

Przemysław ŁAWRYNOWICZ¹

ORCID: 0009-0005-6236-2909

Work–Life Conflict, Rumination, Procrastination, and Occupational Burnout: Psychosocial Hazards in Teachers’ Work

Konflikt na osi praca–życie, ruminacje, prokrastynacja i wypalenie zawodowe: psychospołeczne zagrożenia w zawodzie nauczyciela

Introduction

The teaching profession is widely regarded as one of the most demanding and emotionally taxing occupations. High levels of responsibility, time pressure, and the need to reconcile professional duties with private life may contribute to lowered mood and psychophysical difficulties. Research indicates that teachers frequently experience work-life conflict, which adversely affects their mental health and overall well-being.

This conflict is associated with an excessive workload, the necessity of working beyond standard hours, and difficulties in effectively separating professional and personal domains. Such conditions generate substantial

¹ Przemysław Ławrynowicz, MA, MSc, BEd; a PhD candidate and lecturer at the University of Siedlce, Poland, e-mail: psycholog-biznesu@wp.pl

stress, which may in turn lead to chronic rumination, procrastination, and occupational burnout. Elevated levels of rumination may make it difficult for teachers to disengage and rest, which can result in poorer recovery and, consequently, further intensification of negative psychological outcomes.

It is also worth noting that teaching requires not only classroom work but also the preparation of instructional materials, marking students' work, organising meetings with parents, and participating in professional development. As a result, teachers often work beyond standard working hours and outside the school setting, which may contribute to difficulties in distinguishing between professional and private life (Cinamon & Rich, 2005).

Adverse phenomena that reduce teachers' motivation and engagement in striving to achieve pedagogical goals may result in an erosion of their sense of agency. This, in turn, can lead to a less positive attitude towards pupils, difficulties in communication, and a diminished interest in fostering a stable and supportive working climate. Reversing this tendency should create opportunities to cultivate socially desirable teacher attitudes, to select appropriate classroom management styles, and to individualise educational influence. Above all, preventing procrastination, rumination, and occupational burnout can strengthen teachers' self-esteem, thereby enabling them to cope more effectively with adversity and various setbacks in both professional and personal life (Bera, 2021).

This article examines selected literature concerning the associations between work–home conflict, rumination, procrastination, and occupational burnout among teachers. The aim of this review is to identify the mechanisms linking these phenomena and to indicate potential intervention strategies that may enhance teachers' well-being and increase their professional effectiveness. Table 1 below provides an overview of selected studies addressing the issues discussed.

Table 1

Table 1 above presents key studies on work–home conflict, rumination, procrastination, and occupational burnout. It highlights the significant associations between these phenomena and underscores the need for further research to develop effective preventive and remedial strategies.

Table 1. Overview of selected studies on work-life conflict, rumination, procrastination, and occupational burnout

Author	Year	Subject of research	Key conclusions
Greenhaus & Beutell	1985	Work-life conflict	Work-life conflict results from the overlap of occupational and family roles, leading to increased stress and psychological strain
Tice & Baumeister	1997	Procrastination	The short-term effect of procrastination is reduced stress; in the long term, however, it is associated with poorer performance and greater health-related costs
Maslach et al.	2001	Burnout	Burnout comprises emotional exhaustion, depersonalisation, and a reduced sense of self-efficacy
Hakanen, Bakker & Schaufeli	2006	Burnout among teachers	High job demands lead to exhaustion and diminished work engagement
Steel	2007	Procrastination	Procrastination is associated with impulsivity and low conscientiousness, and it also exacerbates negative affect
Sonnentag & Fritz	2015	Rumination and recovery	A lack of psychological detachment from work increases stress levels and contributes to occupational burnout
Sirois & Pychyl	2016	Procrastination and mental health	Procrastination is linked to higher levels of stress and depression, as well as reduced sleep quality
Chmielewska	2021	Burnout among teachers in Poland	Teacher burnout is associated with health-related, psychosocial, and organisational determinants
Bakker, Demerouti & Sanz-Vergel	2023	Work-life conflict among teachers	Work-life conflict leads to psychological exhaustion and reduced professional effectiveness
Poonacha & Bapu	2024	Rumination and procrastination	Self-compassion is associated with lower rumination and procrastination

Source: Authors' elaboration

Work–life conflict

Work–life conflict refers to difficulties arising from the simultaneous enactment of occupational and family roles that may interfere with one another, thereby generating psychological and emotional strain. Teachers, as an occupational group, frequently experience this conflict due to teaching and administrative responsibilities, as well as the need to work beyond standard hours, which may substantially increase their psychological burden.

Research by Greenhaus and Beutell (1985) demonstrated that work–home conflict may be bidirectional: work-to-family conflict (WFC), in which occupational demands disrupt family life, and family-to-work conflict (FWC), in which family obligations hinder the fulfilment of work-related duties. Among teachers, WFC appears to be the predominant form, indicating that work overload adversely affects their family life as well as their capacity for rest and recovery.

Conversely, research by Sonnentag and Fritz (2015) indicates that chronic work overload, coupled with insufficient post-work recovery experiences, constitutes a key predictor of occupational burnout. Work–home conflict may further intensify rumination – defined as persistent, negatively valenced work-related thoughts during non-work time – which undermines psychological detachment, impairs recovery, and contributes to cumulative fatigue.

Moreover, empirical findings suggest that work–home conflict may facilitate procrastination as an avoidance strategy aimed at reducing additional stress arising from competing obligations. Sirois and Pychyl (2016) extended this line of evidence by showing that individuals experiencing pronounced conflict between work and private life are more likely to delay task completion, which in turn increases stress levels and reduces occupational effectiveness. This state may subsequently intensify affective rumination about work and thereby further reinforce tendencies to postpone tasks.

In light of existing research, work–family conflict constitutes one of the key challenges faced by teachers, who must balance intensive professional demands with private life. The literature emphasises that relations between these two domains may be both synergistic and conflictual in nature (Tomaszewska-Lipiec, 2018). Given the specific characteristics of teachers' work – including the need to prepare lessons, organise additional educational activities, and engage in pupils' development – this occupational group is particularly vulnerable to difficulties in maintaining work–family balance (Tomaszewska-Lipiec, 2014).

Among the determinants of work–family conflict in teachers, the following are frequently highlighted: high time-related demands, high emotional demands, limited flexibility in work organisation, social expectations regarding the teacher's role, and low financial satisfaction. These factors are briefly discussed below.

As noted above, one of the most commonly identified contributors to work–life conflict is substantial time burden associated with professional duties. Teachers not only spend time at school, but also prepare for lessons, participate in trainings, mark pupils' work, and organise additional educational activities (Tomaszewska-Lipiec, 2018). Consequently, their working day often extends beyond standard hours, which restricts the time available for family life and rest.

Teaching requires intensive emotional involvement, stemming both from interactions with pupils and from contact with parents and school administration (Sadowska-Snarska, 2014). High levels of stress, alongside the necessity of responding to pupils' difficulties, may contribute to occupational burnout and to challenges in sustaining healthy family relationships. Compared with other occupational groups, teachers have limited scope to adjust working hours to family needs. Their schedules are closely tied to the school year and fixed lesson timetables, which constrains the organisation of family life, for example childcare arrangements (Michoń, 2014).

It is also important to note that teachers are often perceived as individuals who should be fully committed to the education of children and adolescents, which may generate pressure to devote time and energy to work at the expense of family life (Robak & Słocińska, 2014). There are considerable social pressure and an expectation that teachers adopt an uncritical stance and demonstrate full commitment – an expectation that stands in tension with what educators experience in their professional lives. Teachers' remuneration is among the lowest in the country and is disproportionate to the responsibilities they fulfil, which may necessitate taking on additional work. Many teachers, in order to make ends meet, are compelled to hold multiple posts. This, in turn, increases time-related demands and reduces the time available for family life (Głogosz, 2014).

Work-life conflicts may lead to a range of consequences, including occupational burnout, health problems, deterioration of family relationships, reduced job satisfaction, and, consequently, decreased professional effectiveness.

The following section briefly outlines the potential effects of an imbalance between work and private life.

As noted above, one of the primary outcomes of work-family conflict is occupational burnout, manifested in emotional exhaustion, depersonalisation, and a diminished sense of personal accomplishment at work (Maslach & Leiter, 2011). Teachers who lack opportunities for rest and recovery after work are more vulnerable to stress and the long-term effects of occupational overload (Tomaszewska-Lipiec, 2018). In turn, chronic stress and an absence of work-family balance may contribute to various health problems, such as hypertension, sleep disturbances, and headaches (Słocińska & Robak, 2014). Teachers who have insufficient time for rest and physical activity more frequently experience psychosomatic complaints.

Work-family conflict may lead to a deterioration in relationships with one's partner and children. Teachers who are excessively absorbed in their work may find it difficult to devote sufficient time to their family, which can result in domestic tensions and a sense of neglect experienced by family members (Kubiak-Szyborska, 2014).

A prolonged work-family conflict may lead to reduced job satisfaction, which in turn diminishes engagement in professional duties and, consequently, lowers the quality of teaching (Michoń, 2014). Teachers who perceive that their work adversely affects family life are more likely to consider changing profession or leaving the education sector altogether. In addition, reduced professional effectiveness among teachers may result in difficulties with concentration and, as a consequence, poorer lesson preparation and decreased creativity in instructional work (Gotowska, 2014).

Difficulties in reconciling the roles of teacher and parent or spouse/partner may also stem from the fact that educators are subject to strong pressure in the form of imposed tasks, which are often inconsistent with teachers' own expectations and may be internally incoherent or even contradictory. This lack of logic and inconsistency generates substantial stress (Wierzejska, 2018).

The foregoing suggests that work-family conflicts among teachers arise primarily from high occupational demands, limited job flexibility, and social pressure related to the teacher's role. The adverse consequences of these conflicts include occupational burnout, health problems, weakened family relationships, and reduced professional effectiveness. To mitigate these negative outcomes, it is important to implement work-life balance strategies and to support teachers through more flexible forms of employment.

In summary, work–home conflict constitutes one of the key factors contributing to occupational stress, rumination, and procrastination and, consequently, to teacher burnout. The subsequent sections of this article examine how these mechanisms interact with one another and which strategies may help to reduce them.

Rumination and its impact on teachers' well-being

Both forms of conflict (work-to-life and life-to-work) are strongly associated with phenomena such as rumination, procrastination, and occupational burnout, which may intensify stress and threaten teachers' well-being (Tomaszewska-Lipiec, 2018). Research highlights the important role of affective rumination in lowering mood. The literature distinguishes two main types of rumination (Querstret & Cropley, 2012):

- Affective rumination – negative, work-related thoughts that increase stress and exhaustion.
- Problem-solving pondering – an analytical consideration of occupational problems, which may be helpful but makes it more difficult to detach from work.

Rumination, understood as persistent and recurrent thoughts about unresolved occupational problems, constitutes an important factor affecting teachers' mental health by impeding rest and recovery (Cropley & Zijlstra, 2011). Research has shown that teachers are particularly susceptible to this pattern of thinking due to intensive emotional labour, responsibility for pupils' outcomes, and high administrative demands (Cropley & Millward Purvis, 2003). In teachers, work–family conflict often contributes to heightened affective rumination, as excessive workload makes it more difficult to separate professional and private life (Tomaszewska-Lipiec, 2014).

Rumination may function as a mechanism that perpetuates stress and tension even after the working day has ended. Sonnentag and Fritz (2015) indicate that individuals who engage in ruminative thinking after work experience difficulties in psychological recovery, which can lead to chronic fatigue and a reduced capacity to cope with everyday occupational and personal challenges.

Moreover, there is a strong association between rumination and procrastination. Sirois and Pychyl (2016) demonstrated that individuals who

frequently engage in ruminative thinking tend to postpone their tasks, which further increases stress levels and leads to a vicious cycle of avoidance and intensified negative affect. Teachers who experience this mechanism often encounter difficulties in effective time management and action planning, which may reduce their occupational performance and job satisfaction.

It is also worth noting that rumination may have a long-term impact on the development of occupational burnout. Teachers who are unable to separate work-related thoughts from private life are more vulnerable to emotional exhaustion and depersonalisation, which may result in a deterioration of relationships with pupils and colleagues (Geisler, Buratti & Allwood, 2023).

Factors that may contribute to affective rumination among teachers include, among others:

- Limited ability to detach from work – teachers often continue to think about pupils' problems, lesson plans, or administrative backlogs after working hours (Robak & Słocińska, 2014).
- Work overload and time pressure – the need to combine work with family life means that occupational tasks “spill over” into private time, hindering effective rest and recovery (Sadowska-Snarska, 2014).
- Negative emotions – frustration arising from insufficient time for private life may lead to chronic stress and heightened rumination (Michoń, 2014).

Rumination – particularly affective rumination – may lead to a range of occupational as well as psychophysical difficulties. Some researchers point to several key risks in teachers' work associated with ruminating about work:

- Increased risk of occupational burnout – rumination may sustain emotional tension, contributing to chronic fatigue (Maslach & Leiter, 2011).
- Sleep disturbances – thinking about work-related problems outside working hours reduces sleep quality, which adversely affects both mental and physical health (Słocińska & Robak, 2014).
- Reduced quality of family life – teachers preoccupied with work-related thoughts may find it difficult to engage fully in family relationships (Tomaszewska-Lipiec, 2018).

In summary, rumination constitutes a significant issue in the teaching profession, contributing to increased stress levels, heightened procrastination, and an elevated risk of occupational burnout. Effective intervention strategies

such as mindfulness-based techniques, training in psychological detachment, and stress-management programmes may help teachers to reduce the detrimental impact of rumination on their day-to-day functioning.

Procrastination as a stress-coping mechanism

Procrastination defined as the tendency to delay the completion of tasks despite awareness of negative consequences is a common phenomenon among teachers. Research indicates that teachers frequently postpone tasks related to marking pupils' work, lesson preparation, and school administration, which may contribute to increased stress, reduced teaching quality, and occupational burnout (Tice & Baumeister, 1997). Procrastination may function as a coping mechanism in response to stress arising from work overload and work–home conflict. Moreover, evidence suggests that individuals experiencing chronic occupational stress are more likely to delay tasks, which paradoxically leads to further increases in strain and reduced work effectiveness (Steel, 2007; Schlachter et al., 2018).

Among teachers, work-family conflict may likewise contribute to procrastination, as the tension associated with performing multiple roles simultaneously undermines effective time management (Tomaszewska-Lipiec, 2014). Studies indicate that as many as 50% of teachers regularly postpone occupational duties, which may affect both their effectiveness and stress levels (Markiewicz, 2018).

In teachers' work, procrastination may take three forms (Rozental & Carlbring, 2014):

- Academic procrastination – delaying the preparation of instructional materials and the marking of pupils' work.
- Occupational procrastination – avoiding administrative and organisational duties.
- Decisional procrastination – postponing key instructional decisions.

Procrastination often occurs in response to rumination, that is, persistent thoughts about unresolved occupational problems. Teachers who are unable to mentally disengage from work may use delaying as an avoidance strategy to reduce negative emotions associated with demanding tasks (Sirois & Pychyl, 2016). However, this is a short-term solution that leads to the accumulation of backlogs and an increase in stress levels.

Research showed that individuals who procrastinate initially experience relief resulting from avoiding difficult tasks; nevertheless, the long-term consequences include increased time pressure, reduced job satisfaction, and a greater risk of occupational burnout. In teachers, procrastination may result in poorer work organisation, unmet commitments towards pupils, and a greater emotional burden (Sirois & Pychyl, 2013; van Eerde, 2003; Laybourn et al., 2019).

To mitigate the adverse effects of procrastination, the use of self-regulation strategies is recommended, including task planning, time-management techniques, and behavioural interventions. Psychological support programmes may also be effective, as they help teachers cope more effectively with stress and reduce tendencies to delay professional responsibilities (Sonnentag & Fritz, 2015).

The literature indicates that procrastination among teachers is often facilitated by circumstances such as:

- Cognitive overload, understood as an excess of duties leading to feelings of being overwhelmed and to the avoidance of difficult tasks (Głogosz, 2014).
- Fatigue and low energy – teachers burdened with professional and family responsibilities are more likely to postpone tasks that require substantial cognitive effort (Gotowska, 2014).
- Lack of social support – teachers who do not receive assistance with work organisation and family duties may be more prone to delaying challenging tasks (Sadowska-Snarska, 2014).

Key consequences of procrastination among teachers include, among others:

- Reduced work effectiveness – delaying duties results in an accumulation of backlogs and increased stress (Michoń, 2014).
- Lower job satisfaction – teachers who experience procrastination often feel less competent and more overwhelmed by professional demands (Słocińska & Robak, 2014).
- Increased strain in family life – unfinished work tasks may lead to the spillover of frustration into the private sphere (Tomaszewska-Lipiec, 2018).

In summary, procrastination is not only a consequence of occupational burden but also a stress-coping mechanism and a means of escaping worry, which may further undermine teachers' well-being, reduce their work effectiveness, and, consequently, contribute to occupational burnout.

Occupational burnout

Occupational burnout is a state of chronic fatigue, cynicism, and reduced effectiveness, resulting from prolonged occupational stress (Maslach & Leiter, 2011). In other words, it is a syndrome characterised by emotional exhaustion, depersonalisation, and a diminished sense of occupational efficacy. Among teachers, it constitutes a particularly salient risk, arising from high job demands, stress, and difficulties in maintaining a balance between work and private life (Maslach, Schaufeli & Leiter, 2001). In this occupational group, work–family conflict is one of the key factors predisposing individuals to burnout (Tomaszewska-Lipiec, 2018).

Occupational burnout comprises three main components (Maslach, Schaufeli & Leiter, 2001):

- Emotional exhaustion – chronic fatigue and a lack of energy.
- Depersonalisation – distancing oneself from pupils and colleagues.
- Reduced personal accomplishment – diminished job satisfaction and a sense of inefficacy.

Teacher burnout is a complex psychological process, the development of which depends on the interaction between job demands, personal and organisational resources, and cognitive–emotional mechanisms. A key framework underpinning analyses of burnout is the Job Demands-Resources Model (JD-R), developed by Demerouti, Bakker, Nachreiner, and Schaufeli (2001). This model posits that burnout results from chronic exposure to high job demands in combination with insufficient resources that support the employee. The main components of the JD-R model are:

- Job demands, that is, aspects of work that require sustained psychological and physical effort (e.g., workload, time pressure, interpersonal conflict).
- Job resources, which may offset the adverse effects of demands (e.g., social support, job autonomy, opportunities for development) (Demerouti et al., 2001).

In accordance with the JD-R model, high job demands coupled with insufficient resources lead to emotional exhaustion, which constitutes the core symptom of burnout. Among teachers, the most salient risks include:

- Time pressure and excessive workload, contributing to chronic fatigue (Skaalvik & Skaalvik, 2018).

- Low autonomy and limited influence over school-related decisions, resulting in helplessness and frustration (Bakker et al., 2023).
- Lack of support from school leadership and colleagues, which exacerbates feelings of isolation (Demerouti et al., 2001).

Research by Bakker, Demerouti, and Sanz-Vergel (2023) showed that work-home conflict is one of the key predictors of occupational burnout. Excessive occupational duties restrict opportunities for recovery, which contributes to chronic fatigue and a deterioration in teachers' mental health and mood. In addition, Sonnentag and Fritz (2015) indicate that teachers who engage in ruminative thinking about work after it has ended experience higher levels of stress and greater difficulty resting, which fosters burnout.

The association between procrastination and occupational burnout is also well documented. Laybourn, Frenzel, and Fenzl (2019) demonstrated that individuals who delay the completion of occupational duties experience greater psychological strain and difficulties in goal attainment, which contributes to feelings of helplessness and reduced job satisfaction. Among teachers, procrastination may lead to an accumulation of backlogs, further increasing stress and reducing work effectiveness.

The long-term consequences of occupational burnout include not only a decline in teaching quality but also an increased risk of health problems, sickness absence, and leaving the profession (Hakanen, Bakker & Schaufeli, 2006). Teachers who are overburdened with professional and family responsibilities often lose motivation and engagement in their work (Gotowska, 2014). Notably, prolonged strain contributes to reduced concentration and creativity at work (Tomaszewska-Lipiec, 2018). Therefore, it is crucial to implement preventive strategies, such as stress-management techniques, psychological support programmes, and organisational measures aimed at reducing work overload and increasing teacher autonomy. This is particularly important because insufficient post-work recovery contributes to chronic fatigue (Głogosz, 2014).

Taken together, teacher burnout results from the cumulative impact of work-family conflict, work-related worry, and the postponement of task completion. The implementation of effective stress-management strategies and improvements in working conditions may help to mitigate its adverse consequences.

Conclusions

In summary, work-life conflict, rumination, procrastination, and occupational burnout are strongly interrelated and constitute significant challenges for teachers. High job demands, time pressure, and difficulties in separating work from private life contribute to increased stress and emotional strain, which may manifest as rumination and procrastination.

Work-life conflict is a key factor affecting deterioration in teachers' quality of life. Research has shown that its consequences include difficulties in resting, impaired psychological recovery, and an increased propensity for ruminative thinking. Rumination, understood as recurrent thoughts about occupational problems, makes it difficult to detach from work, which in turn elevates stress levels and contributes to chronic fatigue. This relationship also promotes procrastination, which may function as a form of avoidance of burdensome tasks, while simultaneously contributing to the further escalation of stress and frustration.

Occupational burnout is a consequence of prolonged stress and the absence of effective coping mechanisms. In the teaching profession, stress is driven in particular by physical and psychological overload resulting from work duties, as well as by a lack of sufficient tools to support the fulfilment of assigned tasks (Nowosad, 2021). Among teachers, burnout manifests as emotional exhaustion, depersonalisation, and a reduced sense of occupational efficacy. Procrastination and rumination reinforce this process by limiting opportunities for effective recovery and intensifying feelings of being overburdened.

Adverse phenomena that distance teachers from their core mission may undermine key determinants of their motivation to work, specifically, by reducing their capacity to maintain emotional health and intellectual engagement, and by weakening their sense of professional identity and purpose (Szempruch, 2021).

Further research on the impact of work–life conflict, rumination, and procrastination on occupational burnout among teachers in Poland is crucial for understanding the mechanisms shaping their well-being and for developing effective interventions. Future studies should focus on a multifaceted analysis of determinants of teachers' well-being, as well as on the effectiveness of strategies aimed at reducing work–home conflict. Examining these phenomena requires the use of both quantitative and qualitative methods, enabling a comprehensive assessment of their dynamics and of the individual and institutional conditions under which they occur.

Abstract: Work-life conflict (WLC) is a significant factor affecting teachers' mental health and professional functioning. This article provides a literature review of the interrelationships between work-life conflict, rumination, procrastination, and burnout among teachers. The review draws primarily on recent studies which, in the author's judgement, most clearly capture the complexity and multidimensional nature of these phenomena. It outlines the theoretical foundations of these constructs and synthesises empirical evidence, indicating their co-occurrence and reciprocal associations.

The reviewed studies suggest that work-life conflict is linked to heightened rumination, which elevates stress and impedes psychological detachment and recovery, thereby undermining restorative processes. Higher levels of rumination are also associated with greater procrastination, while as an avoidance strategy, procrastination can further aggravate difficulties related to excessive workload demands. Consequently, teachers may experience chronic fatigue and an increased risk of burnout, typically characterised by emotional exhaustion, depersonalisation, and a reduced sense of personal accomplishment.

The article also proposes directions for future research in the Polish educational context, highlighting the need for an interdisciplinary approach and for the development and evaluation of preventive programmes aimed at improving teachers' well-being.

Keywords: work-life conflict, rumination, procrastination, burnout

Streszczenie: Konflikt na osi praca-życie (WLC) stanowi istotny czynnik wpływający na zdrowie psychiczne nauczycieli oraz ich funkcjonowanie zawodowe. Artykuł przedstawia przegląd literatury dotyczący wzajemnych zależności między konfliktem praca-życie, ruminacją, prokrastynacją i wypaleniem zawodowym wśród nauczycieli. Przegląd oparto przede wszystkim na najnowszych badaniach, które w ocenie autora najtrafniej ukazują złożoność i wielowymiarowy charakter analizowanych zjawisk. Omówiono podstawy teoretyczne tych konstruktów oraz zsyntetyzowano wyniki badań empirycznych wskazujące na ich współwystępowanie i wzajemne powiązania. Analizowane prace sugerują, że konflikt praca-życie wiąże się ze wzrostem ruminacji, co nasila stres oraz utrudnia psychologiczne odłączenie się od obowiązków i procesy regeneracji, osłabiając skuteczność odpoczynku. Wyższy poziom ruminacji jest również powiązany z większą prokrastynacją; prokrastynacja jako strategia unikania może dodatkowo pogłębiać trudności wynikające z nadmiernych wymagań i obciążenia pracą. W konsekwencji nauczyciele mogą doświadczać przewlekłego zmęczenia oraz zwiększonego ryzyka wypalenia zawodowego, zwykle charakteryzowanego przez wyczerpanie emocjonalne, depersonalizację oraz obniżone poczucie dokonania osobistych.

W artykule zaproponowano także kierunki przyszłych badań w polskim kontekście edukacyjnym, podkreślając potrzebę podejścia interdyscyplinarnego oraz opracowania i ewaluacji programów profilaktycznych ukierunkowanych na poprawę dobrostanu nauczycieli.

Słowa kluczowe: konflikt praca–dom, ruminacje, prokrastynacja, wypalenie zawodowe

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