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The research interests are focused to understand the traditional healing systems processes connecting mind, body and spirit in different cultures with an interdisciplinary groups that involve physicists, medical doctors and anthropologists. As an anthropologist, he has worked for years in indigenous communities in Latin America with the aim of creating a bridge with western institutions and research centers.
Participants: Nicola Luigi Bragazzi, Paula Benevene, Simona De Stasio

Abstract
The Symposium is focused on teachers burnout. Burnout is an inappropriate response to chronic work stress, leading to emotional exhaustion (EE), depersonalization (D), and low personal accomplishment (PA). Burnout can affect workers in the helping professions. To quantitatively assess the burnout level among teachers, Maslach has adapted the “Maslach Burnout Inventory” (MBI) to the educational environment (the so-called MBI Educators Survey version or MBI-ES). Among teachers, sports and physical education teachers may suffer from burnout due to high workload.
Indeed it will be presented two studies: the first will examine in a group of teachers involved in educational and scholastic services for children between 0 and 6 years: a) the relationship between work environment fit and some dispositional and socio-contextual variables teachers age; b) the predictive role of subjective happiness, work engagement, collective efficacy and some socio-contextual variables (self/co-regulated proactive strategies) on teachers' working-environment fit. The second exploratory study, aims at investigating the mediating role played by job satisfaction between teachers’ happiness and self-esteem on the one hand and their physical and mental health on the other. To compare India and Italy, in order to highlight the possible differences between the two countries.

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1. Abstract title: Development and Preliminary Validation of the “Teacher of Physical Education Burnout Inventory” (TPEBI) in Arabic Language: Insights for Sports and Occupational Psychology

Background: Burnout is an inappropriate response to chronic work stress, leading to emotional exhaustion (EE), depersonalization (D), and low personal accomplishment (PA). Burnout can affect workers in the helping professions. To quantitatively assess the burnout level among teachers, Maslach has adapted the “Maslach Burnout Inventory” (MBI) to the educational environment (the so-called MBI Educators Survey version or MBI-ES). Among teachers, sports and physical education teachers may suffer from burnout due to high workload.

Aims: No reliable psychometric tool in Arabic language exists that can be used to measure the burnout level among sports and physical education teachers. The objective of the present study was to develop a burnout measurement scale according to the Maslach’s three-dimensional theoretical model for physical education teachers in Tunisia and to test its factor structure, in terms of internal consistency/reliability, predictive validity, and sensitivity.

Methods: A total of 525 Tunisian teachers teaching in secondary schools from different Tunisian governorates volunteered to participate in this study. The sample comprised of 285 males (54.3%) and of 240 females (45.7%). More in detail, 327 were teachers of primary school of physical
education (62.3%) and 198 teachers of secondary school (37.7%). Teachers were administered both the ad hoc developed “Teacher of Physical Education Burnout Inventory” (TPEBI) and the MBI-ES. Both exploratory [principal component analysis (PCA)] and confirmatory factor analyses (CFAs) were performed.

**Results:** The Cronbach’s alpha coefficients were excellent (0.93, 0.94, and 0.91 for EE, D, and PA, respectively). The correlation matrix indicated significant correlations between the TPEBI and MBI-ED dimensions. However, CFA fit indices were not completely satisfactory.

**Conclusion:** Given the good PCA factor loadings, the correlation matrix, the sensitivity analysis, and the excellent internal consistency, it can be concluded that the TPEBI is a reliable psychometric tool that can be used to quantitatively assess the burnout level among teachers of physical education in the Arabic-speaking world. However, considering the CFA fit indices, further modifications to fully support the model are warranted.

2. **Dispositional traits and their impact on teachers’ health: A cross-cultural comparison between India and Italy**

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**Background.** Teachers’ health has emerged as a crucial topic of the quality of the school system. In fact, high rates of attrition and burnout among teachers have emerged to cause their turn-over, sick leave and early retirement, as well as poor quality of the educational activities. The role of negative emotions and feelings experienced at work, in fact, has undoubtedly proven to have a strong impact on the general health of teachers.

On the other hand, studies on well-being have proven to offer important opportunities to set up effective policies dealing with public health. More specifically, the role of dispositional, positive affect, such as happiness and self-esteem, has proven to be linked to individuals’ health. Quite surprisingly, this link have not been addressed yet adequately among teachers. Moreover, observing the mediating role played by the teachers’ working environment between dispositional traits and their health may help to develop effective measure for improving teachers’ well-being and the educational attainments of their students.

In this respect it is interesting also to operate a cross-country comparisons, in order to shed a light on the possible different, effects due to the different educational system and cultural environment.

**Aims of the study:** To develop a exploratory study, aimed at investigating the mediating role played by job satisfaction between teachers’ happiness and self-esteem on the one hand and their physical and mental health on the other. To compare India and Italy, in order to highlight the possible differences between the two countries.

**Methods:** A questionnaire was administered, containing questions about participants’ background information and the following scales: the Job Satisfaction Survey, the Rosenberg Self-Esteem Scale, the Physical and Mental Health Scales (SF12), and the Ivens Scale in the Adapted Version for Teachers: School Children’s Happiness Inventory (SCHI). Participants were 300 primary and middle school teachers from the India and about 250 teachers from Italy.
Results: Job satisfaction fully mediates between both happiness and self-esteem, and health teachers in both groups of teachers. Happiness and Self-esteem are linked positively to teachers’ health.

Conclusion: Work is a relevant domain to promote teachers’ health, through job satisfaction.

Keywords: teachers’ health, teachers’ happiness, teachers’ self-esteem, teachers’ job satisfaction

3. PROTECTIVE FACTORS CONTRIBUTING TO TEACHER-WORKING ENVIRONMENT FIT AMONG A GROUP OF ITALIAN TEACHERS

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Abstract

Objectives. Main purposes of our study were to examine in a group of teachers involved in educational and scholastic services for children between 0 and 6 years: a) the relationship between work environment fit and some dispositional and socio-contextual variables teachers age; b) the predictive role of subjective happiness, work engagement, collective efficacy and some socio-contextual variables (self/co-regulated proactive strategies) on teachers’ working-environment fit.

Material and methods. The group was composed of 189 full-time in-service teachers (89% female) from Rome, Italy. Age ranged from 27 to 63 years (M=36.03 years, SD=10.15 ). All teachers completed: Subjective Happiness Scale (Lyubomirsky and Lepper, 1999), Utrecht Work Engagement Scale (UWES-17; Schaufeli and Bakker, 2004, Italian version of UWES-17, validated by Balducci, Fraccaroli and Schaufeli, 2010), Proactive Strategy scale (Pyhältö et al., 2011, Salmela-Aro, 2009) and Teacher-working environment fit scale (Pyhältö et al., 2011).

Results. The main findings of regression model analysis conducted show that teachers’ proactive co-regulation strategies ($\beta = .379$, $t = 5.713$, $p < .001$), perceived collective self-efficacy ($\beta = .252$, $t = 5.015$, $p < .001$), work engagement levels ($\beta = .166$, $t = 2.857$, $p = .005$), and subjective happiness ($\beta = .115$, $t = -2.105$, $p = .036$) all positive predicted working environment fit.

Conclusions. The identification of factors sustaining teachers in their work environment represents a considerable resource, preventing the risk of distress and avoiding its extreme consequences, such as burnout and turnover.

Keywords: work environment fit, early childhood teachers, subjective well-being, work engagement.