



Editorial

It is my great joy to present the most recent issue of the *Multidisciplinary Journal of School Education*, which focuses on the topic of stress and success among teachers. The scientific texts gathered here discuss important scientific and research problems revolving around professional burnout and stress among teachers, as well as potential antidotes, namely job satisfaction, professional development, success and passion.

Recent diagnoses in the above-mentioned areas have enabled the identification of both determinants of teacher professional success and factors leading to stress, burnout and drop-out from the teaching profession. The studies presented in this issue show that the causes of stress and burnout among teachers still include excessive workload (too many responsibilities), workplace relationships, recognition and financial gratification, motivation, and the ability to see value in the teaching profession (meaningful work). However, increasingly, the antidote is an individual sense of purpose found in relations with students, in supporting their development or achievements. There is also a noticeable trend in experiencing satisfaction, joy and fulfillment, facilitated by personal development, discovering professional and life passions, and receiving individual words of acknowledgement from students/their parents, which reinforce teachers' self-esteem and sense of purpose.

To illustrate this trend, the articles in this issue are presented in reverse order of the categories mentioned in the title. Sources of teacher satisfaction are discussed first, followed by texts on the determinants of stress and burnout. In addition to

their scientific value, the articles also identify clues and show some valuable directions for action for both professional and prospective teachers. Conclusions from the research presented in the articles may also inspire new directions for scientific exploration.

Our hope is that the content published in this issue will become a reliable and valuable source of knowledge and encourage future research projects. We also hope that texts in the Miscellaneous Articles section will raise awareness of new phenomena and problem areas in modern education and highlight some new directions critical to teacher education.

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