

СОЦИАЛНО-ПСИХОЛОГИЧЕСКИ ДЕТЕРМИНАНТИ  
НА СИНДРОМА “BURNOUT” ПРИ УЧИТЕЛИТЕ

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SOCIO-PSYCHOLOGICAL DETERMINANTS  
OF THE “BURNOUT” SYNDROME IN TEACHERS

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**Abstract:** *At the present stage of the development of society the problem of the syndrome of emotional burnout of teachers is particularly relevant, since the stress is manifested especially in pedagogical activities, due to its saturation with such stressors as: responsibility for the development of the younger generation, active interpersonal interaction, increased emotional tension, inadequate social assessment, etc. One of the worst consequences of long-term professional stress is the “burnout” syndrome.*

*This raises the need to consider hidden mechanisms of professional activity that can lead to the fact that professionals cease to cope with their responsibilities, lose their creative mood over the subject and product of their work.*

**Key words:** *stress, stress stages, stress syndromes, emotional burnout, professional burnout.*

**Introduction.** During one’s lifetime many factors that can cause stress affect us. Usually they are an integral part of our lives so it’s impossible to avoid them. It is important to know what actions and events are especially stressful and then try to mitigate the negative consequences.

The results of numerous studies suggest that there is a link between life situations that cause stress and the onset of various diseases. They allow us to conclude that actions or phenomena that cause stress can be one of the many factors in our daily lives that contribute to the emergence of various psychological deviations and psycho-emotional illnesses (Nikonov, 2002). The individual severity of stress is determined largely by the consciousness of the person, responsibility for himself, and the effect of others reacting to situations that cause stress. One of the hidden results of stress is that there is a redistribution of the reserves of the body. Often in a severely stressful situation a person’s behavior is restrained and their mental state is fully controlled and while they may make the right decisions, at the same time, their adaptive reserves decrease which increases the risk of being subjected to various illnesses (Klyuchnikov, 2002).

In the opinion of some psychologists the big problem we usually experience with less loss of health, so attention should be paid to less dramatic stressors. It is everyday life with its petty troubles that plague us much more: an inattentive neighbor, bad weather, irregular traffic, lost keys, price increases, loss of dental filling etc. There is a correlation between the frequency of troubles and further health problems such as: flu, cold, headache, etc. At the same time, petty troubles, due to their constant presence are actually more serious stressors than big crises (Tretyak, 2001).

Many stress researchers believe that people are able to withstand abrupt and short-term stress. The real problem is when stress develops into an infinite one: life with tyrant parents, hating work, racial discrimination, persecution due to discrimination, religious beliefs, gender, age, feelings, situations that cannot

be avoided. American scientist Wait described eight stressful situations: 1) the need for accelerated processing of information; 2) harmful environment; 3) a known threat; 4) violation of physiological functions (possibly as a result of insomnia, illness); 5) isolation; 6) imprisonment; 7) ostracism (expulsion and persecution); 8) group rejection. Swedish researcher Franken Heider added to this list of events over which people have no control, are impotent, and unable to change the situation. Here it would be still possible to add the necessity of acceptance of special important decisions and quick change.

Long-term stress is extremely harmful. A person may suffer for years if he or she feels the ability to influence the situation or at least control it. It is quite another thing when a person feels helpless and powerless. For example, you cannot control the stress of test situations, but you can always predict it and prepare for it in advance. If people know that difficulties are inevitable then they can take steps to overcome stress.

Another approach to stress is to understand the stressors as obvious threats to our emotional resources. Resources – these are things, personal characteristics, conditions, sources of energy that we value, we keep, which we adhere to. When an event (stressor) threatens our status, economic stability, people close to us, property, then as a consequence, there is stress. Stress can be the result of our inability to acquire new resources or increase our emotional availability.

If we look again at the list of life situations and events that can cause stress, then we will see that some of them are positive and have a beneficial effect on our lives. Some examples of these include a wedding, personal success, birth of a child, successful examinations, birthday, etc. In addition, during the life there are things that cause positive feelings, such as joy (graduation from school, university, meeting with friends, relatives, victory of your favorite team), love, creative inspiration, achievement of outstanding results in sports, etc. However, stress can cause both positive and negative situations. To somehow distinguish sources of stress, positive stresses are called eustress, negative - distress, or just stress (Bright, Jones, 2003).

Some stressful life situations can be foreseen. For example, changing phases of development and formation of families or biologically determined changes in the body, that are characteristics of each of us. Other situations are unexpected and unpredictable, especially unexpected are accidents, natural disasters, death of a loved ones and so forth. There are still situations caused by human behavior, making important decisions, a certain course of events (divorce, change of place of work, or residence, etc.). Each of these situations can cause mental discomfort.

The causes of stress in the workplace can be economic, financial factors, changes in your personal life (family problems, aging, death of a close relative, birth of a child, etc.).

Let us analyze the influence of stress on pedagogical activity. Domestic scientists have long paid attention to the complexity and difficulties of the pedagogical profession. Describing the specifics of pedagogical work, A. Zankovsky (2003) defined the norm of professional activity of a teacher - 25 years, referring to "extremely difficult conditions", since, in addition to fatigue, there is also forms on nonsense, the desire to stay on the pattern, self-confidence (Zankovsky, 2003).

At the same time T. Formanyuk (1994) highlights the reasons for the decline of the teacher's professional activity after 10-15 years of work: the so-called "pedagogical crisis" (Formanyuk, 1994). The author (1994) distinguishes three main factors contributing to the development of a "pedagogical crisis". First, the teacher's desire to use the new achievements of science and the inability to implement them in the short term of study; lack of feedback from students; mismatch of expected and actual result. Secondly, the emergence and development of favorite techniques, templates in the work and the awareness that it is necessary to change the situation, but how to change is unknown. Third, the possibility of teacher isolation in the teaching staff, when new methods and innovations are not supported by colleagues, causing a sense of anxiety, loneliness, and self-doubt.

Therefore, at certain periods of professional activity, the emergence of "illness communication", "exhaustion", "burnout", the avoidance of contacts becomes possible. Thus, L. Kitayev-Smyk (1983) considers "illness of communication", "burnout" as a consequence of emotional exhaustion, characterized by the disappearance of the acuteness of feelings and experiences; negative attitude towards communication partners; the emergence of conflicts, the loss of human perceptions of the value of life, when the subject becomes indifferent to everything (Chinaev-Smyk, 1983).

Teachers with pronounced burnout syndrome show a low level of professional growth, dissatisfaction with work, the main factors of stress associated with teaching activities.

Thus, the mastery of the pedagogical profession is related not only to the development of the personality of the teacher, his abilities, skills, which contributes to the successful performance of work, but also with negative consequences, such as one's state of health, conflict, fatigue, which is reflected on interactions with students, colleagues, and the administration.

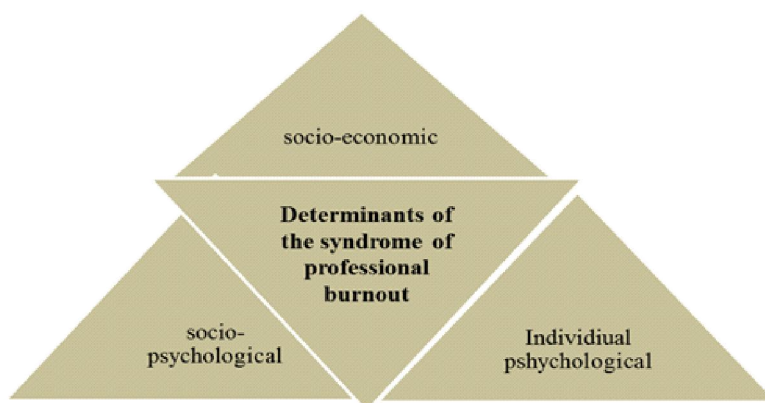
L. Kityev-Smyk (1983) considers the psychological and mental fatigue as the main cause of “professional burnout.” “Professional burnout” comes especially quickly and noticeably in people who, by virtue of their professional duties, must “give” people the warmth of their soul. Victims of “burnout” are first and foremost psychotherapists, doctors and teachers, that is, professionals of communication required to serve other people with warmth and compassion. “Burnout - a Fee for Compassion” - this is how the American psychologist K. Maslach called his book, which presents the results of research on the phenomenon of burnout (Maslach, Schaufeli, Leiter, 2001).

Due to the specificity of professional pedagogical activities (responsibility for the development of the younger generation, active interpersonal interaction, increased emotional tension, inadequate social assessment, etc.), the “burnout” syndrome is very common among educators. Based on the development of K. Maslach, V. Orel, L. Bennett (2001, 2001, 1994), we have constructed a model of the determinant of the emergence of a “burnout” syndrome among teachers, which includes (Maslach, Schaufeli, Leiter 2001, Orel, 2001; Bennet, Kelaher, Ross, 1994):

1) socio-economic determinants (economic instability, complex political processes, intensification of professional activity, social status of the profession, level of social protection, wages in this field, etc.);

2) socio-psychological determinants (the desire to work in the chosen organization or sphere of activity; the employee’s attitude to interpersonal relationships in the team; factors of labor efficiency; motives of work; conflicts of the collective; satisfaction with the team’s livelihoods);

3) individual psychological determinants (personal: level of anxiety, aggressiveness, frustration, rigidity, level of subjective control. etc., socio-demographic and professional: age, gender, professional experience, family status, etc.) (Fig. 1.).



**Fig. 1.** Determinants of the syndrome of “burnout” regarding teachers

The main focal point of this article is devoted to the analysis of socio-psychological determinants of the “burnout” syndrome of teachers, since they are closely interrelated with individual psychology. Today, speaking about the area of education, it is impossible not to affect the socio-economic conditions in which it operates and develops. In the education system there is a sufficiently large number of individuals out of the population of the country, of which more than half are women. Complex socio-economic conditions do not allow to finance the industry in full and this affects the material situation of teachers. Low wages have caused the outflow of the most skilled and mobile staff, mostly men, to more prestigious areas of work. The state recently has been trying to find funds in support of the education system workers: differential wages have been introduced, depending on the results of professional certification, additional fees for work experience in a specialty, academic degrees and honorary titles, a bonus fund and financial assistance. However, these measures do not significantly change the overall picture, and the level of life of the teaching staff leaves much to be desired.

That provokes the increased professional stress and negatively affects the status of women working in the field of education and feminization of education. Women’s domination in education not only limits their ability to build a private life, increases the number of unmarried, but also negatively affects the moral and psychological climate of teaching staff, negatively affecting the relationship between teachers and students, their psychological well-being, and hence the effectiveness of education and upbringing.

Feminization of the school is associated with an intensive but not always balanced increase in the number of female specialists in the field and requires serious measures to attract men to education, primarily as teachers, educators, and social workers.

The teacher's teaching load is approximately 22–27 hours per week, in addition, 13–18 hours is allocated in addition to other types of pedagogical activities. Thus, the teacher's working week is on average 35–45 hours. Such overloads can lead to the exhaustion of the mental and physical forces, and subsequently, and to "burnout".

One of the important factors of socio-economic determinants is the peculiarities of education. A sequential review of the educational process, examinations and expected learning outcomes has shown that the training of future teachers for professional activities is not sufficiently focused on the actual work they will have to perform and not able to support their commitment to specialty, moral condition, health, and enthusiasm. Many of them are taught the theory and practice of pedagogy, but are not taught how to take care of themselves and cope with the inevitable stress.

Educators who have deviated from the real practice have a tendency to assert that all problems are easy to solve, but do not prepare students for the inevitable frustrations and uncertainties ("shock to reality"). Thus, students are offered idealistic rather than realistic models, which ultimately are not suitable for work. Perhaps the latent idea that stress is equivalent to a weakness, failure, inadequacy, is based on the guilty sense of negation or concealment of stress and leads to the fact that it is difficult to recognize a teacher, share their problems and solve them (Orel, 2001).

Socio-psychological determinants include the following organizational factors that influence the development of "professional burnout": the nature of leadership, feedback, time spent on work, uncertainty, lack or excess responsibility, etc. (Schaufeli, Salanova, 2002). Some specialists also distinguish role factors, which include role uncertainty, role conflict, and so on. In organizations, various symptoms of burnout can be manifested, among them: high turnover of personnel; reduction of employees' involvement in work; search "guilty"; antagonistic group process and the presence of paired groups; Dependence mode, manifested in the form of anger on leadership and the manifestation of helplessness and hopelessness; developing a critical attitude towards employees; insufficient cooperation in the team; lack of initiative; growing dissatisfaction with work; manifestations of negativism about their own role or function in the organization (Vodopyanova, 2000).

Depending on the position occupied by the individual, productivity will depend on their work. However, there are also personal factors that make the individual more vulnerable. Among them: the reaction to stress (type A), extraversion - introversion, neuroticism, and externality - internality, level of personal anxiety, self-esteem, level of empathy, etc. There are also socio-demographic and occupational characteristics such as: gender, age, professional experience, type of educational institution, family status, etc.

Interestingly, one of the models of the "burnout" process at the first stage involves "idealistic enthusiasm." That is, the most energetic, dedicated people are very often the most vulnerable to professional stress, and therefore some of the most successful and fruitful workers are at the highest risk of burnout. They have a tendency to have idealistic rather than realistic expectations, they are too enthusiastic about their work and it is difficult for them to break away and separate their professional from their personal life. They can be co-dependent and feel they need to be valued, appreciated and accepted, and they are also more likely to be tempted to take the "martyrs position" (Bennet, Kelaher, Ross, 1994). In addition, not enough time remains for communicating and spending time with relatives. They retire into their little world, where most of the positive emotions they find in their professional activities or institutions in which they work. Their existential needs are met because of their professional identity, and as a result, professional threats and stresses they face as a challenge to fundamental hopes, goals, contents, and purposes are virtually offset by support from the side. Most of the teachers cannot talk to anyone about anything other than their own profession. But at the same time, they risk spoiling relationships, bringing professional issues into personal relationships, private life and, at the same time, are not able to fulfill other duties and receive satisfaction from it.

Theoretical and theoretical analysis of the manifestation and features of the emergence of the syndrome of "professional burnout" in the teachers led to the need for an empirical study of this phenomenon.

The survey was conducted in 2017, which involved 80 teachers of secondary education institutions in the city of Chernivtsi. At the first stage the theoretical comprehension of the problem was carried out, the analysis of literary sources on this issue was carried out, the experience of foreign and domestic scientists was worked out. We have chosen models that, in our opinion, most fully reveal the essence of the syndrome of "burnout". Our research was based on the model of the "burnout" syndrome by such scholars as K. Maslach and V. Boyko. The use of these models during an empirical study made it possible to study profoundly and comprehensively the manifestations of the syndrome of "burnout" from teachers.

The research was conducted according to "Methodology for diagnosing the level of emotional burnout" by V. Boyko (Boyko 1996). According to the results of our study, the predominant component of the "burnout" syndrome among teachers is the "resistibility" ( $p < 0.0001$ ), which is characterized by curtailment of professional

duties, reduction of interaction with colleagues and students, expansion of the area of the saving of emotions, the desire to stay alone, inadequate emotional response, etc. 37,5% of respondents have a high level of development of this component, while only 13,2% of the respondents identified the high level of development of the first component of the syndrome – stress, as well as 11,6% of respondents – the high level of development of the third component of the syndrome – utter depletion. That is, we can say that the development of “professional burnout” from teachers occurs precisely because of the second component of the burnout syndrome.

The professional activity of a teacher always involves communicative activity overloaded with emotions - communication with students, colleagues, administration, parents, etc. All this creates for the teacher conditions of constant emotional stress. The results of the study clearly shows that in such conditions, teachers tend to respond to the curtailment of the activity of communication. In order to preserve their own emotional health and well-being, teachers usually resort to tactics of reserving emotions and place protective barriers on the way of exhausting communication (Table 1.).

**Table 1.** Level of development of components of the “burnout” “syndrome”

№ з/п	Components of the "burnout" syndrome	Levels of components of the "burnout" syndrome (in% of the total number of respondents)		
		Низький	Середній	Високий
1.	Tension	51,4****	35,4****	13,2****
2.	Resistivity	19,1****	43,4****	37,5****
3.	Exhaustion	57,9****	30,5****	11,6****

\*\*\*\* –  $p < 0,0001$

This conclusion is supported by the data on the development of some symptoms of “professional burnout” among teachers. The data obtained from the study indicate that the teachers are dominated by symptoms of the second component of the syndrome of “burnout” – resistance ( $p < 0.0001$ ). If you diagnose the symptoms of “burnout” at the incidence rate, then the first place will receive the symptom of “inadequate selective emotional response”, which is formed in 53,0% of the respondents. The second place is the symptom “reduction of professional duties” – in 44,2% of the respondents. Accordingly, the third – the symptom of “expansion of the sphere of saving emotions” was found in 32,6% of the respondents.

**Table 2.** “Features of manifestation of symptoms of “burnout”

No.	Symptoms of professional "burnout"	Percentage of the total number of respondents
1.	Inadequate selective emotional response (symptom of the second component of the syndrome – "resist")	53,0****
2.	Reduction of professional duties (symptom of the second component of the syndrome – "resist")	44,2****
3.	Expansion of the of economy of emotions (symptom of the second component of the syndrome – "resist")	32,6****
4.	The experience of traumatic circumstances (symptom of the first component of the syndrome – "stress")	31,5****
5.	Emotional and moral disorientation (symptom of the second component of the syndrome – "resist")	31,3****
6.	Psychosomatic and psycho-vegetative disorders (symptom of the third component of the syndrome – "exhaustion")	28,2****
7.	Anxiety and depression (symptom of the first component of the syndrome – "stress")	25,8****
8.	Personal alienation (depersonalization) (symptom of the third component of the syndrome – "exhaustion")	14,7****
9.	Emotional deficiency (symptom of the third component of the syndrome – "exhaustion")	14,2****
10.	Dissatisfaction with yourself (symptom of the first component of the syndrome – "stress")	11,9****
11.	Emotional alienation (symptom of the third component of the syndrome – "exhaustion")	10,9****
12.	“Drag to the corner” (symptom of the first component of the syndrome – "stress")	9,6****

\*\*\*\* –  $p < 0,0001$

The obtained results give an opportunity to reveal the essence of behavioral reactions of teachers in the event of a syndrome of professional burnout. The vast majority of surveyed educators, in our opinion, are inclined to such a protective reaction as “the reserving of emotions”, reflected in relations with others, can lead to inadequate emotional reactions, and also provokes the reduction of professional duties.

Conclusion. The spread of “burnout” syndrome among teachers is a very disturbing symptom, since in the system of secondary education from the teacher’s personality, the mental health and well-being of the students with whom they work depends directly on their professional activity. Consequently, the presence of a burnout syndrome hurts not only the teacher, but also negatively affects his interaction with his students, causing the appearance of some of them another negative syndrome – school maladaptation.

Also, obviously, this syndrome can negatively affect the professional development of the teacher’s personality. Data from foreign and domestic researchers indicate that a significant percentage of young educators leave schools and, in general, change their profession, precisely under the influence of the “burnout” syndrome. And teachers who experience emotional exhaustion and continue to work, and cannot talk about any professional development and self-improvement.

Being in such an emotional state, a person simply tries to “survive the present day” at work, while not receiving any satisfaction from his own professional activities. Therefore, the question of further studying and scientific development of this syndrome is especially important in order to find effective methods for its prevention and treatment, and to prevent its negative impact on the individual and others.

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