Teachers’ Pedagogical Beliefs as Predictors of Teacher Burnout

Abstract

The presented study examined the relationship between teachers’ pedagogical beliefs and their experience of burnout. Its participants were 230 schoolteachers from fourteen Slovenian primary schools. The Questionnaire of Teacher Pedagogical Beliefs and Maslach Burnout Inventory-Educators Survey were applied. The findings suggest pedagogical beliefs as predictors of teacher burnout dimensions. Teachers’ negative pedagogical beliefs about students’ behavior and discipline maintenance are related to a greater experience of emotional exhaustion whilst negative beliefs about teachers’ trust in students and the role and responsibility of the teacher are related to a greater experience of depersonalization and decreases in personal accomplishment.

Keywords: primary school teachers, teachers’ pedagogical beliefs, teacher burnout

Introduction

Teacher stress and burnout are recognized as serious problems and are believed to contribute to physical illness, absence, and early retirement from the teaching profession (Dunham, 1992; Slivar, 2009). For this reason, teacher stress and burnout have become an area of interest for many researchers. Their causes and consequences have been well researched. Considering the variables that predict teacher stress and burnout, the research focused mainly on environmental variables: workload (Genoud, Brodard & Reicherts, 2009), school context (Collie, Shapka &