



AN ANONYMOUS QUESTIONNAIRE
“Preventing teachers’ burnout in primary schools”
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Questions to be used in an anonymous survey to examine the risk of burnout and determine the training needs of teachers

- Please complete this questionnaire anonymously to ensure your privacy.
- Your honest feedback is crucial for understanding and improving teacher well-being.
- The responses will be used to identify areas for support and improvement within the school environment.

Thank you for your participation!

This questionnaire is designed to be comprehensive, covering the key areas needed to assess burnout risk, protective competences, and the impact of the school environment.

I.Examination of the level of burnout risk:	YES	NO	I HAVE NO OPINION
1. I believe in my effectiveness.			
2. I often feel compelled to be good.			
3. I have a mission to accomplish.			
4. I have distance towards myself.			
5. I have a great sense of responsibility for others.			
6. I am often uncertain about my own competences.			
7. I often blame myself.			
8. I attribute my successes and failures only to my own actions.			
9. I am strongly committed to my work.			
10. Work is becoming more and more difficult for me, it even annoys me.			
11. I feel disappointed in my job.			
12. I have difficulty maintaining discipline in class			
13. I only perform necessary duties at work.			
14. My relationships with students are difficult.			
15. I avoid conversations about professional topics			

Testing the level of competencies protecting against burnout:

Personal competences:	YES	NO	I HAVE NO OPINION
1. I have clearly defined professional goals that I manage to achieve.			
2. I cope well with new challenges.			
3. I can work under time pressure.			
4. I cope well with stress.			
5. I can manage my working time and tasks effectively.			
6. I avoid routine at work.			
7. I have an influence on what happens at school.			
8. I have time for relaxation and pleasure.			
9. I have a sense of meaning and value in my work.			
10. I set boundaries and speak openly about my needs			



Social competence:	YES	NO	I HAVE NO OPINION
11. I have good relationships with my colleagues.			
12. I have support from the school principal and other superiors.			
13. I show empathy and interest in students.			
14. I am good at resolving conflicts.			
15. I can work in a team.			
16. I can talk to parents about their children's results and educational needs.			
17. I rate my competences and professional qualifications highly.			
18. I can listen to others.			
19. I can communicate with my students' parents, and it is not difficult for me.			
20. My work and relationships with students give me a lot of satisfaction.			

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School Environment Factors	YES	NO	I HAVE NO OPINION
1. At work i feel overwhelmed by administrative tasks and bureaucracy.			
2. The classes i teach are too number.			
3. I have appropriate educational materials and access to technology.			
4. Communication from the administration is clear and transparent.			
5. I feel appreciated for my efforts.			
6. I get support when i can't cope with students' behavior.			
7.(7a) I have professional development opportunities that match my needs, including access to training.			
8. Physical conditions in my classroom are comfortable and favorable for teaching (e.g. Temperature, lighting, etc.).			
9. I feel safe at work.			
10. I spend a lot of time working outside working hours, which interferes with my rest.			
11. My schedule is inflexible, which disturbs the balance between work and personal life.			
12. In my professional work, i use the support of more experienced people.			
13. The school environment fosters cooperation and creates a sense of community			
14. I feel the need to use a program at school that will improve my well-being			
15. communication with my students' parents does not cause difficulties for me.			



Open-Ended Questions

1. What factors in your work environment do you find most stressful? (Open-ended)
2. What supports or resources do you find most helpful in preventing burnout? (Open-ended)
(Open-ended)
3. Do you have any suggestions for how the school could better support teacher well-being?
(Open-ended)

Demographics - Years of Teaching Experience:

1.	0-5 years	
2.	6-10 years	
3.	11-15 years	
4.	16-20 years	
5.	21+ years	

INTERPRETATION OF THE RESULTS

Part I of the survey

BURNOUT RISK LEVEL EXAMINATION:

If we follow Jorg Fengler, we can identify burnout based on a teacher's behaviors and beliefs. The first eight questions (1-8) cover this area.

The answers below will contribute to teacher burnout. It is important to review the results with your teacher.

Compulsion, to be good 2. I often feel the need to be good. Answer - YES	The ideal of self-efficacy 1. I believe in my own efficacy. Answer - YES	Lack of self-distance 4. I have distance towards myself. Answer - NO	Lack of internal control 8. I attribute my successes and failures solely to my own actions. Answer - YES
Sense of responsibility for others 5. I have a great sense of responsibility for others. Answer - YES	Uncertainty or doubt about one's own competence 6. I am often not sure about my competence. Answer - YES	Self-blame 7. I often blame myself. Answer - YES	Conviction of one's own "mission" 3. I have a mission to accomplish. Answer - YES

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PHASES IN A TEACHER'S WORK - FROM ENTHUSIASM TO BURNOUT ACCORDING TO CHRISTINA MASLACH

The next answers will be used to analyze the phase in a teacher's work. Five subsequent sentences (9-15) will help determine the phase in which the teacher is.

1. Fascination - in this phase the teacher is strongly committed to his work

(9.) I am strongly committed to my work. **Answer- YES**

2. Stagnation - work is causing more and more difficulties, the expectations of students, parents, management, are starting to annoy the teacher

(10.) Work is becoming more and more difficult for me, it even annoys me. **Answer- YES**

4. Frustration - the teacher perceives his students negatively, has problems with discipline, uses coercion, feels disappointed with his work

(11.) I feel disappointed with my work. **Answer- YES**

(12.) I have difficulty maintaining discipline in the classroom. **Answer- YES**

4. Apathy – friendly relations between the teacher and students disappear completely, the teacher only performs necessary activities, avoids conversations on professional topics



- (13.) At work, I only perform necessary duties. Answer - YES
- (14.) My relationships with students are difficult. Answer - YES
- (15.) I avoid conversations on professional topics. Answer - YES

5. Burnout syndrome - appears at the moment of complete exhaustion

Part II of the survey

TESTING THE LEVEL OF COMPETENCES THAT PROTECT AGAINST BURNOUT:

The answers provided - YES - indicate a high level of personal factors protecting against teacher burnout.
The -NO- answers provided may indicate difficulties that require strengthening and support in selected areas.
The answers given - I HAVE NO OPINION - should be more disturbing than reassuring. They may indicate a low level of self-knowledge. Self-knowledge is a deep understanding of yourself, including your emotions, beliefs, strengths, weaknesses and motivations. **If there are 30% or more such answers, we can classify them together with the NO answer, which indicates the need to implement an anti-burnout program in a given area of competence.**

INTERPRETATION OF RESULTS PERSONAL COMPETENCES:

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Answers -YES - (1,2,6) indicate high motivation to work. Motivation means willingness to perform work in an effective and committed manner.

Answers -YES - (3,4) indicate high resistance to stress. Stress management plays a key role in both personal and professional life. In personal life, it allows you to maintain emotional balance, improve interpersonal relationships and increase your overall well-being. In the professional context, effective stress management contributes to increased productivity, improved concentration and decision-making ability. It also helps prevent burnout and maintain mental health.

Answers -YES - (5,8) indicate time management skills in both professional and private areas. Good time management skills allow you to control your time, stress and energy levels. You can maintain a balance between work and personal life.

Answers -YES - (7,9) concern agency and self-esteem. Self-efficacy allows us to notice that tasks can be easy or difficult, but we have an influence on what we do and what the effect of our actions will be. People with a healthy sense of self-worth accept themselves and are aware of their strengths and weaknesses. When performing a task, they take responsibility for their own actions.

Answer -YES - (10) indicates an assertive attitude. Assertiveness is an attitude that allows you to build relationships based on mutual respect and cope with difficult interpersonal situations.

An assertive teacher knows that they have the right to be themselves and make independent decisions. They treat the opinions of other people as an opinion that they can agree with, but they don't have to do so at all.



INTERPRETATION OF RESULTS SOCIAL COMPETENCES:

Answers - YES (11,12,15) indicate the ability to work in a team. This competence means the ability to cooperate and cooperate in a team, which consists of actions and behaviors that allow achieving a common goal. Teamwork competence includes, among others: defining common goals, sharing tasks and responsibility for their implementation, mutually motivating team members, and learning from each other. Working in a team requires appropriate communication, adapting one's behavior to the role defined in the team and entering into relationships with other people, including students' parents.

Answers - YES (13, 14) indicate empathy and the ability to resolve conflicts. Empathy is the ability to empathize with the feelings and perspectives of another person. When there is a need to resolve conflicts, empathy allows for understanding why a given person has specific needs and expectations. This is a skill that allows for building bonds and mutual understanding. Answers - YES- (16,17) indicate high competences and qualifications. Competencies concern skills, personality traits and attitudes that allow effective performance of tasks and coping in various situations. On the other hand, professional qualifications are formal authorizations and knowledge necessary to perform a specific profession.

Answers - YES - (16,17) indicate high competences and qualifications. Competencies concern skills, personality traits and attitudes that allow you to perform your job effectively and cope well in difficult situations. Professional qualifications are formal qualifications and knowledge necessary to work with students.

Answers - YES- (18,19) indicate the ability to communicate properly. Communication is not only speaking, but also listening. Showing interest in the interlocutor allows for correct understanding of what they have to say to us. Effective and good communication should be based on dialogue, not monologue.

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Answer -YES- (20) indicates satisfaction with the work performed. A sense of satisfaction is born when teachers see the value of their work, its significance and have a sense of excellence in what they do. Pride in work gives employees a sense of meaning and purpose, which in turn triggers authentic commitment.

Summary, part II - Research on the level of personal and social competencies protecting against burnout.

The Burnout Expert, together with the management staff, can, based on the results obtained, tailor support to teachers' needs. By analyzing the results, the Burnout Expert will have knowledge about the greatest difficulties in the team. We assume that the results will indicate areas that need to be addressed. Correct reading of the survey results, in accordance with the instructions, will allow you to determine the thematic scope of the training. Depending on the school's possibilities, we recommend training in all areas of personal and social competences, which received the most -NO- and approximately 30% of the answers -I HAVE NO OPINION.