

runner of burnout, or an improvement, in which things are getting better, but one aspect of burnout is still problematic. The same could be suggested for teachers' intermediate profiles in our sample.

Our findings can also be helpful in educational practice in schools, if considered as a basis for developing interventions that are customized for different groups of teachers. Interventions that take account of teachers' burnout profiles would be more effective than general interventions offering the same solution regardless of individuals' unique burnout experience.

Conclusions

The relevance of this study is that it represents a step forward in the research into teacher burnout. The study has succeeded in attaining its objective by proposing a workable classification of teacher burnout profiles, thus providing a framework for describing the territory between job engagement and burnout, which could be used in future research on teacher burnout. Even more, the identified burnout profiles also provide some direction for educational practice in schools. They could be used as a basis for designing more customized interventions for burnout for different groups of teachers.

However, our research is not without limitations. First, participation in the study was both voluntary and anonymous. We do not know which teachers and for what reasons chose not to participate in this study; therefore, our sample might not be representative of the overall population of primary school teachers in Slovenia. Second, a much larger sample of teachers would be desirable, enabling us to use quantitative methods of data analysis in addition to a qualitative one.

Despite these limitations, the study has succeeded in providing some novel insights into teacher burnout, which can be used in designing future studies. It has also shown that subsequent research into this area, especially regarding the development of teacher burnout profiles over time, would be a much welcome addition to the understanding of teacher burnout.

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