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Emotional burnout syndrome influence on the functional state of the teacher

Nowadays, the role of psychosocial work-related factors is increasing both in the production and non-production areas, which are predisposing to the development of psycho-emotional overstrain, professional stress and burnout. Emotional burnout is associated with psychological discomfort of events, tension, anxiety, loss of life meaning and a tendency to suicide. It manifests itself in the deformation of professional development, personality destruction, in a decrease in the duration and quality of life and the productivity of professional activity. As it is known, professional activity, including the professional environment, affects the state and emotions of the worker, causing a change in the assessment of the situation and in the actions of a person in accordance with the requirements of the activity and their capabilities. Socio-economic changes, taking place in society, cause new requirements for specialists in almost all professions, including teachers. Teachers should possess not only professional knowledge, skills, and abilities, moreover they should have special abilities and personality characteristics that provide flexibility and dynamism of professional behavior. High levels of neuropsychic and emotional stress are related to teachers' occupations, and as a result, health problems develop. The issue of teachers developing emotional burnout syndrome is addressed in this article. Teachers who are gradually losing energy show signs of emotional debilitation, personal dispassion, physical fatigue, and a decrease of job satisfaction. The paper also presents a theoretical and practical research of emotional burnout syndrome among teachers, the peculiarities of the presentation and factors of emotional burnout are indicated.

Keywords: burnout syndrome, factors, symptoms, professional activity, teachers, stress, prevention.

Introduction

It can have unfavorable impacts on workers that not as it doesn't ameliorate their dignity, but too deplete their mental assets within the situation where the work and proficient environment is ineffectively organized and managed. The emotional burnout disorder can be the one of these unfavorable impacts, which, as a rule, creates among individuals of "helping" professions. Emotional burnout has ended up one of the foremost critical psychosocial work-related dangers in advanced society, producing significant costs for both people and organizations [1-4]. Burnout was once believed to be a trait of caregivers [5], but more recent research has shown that the disorder can affect people in various kinds of professions and groups associated with the workplace. Nonetheless, the value of the burnout index is estimated to a large extent in accordance with the applied definition of burnout [6, 7].

The modern intensification of professional activity, the rise in informational and emotional loads combined with a decline in physical activity, a breach in interpersonal relationships, and a harmonious way of life all lead to emotional burnout. Due to the requirement for ongoing interpersonal contact, there is a number of professions where an individual may start to feel an inner emotional emptiness. Despite the nature of the work performed, social workers fall under a set of professions with a stronger moral responsibility to ensure the prosperity of individuals, groups of individuals, and society as a whole. A social specialist's wellbeing is negatively impacted by ongoing stressful situations that they run into while preparing for complex social interactions with clients, consistent insight into the root of the client's social problems, individual frailty, and other moral and mental considerations [8]. This phenomenon is widespread among specialists and "man-to-man" professional groups, which include the multifunctional education system [9].

In the last two decades, the educational environment has been negatively affected by a huge number of factors. Such changes as the educational modernization, the demographic decay, the move to modern educational standards and others required extra psycho-emotional endeavors from teachers. Modern requirements for the teachers' professional activities are put forward by these variables, which influence their emotional and personal well-being [10].

Review

According to the WHO data, a nonliving object of professional action, for instance, does not lead to critical and socially perilous phenomena of professional deformity within the field of “man-technology”, impacting the awareness of the subject. No destructive impact on the psyche of a specialist has been found in either several professions where the subject of activity is an animal. Consideration is centered only on the positive, praising effect on the arrangement of the worldview of the person, the character, and the ethical attitude to nature. Within the teaching profession the situation is quite diverse, as in numerous professions of the socio-economic type: where, firstly, within the process of activity it is essential to require into consideration the independence, uniqueness, uniqueness of each of the subjects of activity. Besides, teachers must have certain professionally vital qualities, which are subject to exceptionally high requirements [11]. The approach and outcome of pedagogical practice are negatively impacted by the emotional burnout disorder that educational specialists are presented with [12]. Hence, the issue of strategies of avoidance, conclusion and psycho-correction of emotional burnout of teachers is acute.

Generally, burnout disorder is a person’s reaction to constant stress at work that creates steadily, it also can inevitably end up persistent, causing changes in wellbeing status of the individual [13]. From a psychological way of thinking, negative behavior toward coworkers, clients, and the professional field itself is evidence that the disorder impacts cognitive, emotional, and attitudinal performance [14]. However, it is a result of certain highlights of work activity, typically not an individual issue [15].

Emotional burnout is considered as a condition and is defined as mental and physical exhaustion due to prolonged emotional stress, and on the other side, as a process and is understood as a professional crisis associated with work in general [16].

The professional work of a teacher is a high emotional load. With an increase in experience, teachers experience a “pedagogical crisis”, “exhaustion”, “burnout”. Some researchers, such as G.S. Abramova, N.A. Aminov, A.K. Markova, A.O. Prokhorov and others claim that as a result of teaching experience increasing, indicators of mental and physical health of teachers began to decline sharply. The maintenance of the educator's psychological wellbeing and his satisfaction with the procedure and work outcomes started to be considered success within the educational field, along with to the efficiency of teaching and the level of children raising [17].

There is no coincidence that teachers are a group of increased risk of realization of emotional burnout. Communicative factors are the primary group of factors that make concrete the emotional burnout of teachers. Building a long and in-depth communication with the subjects of educational relations are included in pedagogical activity. This communication is sincerely wealthy and includes the presence of numerous conflict situations. Experts who have experienced “burned out” use dominance-based interactions with other people and have a propensity to be unable to recognize the demands of the opposing side throughout a conflict [18].

Personal factors are the second group of factors. Teachers who regularly engage in intrapersonal conflict related to their jobs are at greater risk to suffer from emotional burnout syndrome. A conflict between work and family is mentioned most frequently, in which work interferes with family life because of its high demands. As a result of the social evaluation of the outcomes of the teacher's activities, it is also taken into account that one must constantly demonstrate their own competence. Teachers, who exhibit strong introversion and those who have a variety of character accents, especially those who are pedantic and stuck, are the ones who burn out the fastest. This is a result of this group of teachers' rigidity, mental inertia, propensity to experience traumatic events for extended periods of time, excessive persistence of affect, and propensity to form overvalued ideas. Teachers who have a sense of uncertainty in their job prospects and an overwhelming anxiety of quitting their jobs are more probable to experience professional burnout. In our country, teachers over 50 who express persistent anxiety associated with demonstrably tough times finding new jobs if their present positions are lost fall into this category [19].

According to L.V. Novikova's analysis of the psychological factors that contribute to the development of emotional burnout, the locus of control, type A behavior, and preferred problem-solving method are the most important elements. The ability of an individual to assign oneself as well as external factors as the cause of an action is referred to as locus of control. Professional burnout can be avoided by having an internal locus of control, which involves accepting responsibility for the results of one's own actions. Especially facing stress, those who exhibit type A behavior express sentiments of sadness, despair, and disillusionment. Such a response in stressful situations aids in the development of psychophysical burnout. The use of pas-

sive, threatening, or asocial ways to cope in situations of stress makes people more probable to get professionally burned out [20].

Environmental factors are the third group of factors. When a teacher finds himself in a scenario in which he must perform at a high level of efficiency while experiencing constant stress, environmental factors become active. The extended duration of the day, the intensity of the work, the necessity of completing a substantial amount of work in a limited period of time, and the social assessment of performance outcomes should also be noted as environmental factors influencing the development of emotional burnout in teachers [19].

A model of professional stressors for teachers was developed by T.V. Zajchikovoi, S.D. Maksimenka and L.M. Karamushki. Each of the three factors that contribute to the development of professional burnout are combined by these authors into three blocks [21].

1. Socio-psychological and socio-economic prerequisites:

- the stage of social interactions' development and the availability of socio psychological support services;

- the level of education system development;

- socio-economic level of country development.

2. Content of labor:

- workload;

- aspirations of a specialist;

- particulars regarding interactions with coworkers, management, and students;

- compliance of the position of a specialist with his professional level;

- the intensity of the process of professional improvement of the teacher.

3. Working conditions:

- socio-psychological climate in the workplace;

- type of organizational structure;

- type of managerial activity in the organization;

- the specifics of organizational processes.

Extreme emotional exhaustion, depersonalization of the subjects of communication in job-related tasks, loss of motivation for work, as well as an emotional and value attitude toward the profession are all indicators of the emotional burnout syndrome, which develops during the performance of professional activities as a deformation of professional development and the appearance of negative qualities that change the personality [22-25].

The neuro-emotional load of teachers, which has increased as a result of reforming the education system, is associated with the risk of somatic and mental disorders [26-29]. At the same time, psychosocial production factors, especially those related to the organization of work, affect less on physical health but more on mental one [30]. Approximately 60% of teachers have neurotic diseases caused by their work, according to statistics [31]. 60% of teachers demonstrate the signs of burnout syndrome, which include emotional fatigue, depersonalization, and a decrease in emotional intelligence [32, 33].

During analysis of the likelihood of developing a burnout syndrome in teachers, more than half (53%) of teachers are at risk for emotional burnout, according to some research, and a significant number (28.0%) of them demonstrate symptoms [34]. The claim that the teaching profession, regardless of working conditions, is connected with a higher probability of stress and burnout is further supported by comparison with the current status of German teachers. In a research of 100 music teachers, a neuro-psychic adaptation questionnaire revealed a greater incidence of mental discomfort (69.7%), which is a manifestation of the nonspecific asthenic influence of unfavorable labor process elements that increase the level of neuroticism overall [35, 36].

Teachers were observed to engage in passive, asocial, and aggressive kinds of coping behavior more frequently while they are experiencing the more severe condition of the emotional burnout syndrome [37-40]. It is stated that professors only consider students as "carriers of certain grades" or "marks for academic performance" in 72% of situations [41]. 40% of students report feeling unsafe at school. Among the 30% of students who report experiencing violence is violence from teachers [42]. It was discovered that 63% of teachers engage in verbal, 34% in physical, and 15% in concealed aggressiveness [43].

The prevalence of a certain degree of emotional burnout among teachers was also discovered, according to a survey of teachers in Romania from various educational levels and specializations. The results gathered also showed a correlation between personality qualities and the positive or negative nature of changes in

each of the three indicators of the burnout syndrome [44]. In a study of 689 secondary school teachers in Portugal, the levels of occupational stress (40%), burnout (including 10% in the exhaustion measure), and dissatisfaction with work (20%) all increased statistically significantly. A survey of 54 higher education educators in several European nations using questionnaires that included a working environment evaluation, emotional burnout syndrome criteria, and a scale of stressors revealed that Slovenia had a lower level of burnout than other nations [45].

According to a study conducted in India, 86% of university professors displayed a high level of professional burnout and a strong association between burnout and organizational stress [46]. The emotionality of work, emotional tiredness, and job satisfaction were all positively correlated, according to an online survey of US higher education teachers (n=598, which includes 71 teachers, 177 senior lecturers, 168 associate professors and 182 professors) [47]. For Russian teachers of higher education, characteristics of the burnout syndrome can be represented as follows: stress: $63.37 \pm 0.69\%$; resistance: $73.53 \pm 0.56\%$; wasting: $62.01 \pm 0.42\%$ [48].

Teachers with between 10 and 20 years of experience as well as the ages of 41 and 55 are most probable to demonstrate the most emotional burnout syndrome symptoms in combination. Whenever teachers have more than 10 years of professional experience and are over the age of 30, specific signs such as “reduction of professional duties” and “driven into a cage” begin to demonstrate by themselves. A mid-life crisis could be the cause of the drop-in teachers' professional activities between the ages of 30 and 40. A person takes a first-time look back, assesses the past, reflects on his accomplishments, and summarizes certain results [49].

Thus, the teacher is most impacted negatively by prolonged excessive workload, lack of proper conditions for full strength recovery, social exclusion, strengths and shortcomings, and other factors, which can sometimes completely disrupt his work activity and functional state. One can expect the emergence of a number of pronounced functional as well as mental changes, deterioration in performance, a drop in the quality of work, overload with a long-term combined influence of a complex of such factors. The most characteristic mental state that develops in adverse conditions is stress. This state, complex in nature, has psychophysiological, personal and social aspects of consideration. Researchers also point out that burnout syndrome has detrimental impacts on mental and physical health, the social system, the effectiveness of professional activity, the development of negative attitudes toward coworkers and students, etc. [50].

A teacher's activities and well-being are negatively impacted by emotional burnout, but so are people who are close to them. They include close friends and family members as well as students who are compelled to remain near them and therefore become captives of the syndrome. The activity of the teacher includes the management of the mental development of the student's personality. It can be successfully implemented only by a teacher who is able to consciously regulate the manifestations of his emotions: open to his own and other people's thoughts, feelings, experiences, trusting himself and his students, able to overcome difficulties. In order to prevent the syndrome of emotional burnout, it is advised that: 1) make an effort to strategically calculate and spread your task; 2) develop the ability to switch between activities; 3) handle conflicts on work is simpler; 4) realize that work is just one aspect of life and don't attempt to be the greatest at everything [51].

Conclusion

The issues of preserving the health of teachers, preventing emotional burnout were and are being dealt with many scientists, such as E.V. Kotova, I.F. Yatskovskaya, L.G. Yudina, E.S. Starchenkova, O.I. Babich, N.E. Vodopyanova, S.V. Zhulyeva, S.A. Tinkov, E.V. Tinkova and others. Despite the available scientific and practical approaches to solving this problem, there is still a high probability of its occurrence. Therefore, it is important to timely carry out the prevention of teachers' emotional burnout even before the first signs of occurrence. This paper should include informational education for teachers, knowledge about the signs and factors of emotional burnout, teaching self-regulation techniques and a responsible attitude to one's emotional and physical health, and essentially, to select such types of preventive activities that would help reduce emotional stress, remove signs of mental fatigue, increased efficiency, relieved stress, i.e., perform a compensatory function.

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Эмоционалды күйзеліс синдромының оқытушылардың функционалдык жағдайына әсері

Қазіргі уақытта өндірістік және өндірістік емес салаларда психозмоционалды стрестің, кәсіби стрестің және күйзелістің дамуына бейім психоэмолеуметтік өндірістік факторлардың рөлі артып келеді. Эмоционалды күйзеліс оқиғалардың субъективті ыңғайсыздығымен, шиеленіспен, мазасыздықпен, өмірдің мағынасын жоғалтумен және суицидке бейімділікпен байланысты, кәсіби қалыптасудың деформациясында, тұлғаның бұзылуында, өмір сүру ұзақтығы мен сапасының төмендеуінде және кәсіби қызметтің өнімділігінде көрінеді. Өздеріңіз білетіндей, кәсіби қызмет оның ішінде, кәсіби орта, еңбек субъектісінің жағдайы мен эмоцияларына әсер етеді, жағдайды бағалауда және адамның іс-әрекетінде қызметтің талаптары мен мүмкіндіктеріне сәйкес өзгерісті тудырады. Қоғамда болып жатқан әлеуметтік-экономикалық өзгерістер барлық дерлік мамандықтардың, соның ішінде оқытушыларға да жаңа талаптарды тудырды. Оқытушылар тек кәсіби білімді, дағдыларды ғана емес, сонымен қатар кәсіби мінез-құлықтың икемділігі мен динамизмін қамтамасыз ететін арнайы қабілеттер мен жеке қасиеттерге ие болуы керек. Оқытушылардың еңбегі жоғары жүйке-психикалық және эмоционалды шиеленіспен байланысты, нәтижесінде олардың денсаулық жағдайында ауытқулар пайда болады. Мақалада оқытушылардың эмоционалды күйзеліс синдромын қалыптастыру мәселесі туралы айтылады. Біртіндеп энергияны жоғалту процесі эмоционалды сарқылу, физикалық шаршау, оқытушылардың жеке бөлінуі, жұмыстан қанағаттанудың төмендеуінде көрінеді. Сонымен қатар авторлар оқытушылардың эмоционалды күйзеліс синдромы туралы теориялық және практикалық зерттеулерін ұсынған, эмоционалды күйзелістің көріну ерекшеліктері мен факторларын көрсеткен.

Кілт сөздер: эмоционалды күйзеліс синдромы, факторлар, белгілер, кәсіби қызмет, оқытушылар, стресс, алдын-алу.

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Влияние синдрома эмоционального выгорания на функциональное состояние педагога

В наше время в производственной и в непроизводственной области труда увеличивается роль психосоциальных производственных факторов и условий, предрасполагающих к формированию и развитию психозмоционального перенапряжения, профессионального стресса, а также выгорания. Эмоциональное выгорание сопряжено вместе с индивидуальной дискомфортом событий, напряженностью, тревожностью, утратой смысла жизни, а также направленностью к суициду, выражается в деформации профессионального становления, деструкция личности, в уменьшении продолжительности качества жизни и продуктивности профессиональной деятельности. Несомненно, что профессиональная деятельность, в том числе профессиональная среда, оказывает большое влияние на состояние и эмоции субъекта труда, вызывает изменение в оценке ситуации и в действиях человека в соответствии с условиями работы, а также собственными способностями. Социально-экономические перемены, происходящие в мире, вызывают новейшие условия к профессионалам почти абсолютно всех специальностей, в том числе и педагогов. Преподаватели обязаны владеть не только профессиональными знаниями, умениями и навыками, а также владеть специальными способностями и свойствами личности, обеспечивающими гибкость и динамизм профессионального действия. Труд педагогов связан с высоким нервно-психическим и эмоциональным напряжением, вследствие чего у них формируются отклонения в состоянии здоровья. В статье говорится о проблеме формирования и развития синдрома эмоционального выгорания педагогов. Процесс постепенной утраты энергии выражается в симптомах эмоционального истощения, физического утомления, личной отстраненности преподавателей, в уменьшении удовлетворенности от работы. Кроме того, авторами показано теоретическое и практическое исследование синдрома эмоционального выгорания педагогов, отмечены характерные черты проявления и факторы эмоционального выгорания.

Ключевые слова: синдром эмоционального выгорания, факторы, симптомы, профессиональная деятельность, педагоги, стресс, профилактика.

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