

## Relationships Between Engagement, Burnout and Performance of Basic Education Teachers: what does the Literature Say?

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### Abstract

In modern organizations, workspaces have become more demanding, and engagement and their relationships with other variables have gained prominence in research. For this, the present article presents a survey of empirical studies on this theme in the last decade. First, the concept of engagement and burnout is discussed from an organizational to an educational perspective. Following, some fundamental reflections are made that justify the study regarding teachers of basic education. The methodology adopted was a systematic review, carried out through the Capes journals, at the Elsevier, Scopus and Emerald bases, between the periods 2008 to 2018, with the terms in English. Inclusion and exclusion criteria were used as the basis for data selection. For the selection of articles, two groups of descriptors were used: engagement and performance of teachers and burnout and performance of teachers. We found 11 articles that met the criteria for the analysis. Afterwards, the results and their analyzes were presented, which showed that high workloads and poor student behavior influence the dimensions (emotional exhaustion, depersonalization / cynicism and loss of professional development) of burnout. Overall, the studies analyzed demonstrated that the highest levels of engagement enable higher levels of performance. And high levels of burnout are associated with poor performance. Teachers with excessive emotional exhaustion, depersonalization and lack of professional development tend to negative aspects in work environments, decreasing their performance. In summary, the discussions of the results showed the importance of research on the engagement, burnout and performance of basic education teachers. However, the few findings have presented the scarcity of empirical studies, both national and international. So, this review helps to encourage future studies and more exploration of the theme.

**Keywords:** engagement; burnout; teacher performance

### Introduction

In the modern context, workspaces have become more demanding. To this end, organizations increasingly seek to encourage their workers to enhance and maintain their highest performances. In the search to collaborate with the development capacity of their professionals, they provide favorable environments for engagement at work. With this, it stimulates the workers' motivation and reinforces competences, with a view to reaching the organizational objectives and obtaining better results [1].

Greater adaptation to work needs and conditions for the worker provide greater engagement. Therefore, some aspects are combined with teamwork that require assertiveness, require personal initiatives to develop goals and resilience to accomplish physical and psychological demands (Instrand, 2016).

The advances in research in the organizational area have shown the importance of job characteristics for the engagement of workers. For this purpose, this construct was developed based on the nature of the work resources offered to the employee, in contrast to the work demands. In view of this, even though the tasks are stressful, in the face of high work resources, the greater the engagement and, consequently, better performances [12,15,1,2].

The workers with vigor, absorption and dedication are more committed to



achievement.

In addition, when their physical, cognitive, mental and emotional resources are enhanced, they become more engaged, because they keep tasks more attentive and improve organizational performance [6,4].

However, engagement is a positive state, a way to persist with affection, with cognitive clarity in individual situations and collectivas in work environments. In addition, it is synonymous with energy and involvement in tasks, because workers reduce emotional exhaustion, generating professional effectiveness (1,18,7, 3).

Some variables precede engagement, among them, situational ones stand out, such as the demands and resources of work. Above all, they are also associated with individual factors, which are the worker's personal courses, allied to organizational policies, ambiguity of roles (obstacle demands), complexity of the task (challenging demand), feedback from others, psychological security, and participation in decision-making (work resources), authentic experience and organizational identification (personal resources) [4].

The consequences of engagement are classified as motivational and organizational, referring to the work and its results. Creativity, proactive behavior, and work redesign behaviors stand out as well as motivational results. Regarding organizational results, there is intra-role and extra-role performance, organizational citizenship behaviors, customer satisfaction/loyalty, service climate, organizational commitment, low absenteeism, and low turnover rates [4,5].

On the other hand, burnout is characterized in three dimensions: emotional exhaustion, depersonalization, and lack of professional development. Emotional exhaustion refers to the loss of energy and motivation and the depreciation of physical and emotional resources in the work environment. Depersonalization corresponds to attitudes of distancing and indifference to workers, who lose interest and meaning for work. And the lack of professional development is assumed as the reduction of the feeling of competence, success, and organizational achievement [12].

This phenomenon is dimensions of prolonged and chronic occupational stress, affected in professionals in a direct, continuous, and highly emotional way, related to working conditions. Generally, the most vulnerable workers are involved in services, health care and education (Maslach & Jackson, 1981; 1986; Leiter & Maslach, 1988, Maslach, 1993; Maslach & Leiter, 1999; Vanderberghe & Huberman, 1999; Maslach & Leiter, 1999; Maslach, 2001).

From the teaching perspective, the burnout is preceded by stresses that contribute to illnesses, decreasing the energy for the proposed activities. For example, the constant emotional tensions, due to the differentiated responsibilities of teaching, the fret, physic and psychological, which compromises their performances (Maslach et al., 2001).

One of its consequences is the lack of attention to individual and collective demands, which lead teachers to think about giving up or actually abandoning their functions, because they do it without emotional and mental balances to give up quality of teaching. In addition, it harms the relationship with the student, with the institution and his own health (Maslach, 2001, Carlotto, 2002).

Above all, emotional scare, and stress causes emotional exhaustion by the intention of interacting with students, feeling worn out and fail to develop strategies suitable for their practices in the classroom. In addition, teacher depersonalization can present derogatory, cold, and disconnected attitudes of the quality of teaching-learning. And with the high level of personal fulfillment at work, teachers feel dissatisfied with the work, revealing feelings of ineffectiveness (Carlotto, 2002).

Some studies approach these two constructs in different ways. In a first perspective, engagement is directly opposite to burnout, because engaged workers do not present the dimensions of this syndrome. Therefore, they are opposite poles, one positive and the other negative (Maslach & Leiter, 2008). And in another perspective, they are considered as coexisting, because a worker not engaged in work, is not necessarily in a state of burnout. As well, in a burnout state can have engagement at work. Therefore, this is a model that does not consider engagement and burnout as opposite poles [22].

The distinction between constructs contributes to analyses relationships that can exert with other variables, no more than paradoxical observations. Thus, engagement is seen as independent of burnout, and can be studied individually or related to its antecedents or consequences, as well as with the burnout itself (Schaufeli & Bakker, 2009).

In the educational context, most scientific productions on the influences of these variables present as antecedents and consequents of engagement, burnout and performance, but only from the perspective of university professors. Therefore, there is great difficulty in advancing discussions on this topic in basic education.

Among the studies with university focus, we highlight teachers with attributions that require production, stability, and rapid results. Therefore, many of their activities exceed their personal interests and workload, leaving them few engaged in work and predisposed to exhaustion, decreasing their performance in the teaching-learning process. In this interim, his individual or team studies are smaller, failing to qualify, favoring his intellectual development and professional achievement [22].

For teachers, in addition to the difficulties of their teaching practice, which wear them down physically, they also experience psychic suffering, linked to the demands of the profession, raising their state of stress. These sufferings may be related to the lack of achievement of the expected positive results in the profession, as well as may be influenced by indiscipline and weariness by the collection related to the students' distastes (Mendes, Araújo & Freitas, 2008).

Regarding basic education, the diversity of attributions of the teaching profession influence individual and organizational conflicts, because in addition to the workload, teachers also assume extra activities to meet their personal needs. They are charged for their students' results and many do not really recognize their role in school spaces. These charges collaborate in the construction of negative aspects, becoming more sick professionals with little performance at work [13].

In addition, they don't have enough time to perform a decent job, as they face difficulties and disinterests of the students and numerous classes. These factors considerably increase the number of sick teachers' absences due to illness, as they wear out



physically and psychologically to meet all the demands of the profession [10].

Teaching-learning practices are not the main objectives, as teachers plan, investigate, guide students, and serve parents about the situations experienced in the school environment. In addition to these requirements, it also has the function of organizing and participating in out-of-school activities, pedagogical meetings, seminars, class councils, carrying out additional recovery processes and many other assignments that arise during the school year.

It is evident that most of the studies present research with nurses, firefighters, military police, and university professors, but in relation to basic education teachers, few studies have been developed. Given the importance of these professionals, because it has a social role that contributes to the social formation of future professionals, from the different areas of knowledge, more discussions are needed, which may reflect on the quality of their work, consequently, in the students' learning.

In addition, the socialization and adaptation of teachers to their organization, motivated for their performance, are essential issues to be discussed. These actions strengthen engagement, even with scarce work resources and excessive work demands. Thus, it justifies a systematic review that explains, through its findings, what the literature says about engagement and burnout, which favors the theoretical and practical foundations of the act of teaching in basic education.

**Method**

Systematic review is a systemic method of information to answer questions about themes defined by individual variables or their relationships with other variables. It is a way of organizing findings to point out the needs of new research. In this article, in this article, it adotor-a characteristics of the field of social sciences, basedon the process of searching and selecting variables in descriptive and exploratory perspectives [19].

To this end, the study aimed to analyze empirical scientific articles found in the journal Capes, in the electronic databases Elsevier Science Direct Journals (05 articles), Scopus (05 articles) and Esmerald (01article). The following keywords were used: engagement and performance of teachers and burnout and performance of teachers. It is notelike that the research with descriptors in Portuguese language did not obtain results.

The bibliographic search was carried out in November 2018, considering works published from 2008 to 2018. According to the paired search principle, two studies were conducted by two experienced professionals and in systematicreview. To this end, they adopted the following inclusion criteria: (1) articles published in English and Portuguese, (2) scientific and empirical articles and (3) relationships between engagement, burnout, and performance of basic education teachers. Exclusion criteria were: (1) books, book chapters, dissertations, and theses; and (2) repeated articles on the base.

In addition to the exclusion criteria established, the articles were taken from the sample because they were from the university educational context with a focus on students, repeated in the databases, focusing on teachers from other educational contexts, did not approach engagement and burnout as a focus, among others. We found 11 articles related to engagement, burnout and teacher performance that met the criteria for analysis.

**Results**

The journals of the studies were three, all international. Table 1 systematized scientific productions with the copyright descriptions, magazine and their impact factor and the bases inserted.

Author / Year	Magazine/ Impact Factor	Bases
Hakanen, Bakker, & Schaufeli, (2006)	Journal of school psychology/ 1.925	Elsevier Science Direct Journals
Schaufeli.; Hakanen; Bakker & Demerouti (2007)	Journal of Educational Psychology/ 5.045	Scopus
Simbula (2010)	Anxiety, Stress, & Coping / 1.596	Scopus
Marwhile (2013)	Teaching and Teacher Education / 2.754	Elsevier Science Direct Journals
Runhaar; Konermann & Sanders (2013)	Teaching and Teacher Education / 2.754	Elsevier Science Direct Journals
Stoeber & Renner (2008)	Anxiety, Stress, & Coping /1.596	Scopus
Inandi & Sezin (2013)	Educational Sciences: Theory & Practice / 2.462	Scopus
Cohenand & Abedallah (2015)	Management Research Review/ 4.854	Esmerald
Berghe; Sunensb; Aeltermana; & Haerensa (2014)	Psychology of Sport and Exercise/ 3.380	Elsevier Science Direct Journals
Fernet, Tre Painer, Levesque-Cote, (2016)	Teaching and Teacher Education/ 2.754	Elsiver Science Direct Journals
Zhang (2016)	The Journal of Creative Behavior/ 1.706	Scopus

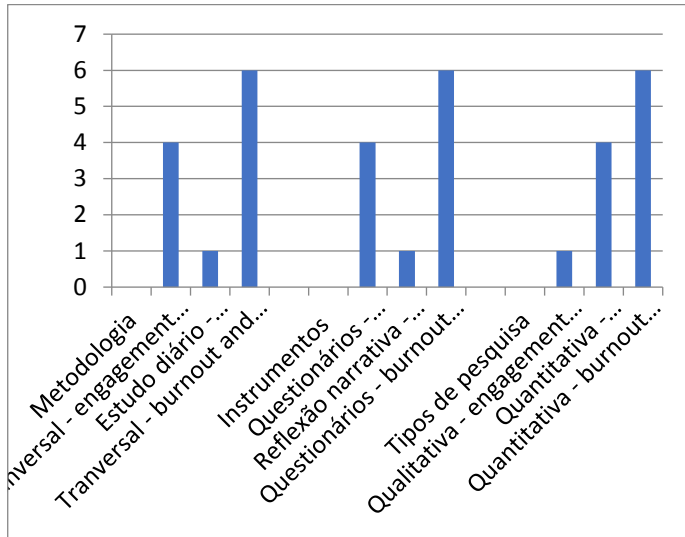
Source: prepared by the author

**Table 1.** Distribution of studies - engagement “and” performance of teachers e burnout “and” performance of teachers

As for the design, for engagement and performance of teachers, most studies presented cross-sectional research, a total of 04 articles, and 01 daily study article. For burnout and performance of teachers all 06 articles were cross-sectional. Regarding the research instruments, for engagement and performance of teachers, 04 articles presented questionnaires



and 01 article presented narrative reflection. While for burnout and performance of teachers, the 6 articles presented questionnaires. Regarding the type of research, for engagement and performance of teachers, there were 04 quantitative articles and 01 qualitative study article. For burnout and performance of teachers, presented 06 quantitative articles. As chart that follows.

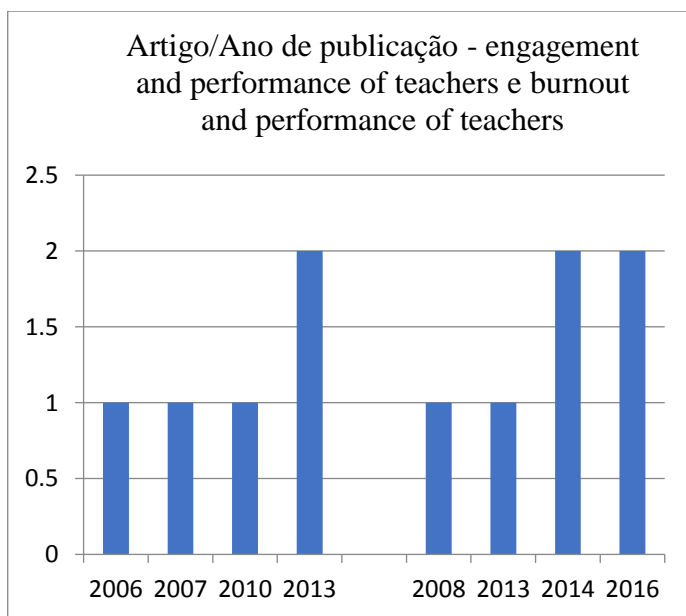


Source: prepared by the author

**Graph 1:** Methodology, instruments, and types of research.

Specifically, to the year of publication, for engagement and performance of teachers, we identified 01 article for the year 2006, 01 article for the year 2007 and 01 article for 2010 and 02 articles in 2013, which assumed the predominance of papers.

In turn, with the descriptors burnout and performance of teachers were found 01 article in 2008, 01 article in 2013, 02 articles in 2014 and 02 articles in 2016. Research has been obtained in recent years on the subject between 2014 and 2016. As can be seen in graph 2 that follows.



Source: elaborated by the author

**Graph 2:** Articles per year of publication: engagement and burnout performance of teachers.

**Results**

The poor behavior of students, workload and physical environment are work demands considered negative for work engagement. While work resources such as supervisor support, work control, information, social climate, and innovative climate positively relate to engagement (Hakanen, Bakker, & Schaufeli, 2006). In this, efforts to reduce demands and the potentializing of work resources lead to positive results in school environments.

In addition, work resources are particularly relevant in stressful situations, especially for teaching work. They can act as motivating variables, such as direct effects on work engagement, or stifle the relationships between work demands and engagement. Therefore, the demands of work and work resources can bring favorable or unfavorable effects to work, depends on the relationships they exercise with other variables [23].

From the t este of part of the JDR model (Demands and Work Resources), with 805 Finnish teachers, it was evidenced that different combinations, with different variables, can exert different results on the level of engagement at work. Work demands (poor student behavior) negatively influence engagement when the effect is direct. However, when it is moderated by work resources (supervisor support, information, appreciation, and organizational climate) they can present positive results in the level of engagement. This study advances when it questions the generalizations of demands and resources with engagement, considering valuing the different combinations [23].

On the other hand, this research model has the dynamic character between the motivational and energetic processes of the workers. That is, the JD-R model proposes, respectively, that the interaction between work demands and work resources are important for the development of tension and motivation at work. [24], through a daily study with 61 Italian teachers, confirmed that the work resource (social support) promotes a direct positive effect with engagement. As well, it demonstrated that this direct effect on engagement influenced the job satisfaction and mental health of basic education teachers.

With a view to social support, it acts as an important work resource, because, in addition to daily fluctuations, regardless of the levels of work engagement, it manifests indirect influences, through the mediation of engagement on job satisfaction and mental health. These results suggest, therefore, that primary school teachers, when receiving adequate social support from colleagues, are more willing to engage in their work. In turn, they are also more satisfied and acquire better mental health [24].

On another research bias, basic education teachers demonstrate that the collaborative process and the valorization of their own initiatives result in work engagement. Consequently, it focuses on the positive of its performances. When you have opportunities for development through work, they add high levels of vigor, dedication, and absorption, which stimulate autonomy that makes them perform better [17].

The autonomy of teachers and the social relations of exchange



with their leader (Leader Membership eXchange - LMX) can influence work engagement and Organizational Citizenship Behavior (OCB) (Runhaar, Konermann, & Sanders, 2013). Therefore, andvidenciam that work situations can provide tips for autonomy and LMX, because the most engaged teachers, when receiving support from the leadership and work autonomy can develop behaviors of organizational citizenship. In line, the LMX theory assumes that effective leadership derives from mature relationships between leaders and collaborators.

This finding shows the importance between work engagement and CBO in the context of basic education. Committed teachers are important to the school because they are more willing to perform extra tasks, which are not part of their individual planning, because they contribute to the tasks of their colleagues. Thus, there are ways to help or support colleagues in extracurricular activities that collaborate in the performance of work [21].

Many factors can influence the behaviors of individuals, aspects of perfectionism are one of these characteristics, especially when these are specific to the work of teachers. Perfectionism is an important factor in stress assessments related to teachers' work, coping styles and burnout. In addition, the results show that the different facets of perfectionism show different ways of influencing other variables of teachers' behavior. [25].

A survey of 118 basic education teachers in Germany presented the different facets of perfectionism. This study proved that different efforts of teachers to perfection in tasks are positively related to burnout, because d spend a lot in trying to go beyond their obligations. Forexample, do not take lunch hours to finish tasks [25].

The 1699 teachers at the public primary school in Russia showed the relations between organizational citizenship behavior (CBO) and burnout. They presented that there is a significant and negative relationship between the altruism level of the CBO and the dimension of emotional exhaustion and depersonalization of teachers. As there is also a significant and negative relationship between conscientiousness and courtesy, another dimension of cbo and emotional exhaustion and depersonalization [16].

A study with 221 teachers in Israel shows that emotion assessment and expression, emotion regulation and emotion use are negative predictors of burnout, consequently CBO and CBO and self-efficacy. One of the most important results of this study is the relationship of burnout, CBO, and extra role performance. Above all, the three dimensions of burnout were negatively related to CBO and performance [11].

Research with 201 pr offerings of basic education in Belgium, based on self-report on motivation to teach, job satisfaction, need-support in teaching and burnout, presented their motivational profiles in the work environments, showed the associations between these motivational profiles and experiences of satisfaction of need, dimensions of style teaching and burnout. Berghe et al (2014) demonstrated that there was a positive relationship for burnout when they related these variables.

Study with 589 teachers, with up to three years of teaching work, investigate or the perception of motivation in the work environment. The results have brought that workload and

recognition act positively when they relate directly to emotional exhaustion. While, work control and sense of community positively influence commitment at work (Fernet, Tre panier, & Levesque, 2016).

Another important organizational resource is the shared knowledge of teachers that can increase teaching possibilities. Zhang (2016), when researching 796 Chinese primary and secondary school teachers, presented over five personality traits, burnout and shared knowledge, correlating them. The relationships between them were tested, concluding that extravasion and condescension were positively associated with shared knowledge, while openness to work, neuroticism was not significant in the prediction of shared knowledge.

Burnout was negatively associated with shared knowledge after personality control, as well as burnout moderated the relationship between personality and shared knowledge, when there were high levels of burnout. On the contrary, the relationship between personality and shared knowledge was strong when there were low symptoms of burnout. These results suggest that intervention is needed to reduce burnout in teachers.

However,

Background	Engagement/Burnout	Consequent
Hakanen J, J; Bakker, A, B & Schaufeli, W.B. (2006)		
Work resources (Supervisor support, work control, information, social climate, and innovative climate)	Engagement (stamina and dedication)	Organizational commitment (mission investments and importance for organizational objectives)
Work demands (student misconduct, workload, and physical environment)	Burnout (exhaustion and cynicism)	Illnesses (low perception of health and low work ability)
Schaufeli, W.B.; Hakanen J, J; Bakker, A, B & Demerouti E. (2007)		
Work resources (Supervisor support, information, appreciation, and organizational climate) (positive)	Engagement (stamina, dedication, and absorption)	Organizational commitment
Work demands (student misconduct) (negative)		
Schaufeli, W.B.; Hakanen J, J; Bakker, A, B & Demerouti E. (2007)		
Work resources (Supervisor support, information, appreciation, and organizational climate) (positive)	Engagement (stamina, dedication, and absorption)	Organizational commitment
Work demands (student misconduct) (negative)		
Simbula, Silvia (2010)		
Work resources (social support)	Engagement (stamina, dedication, and absorption)	Job satisfaction Mental health
Makinem, Marita (2013)		
Collaborative process and the valorization of own initiatives	Engagement (stamina, dedication, and absorption)	Extra paper performance.
Runhaar, P; Konermann, Judith & Sanders, Karin (2013)		



Engagement (stamina, dedication, and absorption)	Work resources as moderator (autonomy and support of the leader)	Organizational citizenship behavior
Stoeber, Joaquim & Renner, Dirk (2008)		
Perfectionism	Burnout (emotional exhaustion, depersonalization, and loss of professional development)	
Believed, Yusuf & Sezin, Ayse (2013)		
Behavior of organizational citizenship (altruism, conscientiousness, and courtesy) positive	Burnout (emotional exhaustion and depersonalization)	
Organizational citizenship behavior (altruism, conscientiousness, and courtesy) negative	Burnout (Personal Development)	
Cohenand, Aaron & Abedallah, Mohamed (2015)		
Emotional intelligence, emotional perception, use of emotions and self-efficacy.	Burnout (emotional exustan, depersonalization and loss of professional development)	OCBI OCBO Extra-paper performance
Berghe, Lynn Van den; Sunensb, Bart; Aeltermans, Nathalie; Cardona Greet & Haerensa, Isabel B. Tallira, Leen (2014).		
Combinations of teacher motivations in work environments (if low)	Burnout	
Fernet, Claude; Tre basket, Sarah-Genevieve; Austin and Levesque-Cote, Stephanie Julie (2016)		
Workload, recognition	Emotional exhaustion	
Control of work and sense of community	Commitment	
Zhang, Jinfeng (2016)		
Effects of personalities	Burnout	Shared knowledge

Source: Prepared by the author

**Table 2:** below shows the antecedents and consequences of engagement, which the analyzed studies showed

**Conclusion**

This table demonstrates that work resources are directly a positive engagement mediator or moderator. And work demands are directly negative for engagement and possibly influenced for burnout. These empirical findings showed that social support, leadership supervision, information, participation in the organization's decisions contributed to high levels of engagement.

Respectively, these studies also showed that high workloads, poor student behavior influenced the dimensions (emotional exhaustion, depersonalization/cynicism, and loss of professional development) of burnout [15].

The highest levels of engagement enable higher levels of

performance, with the highest levels of burnout dimensions associated with poor performance. In addition, teachers with excessive emotional exhaustion, depersonalization, and lack of professional development, in a way, they distance themselves from positive aspects in the work environments, decreasing their performances [23].

The literature review showed that the discussion on engagement and burnout regarding the performances of basic education teachers is still very insufficient. Thus, the scientific productions show little evolution, between 2013-2016, presenting more consistency with three articles in 2013 and two articles for 2014 and two articles for 2016.

There was not much predominance of studies by authors, and each year of studies found, different authors participated in the research, except for 2006 and 2007, which presented studies by Schaufeli and Bakker, but with different partners. After these years, there were no repetitions of these partnerships.

The results showed the predominance of cross-sectional studies, making evident the gap of longitudinal studies and daily fluctuations, which could collaborate in the search for relationships, engagement, burnout, and teachers' performances, so that they would observe them at intentional intervals of time. Longitudinal and daily fluctuation research allows access to information on the variables of the time researched, contributing to the intervention processes.

As for data collection instruments, Maslach's burnout inventory was the most cited, followed by Utrecht's Engagement, all translated into the language and research context. It is justified because it is the most used because they are instruments that have already been tested in several organizations and contexts, always showing adequate fit for use [6].

**Practical implications**

The findings of this systematic review suggest that the reduction of levels of exhaustion, depersonalization and loss of professional development may be advantageous for primary education teachers. Therefore, the literature stumened bring examples of interventions that collaborate in reducing burnout, consequently, for the processes of vigor, dedication, and absorption of engagement [15].

Nalogically, empirical studies presented supports that enable teachers' conceptions of well-being with essential factors for performance. Such perspectives go beyond previous research, which only pointed to the focus of emotional exhaustion. In view of this, this study shows that other dimensions of burnout are essential to be addressed, as they can negatively relate to the performance of teachers, when they are not mediated or moderated by work resources [2].

In summary, the results obtained, and their discussions allow us to realize the importance of research with engagement, burnout, and teacher performance, as it is a still very incipient field of empirical studies. This fact is due to the few findings focused on basiceducation. So, this review collaborated to encourage future studies and more exploration of the theme.

**Study limitations**



The study presents some limitations, and some of them negatively permeated the results of this systematic review. First, the present review did not delimit the measurement instruments and theoretical research models directed to work resources and demands, when also, the articles found did not bring this delimitation.

The research was limited in the relations between engagement, burnout and teacher performance, however, it has not had the possibility of including only those studies that presented instruments and models cited, since few would remain for the analysis. Even taking these criteria, many articles were excluded in the reading process, because they presented few concepts focused on the predefined objectives. That is, it was the theme, but it did not extend into the focus.

A second limitation is that most of the articles presented the cross-sectional design in their methodologies. The disadvantages were due to the lack of proof of the behaviors found in different times, with possibilities of generalizing something that happens only in certain situations of the educational environment. It is considerable that there are different interferences at certain time or fluctuations, and only one study brought the daily study design.

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