

**HOW DOES TEACHER EMOTIONAL
BURNOUT SYNDROME AFFECT
TEACHERS' DEVELOPMENT?**

SHARIPOVA AIGERIM*

Caspian University of Technology and Engineering
named after Sh.Yessenov, Aktau, Kazakhstan,
e-mail: aigerim1.sharipova@yu.edu.kz

YEGENISSOVA ALMAZHAY

Caspian University of Technology and Engineering
named after Sh.Yessenov, Aktau, Kazakhstan,
e-mail: almazhai.yegenissova@yu.edu.kz

Abstract. In this article, we explore the phenomenon of teacher emotional burnout syndrome (EBS), a critical issue affecting educators worldwide. EBS arises due to prolonged stress, high emotional demands, and inadequate support in the teaching environment, leading to mental, emotional, and physical exhaustion. The study examines the underlying causes of EBS, including excessive workload, lack of autonomy, and insufficient resources, which contribute to feelings of frustration and helplessness among teachers. Key symptoms of emotional burnout, such as chronic fatigue, irritability, emotional detachment, and reduced personal accomplishment, are identified as warning signs that need immediate attention.

Additionally, the article emphasizes the importance of early detection and intervention, providing a comprehensive overview of preventive measures. These include strategies like promoting work-life balance, encouraging peer support networks, implementing mindfulness techniques, and offering professional development on stress management. Practical recommendations for educational institutions, such as reducing administrative burdens and fostering a supportive workplace culture, are also discussed to create a healthier teaching environment. By addressing both the personal and organizational factors contributing to emotional burnout, this article aims to enhance teachers' well-being and protect them from the long-term impacts of EBS.

Keywords: emotional burnout syndrome, reasons for EBS emergence, symptoms of EBS, psychological preventive measures for EBS.

Introduction

Most people talk about burnout these days. Perhaps it is not for nothing that it is called the “scourge” of our time. After all, today representatives of many professions are exposed to psychoneurotic stress. Modern life is under constant tension and stress, which makes it difficult to control oneself and provokes emotions, anger, and aggression. At work, there is constant competition, a “race for survival” and a “battle in the sun”, while at home there is a boring “home”. There is little time for full rest, healing, and relaxation. It is difficult for people to maintain their sensitivity and humanity amidst these frantic rhythms. Few people can help them understand what is happening to them. Not everyone understands when faced with the problem of emotional burnout. Based on the above considerations, we set ourselves the goal of researching emotional burnout among teachers. In this article, we examine the symptoms of emotional burnout of teachers, the causes of its occurrence, and the peculiarities of psycho-prevention studies, and offer specific recommendations for the prevention of emotional burnout. This article examines the

symptoms and causes of emotional burnout among teachers, the specifics of psycho-prevention work, and offers specific recommendations for the prevention of emotional burnout.

Literature and methodology

The term "emotional burnout" was first introduced in 1974 by American psychiatrist and researcher, J. Freudenberger. He used it to describe the psychological state of individuals working in emotionally demanding professions, particularly those who engage closely and intensely with patients or clients [1].

Early research on emotional burnout was largely descriptive, focusing on individual experiences. However, psychologist Christina Maslach made significant contributions to our understanding of this phenomenon. She defined burnout as a form of maladaptation characterized by:

- **Emotional Exhaustion:** Feeling drained, depleted, and emotionally overextended.
- **Depersonalization:** Developing a cynical and detached attitude towards work and the people one serves.
- **Reduced Personal Accomplishment:** Experiencing a decline in feelings of competence and effectiveness.

Maslach's work highlighted that burnout is not simply a result of stress, but rather a response to prolonged exposure to unmanaged stress in the workplace. It's a gradual process that depletes an individual's energy resources, leading to negative consequences for both the individual and their professional life [2].

While burnout can become a deeply ingrained pattern of coping, it's important to remember that it is a functional response to challenging circumstances. By understanding the causes and symptoms of burnout, individuals and organizations can take steps to mitigate its impact and promote well-being.

Burnout is the body's response to prolonged exposure to moderate-intensity professional stress. Burnout isn't just the result of stress, it's primarily the result of uncontrolled stress.

"Burnout" is a functional stereotype, partly because it consumes energy resources and can be used economically.

At the same time, its dysfunctional consequences can occur when:

"Burnout" negatively affects professional performance and relationships with partners [3].

Five key groups of symptoms are characteristic of burnout: physical, emotional, behavioral, social symptoms, and intellectual state [4].

Burnout operates like a time bomb – its effects are not immediate but build up gradually and often strike unexpectedly. This is particularly true for emotional burnout, a phenomenon commonly observed in professions requiring intensive "person-to-person" interactions. Teachers, doctors, psychologists, social workers, rescuers, and law enforcement officers are among those most susceptible, as their work directly impacts the well-being, health, and even the lives of others.

Several factors contribute to the development of emotional burnout in these demanding professions:

Workplace Factors:

- **High Client Volume:** Constantly interacting with a large number of people can be emotionally draining.
- **Rigid Work Structure:** Strict schedules, heavy workloads, and limited control over one's time can contribute to stress and exhaustion.
- **Lack of Support:** Inadequate support from colleagues, supervisors, and organizations can leave individuals feeling isolated and overwhelmed.
- **Unfair Treatment:** Experiences of unfair criticism, gossip, lack of recognition, and inadequate compensation can erode morale and motivation.
- **Role Ambiguity:** Unclear job expectations and conflicting demands can lead to confusion and stress.

Personal Predispositions:

- *Emotional Sensitivity:* Individuals who are naturally more empathetic and emotionally reactive may be more vulnerable to burnout.
- *Suppression of Emotions:* Constantly suppressing negative emotions due to professional demands can take a toll on mental health.
- *Perfectionism:* Striving for unrealistic standards and being overly self-critical can lead to feelings of inadequacy and exhaustion.
- *Anxiety and Depression:* Preexisting tendencies towards anxiety and depression can exacerbate the effects of work-related stress.

Teaching is a prime example of a profession prone to emotional burnout. The demands of managing classrooms, meeting the needs of diverse learners, and dealing with challenging behaviors can be emotionally taxing. When combined with factors like limited resources, lack of support, and societal pressures, it's no surprise that burnout is a significant concern within the education sector.

Addressing emotional burnout requires a multi-faceted approach that considers both individual coping mechanisms and systemic changes within organizations to create healthier and more supportive work environments.

While anyone can experience burnout, certain personality traits and situational factors can increase vulnerability. This is particularly relevant in teaching, a profession demanding immense emotional investment and often facing challenging circumstances.

Personality and Emotional Labor:

Individuals with certain personality traits might indeed be more susceptible to burnout. Those who are naturally more empathetic, sensitive, and emotionally invested in their work can experience greater emotional strain. This is often compounded by societal expectations placed on women, who make up a significant portion of the teaching workforce, to be more nurturing and emotionally expressive.

Teaching requires a high degree of emotional labor – the effort involved in managing one's own emotions and responding to the emotional needs of others. This constant emotional expenditure, coupled with the pressure to achieve results, can take a toll on teachers' well-being.

The Cycle of Negative Reinforcement:

When teachers invest significant energy and emotion into their work but receive negative feedback or a lack of appreciation from students, parents, or administrators, it creates a cycle of negative reinforcement. This can lead to feelings of inadequacy, frustration, and disillusionment, further fueling emotional exhaustion.

The Drive to Succeed and the Path to Burnout:

Ironically, the very dedication and drive that make many teachers successful can also contribute to burnout. The pressure to meet high expectations, often coupled with limited resources and support, can lead to an unhealthy work-life balance. Teachers may neglect their own needs, pushing themselves to the point of exhaustion in pursuit of their professional goals.

Early Warning Signs:

The initial stages of burnout often manifest as persistent fatigue, a sense of being overwhelmed, and difficulty disconnecting from work. These signs should not be ignored, as they indicate a need for intervention and self-care before burnout progresses further.

It's crucial to recognize that burnout is not a sign of weakness but a consequence of prolonged exposure to demanding and often stressful work environments. Addressing burnout requires a multi-pronged approach that includes individual coping strategies, organizational support, and societal shifts in how we value and support educators.

The second indicator is personal detachment. Few of the professional activities bother teachers, and very few of them provoke an emotional reaction, both positive and negative. Even if it is perceived on an inanimate level and does not like its existence, interest in the student is lost. As a result, they often have trouble communicating with others and suffer from serious mental disorders. A person becomes callous and indifferent to other people and his work. Everything around begins to irritate or cause depression.

It is right to emphasize the importance of combating burnout in the teaching profession. The effects of burnout are profound and can lead to reduced job satisfaction, reduced effectiveness and even career abandonment. A proactive and multifaceted approach to prevention is essential. A breakdown of the three levels of psychological prevention you mentioned is as follows:

1. Primary prevention: burnout prevention

Primary prevention aims to create a working environment and support system that prevents burnout from taking root. This includes:

Identifying risk factors: recognizing early warning signs and common stressors in the teaching profession, such as excessive workload, lack of resources, and difficult interactions with students and parents.

Building resilience: implementing programs to equip teachers with stress coping strategies, coping mechanisms, and emotional regulation skills.

Fostering a supportive culture: create a school environment that values collaboration, open communication, and mutual support among colleagues and administrators.

Promote work-life balance: encourage healthy boundaries between work and private life, including moderate workloads, manageable schedules, and opportunities for rest and renewal.

2. Secondary prevention: early intervention and support

Secondary prevention focuses on individuals who are already experiencing early signs of burnout. Its aim is to prevent further deterioration and promote recovery. Strategies include:

Early detection: putting systems in place to recognize and address the signs of teacher burnout, including changes in mood, behavior, and job performance.

Access to resources: confidential counseling services, support groups, and professional development opportunities focused on stress management and recovery from burnout.

Tertiary prevention targets individuals who have experienced significant burnout and need more intensive support for recovery and return to work.

Effectively addressing burnout in education requires a multifaceted approach that combines individual support and institutional change. By implementing strategies at all three levels of prevention, schools can create a more sustainable and supportive environment for teachers, ultimately benefiting both educators and students [5].

To reduce the likelihood of emotional burnout syndrome, it is recommended to do the following:

- slow down, i.e. organization of work pauses for emotional relief;
- optimize work and rest modes (time management);
- eat according to the right diet;
- get physical activity, i.e. actively relax, arrange days with a change of activity - excursions, walks or trips to nature;
- change activities, switch from mental work to physical;
- getting away from competition;
- conduct psychological prevention;
- to master and use techniques of relaxation and self-regulation of the mental state on a daily basis, aimed at reducing physical, mental and emotional tension;
- try yourself in various activities, i.e. cultivate hobbies, develop diverse preferences, do not focus only on work, find different interests in life;
- organize holidays for yourself, your family, loved ones or for employees;
- take care of a positive attitude for the whole day;
- self-program, i.e. develop positive habits of self-suggestion and thinking, to form positive attitudes and wishes, rejection of the particle “not”, use the formula of the order;
- find time to take care of yourself, listen to music, watch your favorite shows, movies, read books;

– to get involved in emotional communication (when a person analyzes his feelings and shares them with others, the probability of burnout is significantly reduced or this process is not so pronounced).

Conclusion

Burnout syndrome affects the effectiveness of teachers' professional activity. As a rule, teachers simultaneously become unable to cope with their tasks, lose their creative attitude toward their work product, and transform their professional relationships, roles, and communication [6]. Teachers' activity depends not only on their psychological state (including well-being), - but also on the internal state of the trained team and thus on the effectiveness of the teaching activity. In the future, a psychological diagnosis will be carried out to identify the characteristics of emotional burnout among teachers (trainers). The following bank of techniques has been prepared to address this issue

1. “Burnout” questionnaire MBI (K.Maslach and S.Jackson (adapted by N.E.Vodopyanova))
2. Diagnosis of the level of emotional burnout V.V.Boyko (modified by E.Ilyin)
3. Hall's emotional intelligence test

Solving the problem of emotional burnout can increase the effectiveness of teachers' professional activities and children's educational activities. In order not to face the problem of emotional burnout, first of all, one should not forget about one's health and react in time when the symptoms of this syndrome appear.

Therefore, the issue of emotional burnout of teachers is as important as the issue of professional development of teachers. Effective ways to solve it must be found. The first step is to choose the most appropriate and effective methods of prevention. Based on this, a program for the prevention of teachers' emotional burnout should be developed. The success of this program depends, on the one hand, on the chosen way of working and, on the other hand, on the personal interests of the teacher.

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Шарипова Айгерим^{1*}, Егенисова Алмажай¹

*III. Есенов атындағы Каспий технологиялар және инжиниринг университеті,
Ақтау қ., Қазақстан*

ПЕДАГОГТИҢ ЭМОЦИОНАЛДЫ ЖАНУ СИНДРОМЫ ОНЫҢ ДАМУЫНА ҚАЛАЙ ӘСЕР ЕТЕДІ?

Аннотация. Бұл мақалада біз педагогтердің эмоционалды жану синдромының (ЭЖС) құбылысын зерттейміз, бұл бүкіл әлемдегі педагогтерге әсер ететін күрделі мәселе. ЭЖС ұзақ мерзімді стресстен, жоғары эмоционалды стресстен және оқытушылық ортада

қолдаудың жеткіліксіздігінен туындайды, бұл психикалық, эмоционалдық және физикалық шаршауға әкеледі. Зерттеу ЭЖС негізгі себептерін, соның ішінде шамадан тыс жұмыс жүктемесін, Тәуелсіздіктің жоқтығын және педагогтерде көңілсіздік пен дәрменсіздік сезімін тудыратын ресурстардың жетіспеушілігін қарастырады. Созылмалы шаршау, ашуланшақтық, эмоционалды алшақтық және жеке жетістіктердің төмендеуі сияқты күйіп қалудың негізгі белгілері дереу назар аударуды қажет ететін ескерту белгілері ретінде қарастырылады.

Сонымен қатар, мақалада ерте анықтау мен араласудың маңыздылығы атап өтіледі, алдын алу шараларына жан-жақты шолу жасалады. Оларға жұмыс пен өмірдің тепе-теңдігін қамтамасыз ету, құрдастарына қолдау көрсету желілерін дамыту, зейін әдістерін енгізу және стрессті басқару бойынша біліктілікті арттыру сияқты стратегиялар кіреді. Сондай-ақ, білім беру мекемелері үшін әкімшілік жүктемені азайту және салауатты оқу ортасын құруға бағытталған жұмыс орнында қолайлы мәдениетті қалыптастыру сияқты практикалық ұсыныстар талқыланады. Эмоционалды жану синдромына ықпал ететін жеке және ұйымдастырушылық факторларды ескере отырып, бұл мақала мұғалімдердің әл-ауқатын жақсартуға және оларды sev-тің ұзақ мерзімді әсерінен қорғауға бағытталған.

Түйін сөздер: жану синдромы, ЭЖС себептері, ЭЖС белгілері, ЭЖС-ның психологиялық алдын алу шаралары.

Шарипова Айгерим^{1*}, Егенисова Алмажай

*Каспийский университет технологии и инжиниринга им. Ш. Есенова,
Казахстан, Актау*

КАК СИНДРОМ ЭМОЦИОНАЛЬНОГО ВЫГОРАНИЯ ПЕДАГОГА ВЛИЯЕТ НА ЕГО РАЗВИТИЕ?

Аннотация. В этой статье мы исследуем феномен синдрома эмоционального выгорания учителей (СЭВ), который является серьезной проблемой, затрагивающей педагогов во всем мире. СЭВ возникает из-за длительного стресса, высоких эмоциональных нагрузок и недостаточной поддержки в преподавательской среде, что приводит к умственному, эмоциональному и физическому истощению. В исследовании рассматриваются основные причины СЭВ, включая чрезмерную рабочую нагрузку, отсутствие самостоятельности и нехватку ресурсов, которые способствуют возникновению чувства разочарования и беспомощности у учителей. Ключевые симптомы эмоционального выгорания, такие как хроническая усталость, раздражительность, эмоциональная отстраненность и снижение личных достижений, рассматриваются как предупреждающие знаки, требующие немедленного внимания.

Кроме того, в статье подчеркивается важность раннего выявления и вмешательства, дается всесторонний обзор профилактических мер. К ним относятся такие стратегии, как обеспечение баланса между работой и личной жизнью, развитие сетей поддержки сверстников, внедрение методов осознанности и повышение квалификации в области управления стрессом. Также обсуждаются практические рекомендации для образовательных учреждений, такие как снижение административной нагрузки и формирование благоприятной культуры на рабочем месте, направленные на создание более здоровой учебной среды. Рассматривая как личные, так и организационные факторы, способствующие эмоциональному выгоранию, эта статья направлена на улучшение самочувствия учителей и защиту их от долгосрочных последствий СЭВ.

Ключевые слова: синдром эмоционального выгорания, причины возникновения СЭВ, симптомы СЭВ, меры психологической профилактики СЭВ.