



colloquium-journal

ISSN 2520-6990

Międzynarodowe czasopismo naukowe



№25(112) 2021



colloquium-journal

ISSN 2520-6990

ISSN 2520-2480

Colloquium-journal №25 (112), 2021

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(Warszawa, Polska)

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УДК: 37.013.77

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[DOI: 10.24412/2520-6990-2021-25112-22-24](https://doi.org/10.24412/2520-6990-2021-25112-22-24)

THE MAIN ASPECTS OF PROFESSIONAL BURNOUT SYNDROME

Abstract.

Teacher burnout is a serious psychological condition that affects the lives of thousands of highly effective teachers throughout the developed countries. An educator who is experiencing burnout has low morale, low self-esteem, and is physically exhausted (Roloff & Brown, 2011). Teacher morale directly correlates with student achievement - the higher the teacher morale, the greater the student achievement (Raines, 2011). The emotional experience of a teacher sets the tone for a class. Teacher burnout is one of the most common reasons that effective teachers leave the profession (Roloff & Brown, 2011). If more energy were put into providing emotional support for effective educators, they would be far more likely to continue to teach and to share their passion and knowledge in the years to come. If a teacher is clinically depressed, anxious, or experiencing physical illness, he will be more likely to retire early or to cease working to his capacity than if he is emotionally and physically well. With appropriate treatment and care, a teacher who is experiencing burnout, will be revitalized and refocused on his work. Taking preventative measures will help educators to avoid the physical and emotional effects of prolonged stress and will provide them with the energy to continue to be successful teachers throughout their careers. Low morale is not only a problem for students; it is a problem for the faculty members themselves. In fact, burnout is not only a mental state, but a true psychological condition that negatively affects every aspect of a teacher's life. However, few educators realize that significance of the condition. Policymakers and community members often are completely unaware of the physiological and psychological ramifications of teaching (Raines, 2011). For this reason, little research has been done to determine the best ways to improve teacher morale and to provide psychological support for chronic stress. In order to help educational leaders to better serve their students and faculty, this paper seeks to answer the following question: what causes teacher burnout, how can teacher burnout be prevented, and how can burnout be healed so that teachers can return to a healthy and productive state?

Keywords: *burnout, teacher, work, stress.*

Burnout is a syndrome that develops against the background of chronic stress and leads to the depletion of the emotional, energy and personal resources of a working person. Professional burnout occurs as a result of the internal accumulation of negative emotions without a corresponding "discharge" or "release" from them. Essentially, burnout is distress or the third stage

of the general adaptation syndrome - the stage of exhaustion.

Purpose of the study: to identify the main aspects of the development of professional burnout syndrome in teachers.

The term "burnout syndrome" was first used by the American psychiatrist Herbert Freudenberg. The doctor introduced this concept to denote the state of

mind of people who experience disappointment, emptiness, accompanied by a growing indifference to their work. Burnout is, first of all, the reaction of the human body to continuous stress at work. American scientists K. Maslak and S. Jackson identified three main components of burnout: emotional exhaustion, depersonalization, and reduction of professional achievements [2].

Emotional exhaustion is indifference to the entire work process. A person feels empty, the muffledness of his own emotions creates a feeling of vacuum space. Professional duties are carried out purely formally.

Depersonalization is a partial or complete withdrawal from communication with colleagues and other people at work. This phenomenon occurs as a defensive reaction to emotional overload and is accompanied by internal irritation. Periodic outbursts of anger may occur.

Reduction of professional achievements occurs in conditions of overestimated requirements for the employee and is characterized by a sense of their own incompetence. Often, a person feels deep guilt for minor shortcomings. That is, adequate self-perception decreases.

Psychiatrist H. J. Freudenberg described a special personality disorder in healthy people due to ultra-frequent emotional communication in work with students, customers, and patients [4]. There was ample evidence that the syndrome was most common among teachers, psychologists, doctors, police officers, and social workers. People of these occupations more often than others showed irascible and inappropriate behavior. Studies have shown that members of these professions are also more likely to be exposed to psychosomatic disorders. Burnout has become a disease of social professions, whose representatives have to communicate a lot with different people. Now the syndrome of professional burnout occurs both among teachers and doctors, and in many other professions. Modern psychologists have identified risk groups of people prone to professional burnout: "shy individuals", introverts, who do not like to have contacts with people at work, "burn out" the fastest; employees who have to interact a lot with different people; specialists who experience frequent external and internal conflicts in the profession; women torn between family and work and forced to compete with men; workers in conditions of constant instability; specialists who have been providing assistance to victims in emergency situations for a long time [1].

Numerous studies have shown that the teaching profession is one of those that is more susceptible to burnout. This is due to the fact that the professional work of a teacher is distinguished by a very high emotional workload. Modern society makes high demands on the education system. Teachers, striving to meet these requirements, are forced to constantly improve the level of professional competence, which, in turn, already leads to physical and intellectual overload.

For example, the low level of wages forces many teachers and psychologists to take on an extra teaching load at school (a huge number of teaching hours), in kindergarten (work in two shifts), and often additional work related to tutoring or caring for children. In addition, representatives of these professions often do not

feel satisfaction from their activities: it seems to them that, despite all the efforts, the children with whom they work do not have a good command of the necessary material.

Of course, job dissatisfaction can be caused by low wages, however, according to D. Greenberg (2002), high wages and good working conditions are not yet a guarantee of job satisfaction, since there are also motivational factors. These include the degree of complexity of tasks, the amount of work that will be positively evaluated upon completion, etc. [3].

Increasing demands on the part of society for the professional qualities of a higher school teacher, an objective increase in the teaching load, labor intensity, psycho-emotional overload, high loads on the visual, auditory, and voice apparatus, a large number of contacts during the working day, physical inactivity makes this group of specialists even more vulnerable in concerning the development of mental burnout, due to professional activity.

Modern higher education teachers are required not only to be competent in their field of knowledge and pedagogical skills but also to have a high level of psychological knowledge and skills that allows them to maintain professional competence and efficiency in their activities. On the other hand, psychological knowledge and skills, self-competence, enshrined in the structures of self-awareness as personal qualities of a teacher, can serve as a psychological condition for preventing the occurrence of professional burnout.

The following multifaceted manifestations are most often considered as the results of the influence of the burnout syndrome: a decrease in the efficiency of activities and subjective satisfaction with work, a loss of identification with the organization, a negative attitude to work, dismissal from work, and deterioration in health. It is important to study the negative influence of the profession of a teacher in connection with the formation of his professional burnout and the growing negative manifestation of this phenomenon in the properties of his personality. It can be noted as a consequence - a decrease in the effectiveness and quality of the teacher's impact on the audience.

The published data present that burnout syndrome, like other types of professional stress, causes the appearance of depressive moods, feelings of helplessness and meaninglessness of one's existence, a low assessment of one's professional competence, which affects the teacher's performance, leading to a decrease in the effectiveness of indicators of professional activity and, as a consequence, burnout syndrome provokes a violation of labor discipline, an increase in the morbidity rate of professionals [5].

Experiencing feelings of inadequacy, indifference to professional activity, loss of previously significant life values, leading to a decrease in the specialist's intrapersonal resources, the development of psychosomatic disorders is often a consequence of the development of burnout caused by professional activity [6].

Not every person will be able to identify signs of professional burnout, since they appear completely imperceptibly. And this happens on a physical, emotional,

and mental level. There are three stages in the development of professional burnout syndrome: 1) making mistakes and failure of the usual everyday actions: forgetting the simplest words, working moments, constant psychological stress as a result of the fear of making a mistake, increased self-control, manic checking of work processes and actions, neuropsychic stress; 2) losing of interest in professional activities, the need for communication (avoiding even close contacts), increasing indifference at the end of the week, colds, constant irritation; 3) interest in work, family, life is completely lost, there is only indifference, hostility to people, communication causes disgust, a constant breakdown. There is known about 100 symptoms of burnout syndrome. At the psychosomatic level, the following are most often noted: lack of sleep; fatigue; exhaustion; prostration; digestive disorders.

While on a personal level, the following symptoms appear: the monotony of professional activity; feeling hopeless heavy emotions (apathy, cynicism, loss of meaning in life); addiction to bad habits; negative manifestations towards yourself and students; aggressive and unrestrained behavior.

There are 3 groups of factors that affect the onset of burnout syndrome:

Personal: isolation, very low or, conversely, very high empathy, a tough attitude towards others, disrespect for oneself, low self-esteem.

The researchers argue that people suffering from "workaholism" are more likely to experience "burnout": those who devote their lives only to work moments, devote all their strength to professional issues, not having rest, working at full capacity every day, leaving no time for personal interests and communication with close people and family.

Status-role: dissatisfaction with professional and personal growth; unsatisfactory social status; behavioral stereotypes that limit the activity of creativity, rejection in the team.

Corporate: there is no clear and planned organization of working hours; the monotony of the workflow; investment in activities of large personal resources with low recognition and low appreciation; strict working hours and tight deadlines; intimate relationships between colleagues, lack of support from them; conflicts, gossip, rivalry; lack of support from management and administration.

It is necessary to understand that none of these factors independently contributes to the development of

professional burnout in teachers. The syndrome occurs with a combination of all factors, not only at the professional level, but also at the personal level.

Conclusions. The professional activity of a teacher of an educational institution, regardless of the type of work performed, belongs to the group of professions with increased moral responsibility for the health and life of children. Teachers as representatives of a group of social professions are characterized by a high level of emotional burnout.

Burnout is not a whim, but a serious illness that can lead to unpleasant consequences if it is started. At the first symptoms of professional burnout, it is worth contacting a specialist psychologist, and if these symptoms are physical, you may need to consult a therapist. To diagnose professional burnout, psychologists use special tests, and to deal with it - special trainings and exercises.

Thus, "professional burnout is a personality-developed mechanism of psychological defense in the form of complete or partial exclusion of emotions (lowering their energy) in response to selected traumatic influences"

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