities do consume the time you need to prepare lessons?**

**Table 9.** The extent to which the methodological, administrative and specific documentation activities

consume the time of the respondents for lessons preparation. Statistical analysis

	Frequency	Percent
<b>Valid to a small extent</b>	2	6,7
<b>to a moderate extent</b>	13	43,3
<b>to a large extent</b>	13	43,3
<b>to a very large extent</b>	2	6,7
<b>Total</b>	30	100,0

Teachers who reported they spend a large amount of time on methodological, administrative and specific documentation activities (table 9) represent a percentage of 6.67%, at the opposite pole being, with the same percentage, those who claim to spend less time on these activities. An equal percentage, of 43.33%, is represented both by the subjects who consider that they spend time on such activities to a large extent, and by those who don't think that this is a disturbing aspect. As evidenced by the answers to this question, it was found that an extended time spent preparing the specific documentation may be another cause of teachers overworking, resulting in reducing the period of time for effective preparation of the educational activity itself.

**3. Do you receive help from colleagues regarding the documentation to be prepared?**

**Table 10.** Support from colleagues to prepare the documentation. Statistical analysis

	Frequency	Percent
<b>Valid never</b>	2	6,7
<b>sometimes</b>	20	66,7
<b>often</b>	6	20,0
<b>always</b>	2	6,7
<b>Total</b>	30	100,0

When we refer to assistance from colleagues in preparing the documentation (table 10), the same percentage of respondents, 6.7%, confessed that they always receive support. Meanwhile, there are those who never get help. Only 20% of those who answered the questionnaire often receive support, while the majority of 66.7% say this only happens sometimes. It can be seen that some teachers feel overwhelmed when, coming across obstacles in preparing specific documentation, they don't find the necessary support among colleagues.

**4. A. There may occur difficulties in activity planning due to problems with the inappropriate behavior of some students during the lessons.**

**Table 11.** Non-compliance with activity planning due to student behavior. Statistical analysis

	Frequency	Percent
<b>Valid to a very small extent</b>	15	50,0
<b>to a small extent</b>	7	23,3
<b>to a moderate extent</b>	5	16,7
<b>to a large extent</b>	3	10,0
<b>Total</b>	30	100,0

Difficulties that may arise in activity planning (table 11) are assigned, to a very small extent, by 50% of respondents to the inappropriate behavior of certain students. For 23.3% of the teachers participating in this research, the students represent, to a small extent, the cause of the obstacles in the development of the lessons. If, for 16.7% of teachers, the inappropriate behavior of some students is not disturbing, still 10% of them consider such manifestations as deviant. After collecting the answers, we noticed that the inappropriate attitude of some students can cause teachers to be overworked, but not so much as causing major effects on the teaching, learning and assessment of the activity.

**4. B. Difficulties in meeting the activity planning may arise due to documents requested by the school management, which must be handed over urgently.**

**Table 12.** Non-compliance with activity planning due to urgently requested documents.  
Statistical analysis

	Frequency	Percent
<b>Valid to a very small extent</b>	11	36,7
<b>to a small extent</b>	8	26,7
<b>to a moderate extent</b>	5	16,7
<b>to a large extent</b>	6	20,0
<b>Total</b>	30	100,0

Another aspect that can occur in the case of non-compliance with the activity planning is related to the short deadlines for handing over some documents requested by the school management (table 12). Thus, the respondents who state that this happens occasionally are 16.7%. In contrast, for 20% of teachers, such situations occur to a large extent and only 26.7% confessed that non-compliance with the activity planning appears as an effect of the urgent request for certain documents. Observing the collected data, a pleasing percentage of 36.7%, are teachers whose activity planning is not affected, except to a very small extent, by the required documents. Therefore, the various situations urgently required during the school year have effects on the educational activity increasing the overworking on teachers, by delaying the teaching actions established in activity planning.

**4. C. From your teaching experience, are there other reasons that could lead to non-compliance with activity planning? Give examples.**

**Table 13.** Reasons for non-compliance with activity planning.

Category	Examples of answers	Number of answers	Percentage value
Yes, online teaching	<i>In the case of online teaching, the same content requires a higher number of teaching hours compared to face-to-face school.</i>	4	13%
Yes, unexpected situations	<i>Unexpected situations (pandemic, quarantine)</i>	4	13%
Yes, for health or family reasons	<i>Students' health, because if many of them are ill, we cannot move on to another lesson. Serious family problems.</i>	4	13%
Yes, the slow pace of knowledge acquisition in the classroom	<i>The particularities of the students, the slow pace of their learning, the discovered gaps,</i>	10	34%

	<i>that do not allow further learning until the recovery</i>		
Yes, absenteeism among students	<i>Failing of children to attend classes, absenteeism of students</i>	2	7%
I don't know	<i>I don't know</i>	3	10%
No	<i>No</i>	3	10%

Among other arguments, mentioned by the responding teachers, which could lead to non-compliance with the activity planning (table 13), with a percentage of 34%, the students' slow pace of acquiring knowledge, is at the top, followed, at a considerable distance, by reasons the same percentage of 13%, such as: online teaching activity, unexpected circumstances, health or family reasons. Absenteeism among students is also a cause of non-compliance with activity planning for 7% of teachers. Although most teachers attribute various explanations for not fulfilling the teaching tasks, there are still situations in which the rest of the respondents either do not know such reasons, at a percentage of 10%, or with the same percentage, others consider that teaching cannot be affected by additional factors. Thus, with few exceptions, it appears that in most cases, for various reasons, there are situations when teachers fail to adhere to activity planning.

#### 5. Do you comply with the time required for rest and recovery?

**Table 14.** Complying with the time required for rest and recovery. Statistical analysis

	Frequency	Percent
<b>Valid never</b>	2	6,7
<b>sometimes</b>	15	50,0
<b>often</b>	9	30,0
<b>always</b>	4	13,3
<b>Total</b>	30	100,0

Asked if they comply with time for rest and recovery (table 14), 13.3% say that always, 30% often, and 50% sometimes they manage to do that, but 6.7% have the power to admit that they never have time for rest and recovery. It turns out that, although teachers are overworked, they often find the necessary time for rest and recovery, thus eliminating any effects on their relationship with the direct beneficiaries of education.

#### 6. Would you like to have a different profession, other than teaching?

**Table 15.** Respondents would have liked to have a different profession than teaching.

Statistical analysis

	Frequency	Percent
<b>Valid Yes</b>	2	6,7
<b>No</b>	19	63,3
<b>I don't know</b>	9	30,0
<b>Total</b>	30	100,0

Regarding the vocational aspect (table 15), most of those surveyed, 63.33% wouldn't have liked to have another profession, 30% prefer to remain neutral in this matter, while, surprisingly,

6.67%, although practicing this profession, they don't utterly like it, so they would have wanted to change it. We conclude that, regardless of the situations teachers are involved in, they still show a positive attitude towards the teaching activity and they wouldn't replace it. Thus this attitude eliminates any negative effects on teaching.

### 7. Have you ever considered having a profession other than teaching?

**Table 16.** The respondents thought of having a different profession than teaching. Statistical analysis

	Frequency	Percent
<b>Valid Yes</b>	11	36,7
<b>No</b>	19	63,3
<b>Total</b>	30	100,0

#### 7.1. Have you ever considered having a profession other than teaching?

##### a.) "Yes. Why?"

**Table 17.** Reasons why the respondents thought of changing their profession

Category	Examples of answers	Number of answers	Percentage value
Lack of appreciation of the efforts made by teachers	<i>Sometimes we are not appreciated for our true worth, even though we forget about ourselves and our families.</i>	5	38%
Excessive bureaucracy	<i>Lately, it seems to me that teachers deal more with papers, related to educational activity, than with students.</i>	4	31%
Overworking	<i>Because of fatigue</i>	2	15%
Financial reasons	<i>Financial reasons</i>	1	8%
Personal reasons	<i>The reasons are strictly personal and I do not want to mention them. They have nothing to do with the fact that I don't like my job.</i>	1	8%

Regarding the reasons teachers surveyed claimed to be the reason they would give up the teaching profession (table 17), the lack of appreciation of the efforts they make has the highest percentage, 38%, followed closely by a percentage of 31 %, of the excessive bureaucracy faced by education, in general. At the same time, overworking is put forward as a justification for the idea of quitting the job for 15% of respondents. Both financial and private sides represent the least 8% each, reasons that led some participants in the questionnaire to consider withdrawing from the educational system. Overall, we can say that one of the effects of teachers overworking is their intention to give up the job they initially chose.

b.) "No. Why?"

**Table 18.** Reasons why teachers would not change their profession

Category	Examples of answers	Number of answers	Percentage value
Identification with the teaching profession	<i>I enjoy being a teacher. This profession represents me. I love this profession. That's what I do best.</i>	15	88%
Routine	<i>Due to habit.</i>	1	6%
Convenient work schedule	<i>The work schedule is an important reason.</i>	1	6%

If we previously mentioned the reasons why teachers thought to change the field of activity, following the data collection, it is noticed that there are also arguments that respondents wouldn't give up this profession (table 18), such as: identifying themselves with the teaching profession, at a dominant rate of 88%, followed, in the minority, by routine and convenient work schedule, with a percentage of 6% each. We can easily see that there are still quite a few teachers who love to teach, and the effects of overworking are thwarted by the passion for their profession.

**Conclusion**

It is widely acknowledged that being a teacher is a challenging job, and the issue of professional stress is very important for schools and the educational system.

This study is a confirmation of the positive value of self-image, as a defense strategy against the risk of overworking in teaching. However, the findings do not tell us whether teachers become more or less overworked in shorter periods of time, relevant to the school system, such as a semester, or whether the level of overworking changes over time. For example, teachers may feel reloaded after the winter break, but once they resume assignments in a new school semester (reports, year-end requests), they may experience increased levels of professional stress. Recognizing the variation in the level of overworking can lead to a clear definition of intervention measures that could help reduce teachers feelings of overworking in a school year. Thus, teachers and institutions should identify the problems they face and take steps to avoid unpleasant and discouraging factors. In order to eliminate the psychological and physical symptoms of overworking, organizational and personal precautions are needed. It is obvious that teachers will do their job more efficiently while being in a stress-free and relaxed work environment.

We believe that it would be good for teachers to consult their colleagues or school management on issues such as planning the teaching activity, to have adequate resources and facilities to support their work and for performance feedback, which could act as a barrier against overworking. Teachers can also try to find opportunities to go abroad for educational purposes, to identify the problems they face personally and professionally, to spend at least an hour a week doing something for themselves, to try to find strategies to solve the problems they have identified, to discuss their feelings with others, to ensure that they have a clear job description, to give more time to certain tasks, to benefit from continuous training, to recognize their limitations, to have a healthy family life, to plan their activity and to know how to prioritize, to try to relax after work, to avoid confrontations.

We conclude by specifying that the objectives of this paper have been achieved, highlighting the individual particularities and conditions that are a key risk factor in terms of teachers overworking. Also, the dimensions of the teaching likely to be influenced by overworking were examined and a low level of teachers overworking was identified. Instead, the research hypothesis has been disproven, so that teachers overworking, both physically and mentally, does not have major effects on teaching.

The findings of this study also have certain sensitive points, such as: limitation to a single process of data collection and interpretation, or uncertainty about the veracity of the information provided by respondents, which affects the quality of research.

As perspectives of the research, the results can be presented in scientific communication sessions, as a study or an article, can be published in journals or specialized books, can be valued in a thesis for receiving a first teaching degree etc. To the same extent, the data obtained can be used to identify opportunities to improve and foreshadow managerial decisions within educational institutions.

For further research, it is necessary to study the implications of professional stress on teachers during the pandemic, and the new demands imposed during this period, including online teaching.

Those who will directly benefit from these interventions are the students, through improved performance and a positive attitude towards teachers and the school, in general.

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