
RESEARCH OF EMOTIONALITY IN PROFESSIONAL BURNOUT OF TEACHERS

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Abstract: The article briefly presents the results of empirical research on the level of emotional burnout among secondary school teachers. A definition of emotional burnout syndrome describes the characteristics of emotional burnout of teachers as representatives of a socially significant profession. Researchers note the changing role of teachers in the modern period. The new educational situation in Bulgaria, due to the modernization of the Bulgarian society and processes of globalization, requires a change in the personal and professional qualities of the teacher, in his social and professional position in society. The questionnaire "Diagnosis of occupational burnout" by K. Maslach, S. Jackson, - MBI-GS (Maslach Burnout Inventory-General Survey) was used. Respondents are classified by age, gender, position held and seniority in the specialty.

Charts showing the level of mental exhaustion of pedagogic specialists from a high school in a large city are presented. Empirical research covers the three stages of Burn-out syndrome: emotional exhaustion, depersonalization, reduction of personal achievements. Recommendations and a conclusion are made from the obtained results.

Keywords: emotional burnout syndrome, emotional exhaustion, depersonalization, reduction of personal achievements.

1. INTRODUCTION

In today's world, preserving the mental health of teachers is a vital issue. The demands on teachers change and grow every year. By drawing a parallel between the quality of education and the quality of teachers, we find that there is a direct relationship between them: the first factor depends on the second, considering that the teacher becomes a "key figure" in the modern school. Now the teacher is not only a good specialist who understands his students, but also a person who skillfully communicates with parents and has computer competence. The teachers work daily with documentation, electronic reporting and the school rating is reported to me monthly.

All this leads to one of the most pressing problems of the modern teacher and the educational system as a whole, which quickly leads to emotional burnout of teachers.

The consequences of excessive stress in a certain profession are a palette of almost all possible diseases such as: cardiovascular diseases (stroke, heart attack); gastrointestinal problems (ulcer); damaged immune system and autoimmune diseases; insomnia, headache; back and joint pain; addictions (drugs, alcohol, smoking); depression and suicide.

Stress is a loanword from English "stress", Old French - "destresse": "trouble, disaster" and from Latin *distringere* "tighten, tighten, contract".

The natural survival process of the organism is the alternation of "anxiety" with "rest". But, when the "anxiety" phase significantly exceeds the "rest" phase, then the unhealthy stress reaction occurs, which leads to the collapse of the organism. This collapse leads to professional burnout or "Burn-out syndrome".

The term "burnout" was coined in the 1970s by Herbert Freudenberg. With it, the American psychologist explains the consequences of excessive stress with "helping" professions such as health care, education, etc. Over the years, the meaning of the term "burnout" has expanded significantly, and now the syndrome describes the emotional and physical exhaustion provoked by overwork and accumulated stress in any profession.

A number of foreign authors G. Roberts, K. Maslach, S. Jackson, etc., do psychological research on the syndrome of emotional burnout. Despite the fact that research in the field of emotional burnout began in the 70s of the XX century.

Writer Ann Helen Peterson, for example, reveals that she is no longer able to do any mundane activities unrelated to her work. She argues that anyone can burn out because it is a product of a culture that requires people to keep working even when their internal resources are completely depleted.

In 2019, the International Classification of Diseases prepared and published by the World Health Organization (WHO) defined burnout as an "occupational phenomenon", refusing to recognize it as a medical condition. The definition they give is this: "Burnout is a syndrome that has developed from chronic work stress that has not been successfully managed." Burn-out syndrome among teachers has a specific character. After all, the signs of emotional burnout affect not only the personal characteristics of teachers, but also affect their professional activity, as well as the students. Researchers note the changing role of teachers in the modern period. The new educational situation in

Bulgaria, due to the modernization of the Bulgarian society and processes of globalization, requires a change in the personal and professional qualities of the teacher, in his social and professional position in society. Updating the professional activity of a teacher is in the process of changing the value system of adolescents. A number of teachers in Bulgaria often have to work with children from migrant families or from different ethnic groups who do not know the Bulgarian language well; to work with students with social problems in the family, and sometimes with deviant behavior. In such cases, they implement inclusive training programs (this is a new direction for teachers, an unfamiliar system for some). It is also necessary to work with gifted children within the implementation of national projects and programs without appropriate financial and logistical equipment. The teacher must constantly improve himself and receive professional training. In addition, almost every teacher goes through classroom management.

In summary, the factors causing emotional burnout symptoms in teachers are:

A. Institutional: workload; monotony of activity; lack of moral encouragement; conflicts with colleagues and management.

B. Role Status: Rejection; high expectations; behavioral attitudes; low social status; negative gender attitudes; dissatisfaction with professional development.

C. Personality factors: workaholism; low self-esteem; tendency to perfectionism and workaholism; low or too high level of empathy; showing authoritarianism towards others.

American researchers K. Maslach, S. Jackson distinguish 3 stages of emotional devastation.

In the first stage, the teacher begins to feel tired and helpless. During the lessons, he stops sticking to the plan, can unexpectedly change the topic of the lesson and often makes mistakes. Doubts arise about the right choice of profession.

In the second stage of the syndrome, depersonalization is observed. Relationships with others change. The teacher is getting impatient. You may become dependent on another person. In some cases, the pedagogue closes in on himself and avoids social contacts. At this same stage, problems with physical health appear.

At the third stage, the pathology is characterized by a loss of interest not only in the profession, but also in life. The teacher may completely lose his appetite. Shows aggression towards students, their parents, colleagues and relatives. Nervous breakdowns are possible.

2. MATERIALS AND METHODS

The study, which was conducted in Burgas by Burgas State University "Prof. Dr. Asen Zlatarov", gave an important and up-to-date diagnosis of the degree of burnout of teachers and principals in the region.

The main goal of the study is: Diagnosis of Burn-out syndrome in pedagogical specialists and identification of the most vulnerable group of educators.

The diagnosis is carried out by two psychologists. The patient's condition is assessed using the questionnaire "Diagnosis of occupational burnout" by K. Maslach, S. Jackson, - MBI-GS (Maslach Burnout Inventory-General Survey). The methods of V. V. Boyko, E.P. Ilin, G. Isaac, J. Taylor and some other researchers are also used.

Table 1. Distribution of respondents by age, gender, position and seniority in the specialty

AGE	% number of respondents (n)	Position	% number of respondents (n)	Internship in specialty	% number of respondents (n)
26-30 г.	9,70% (n=10)	Teachers	50,43% (n=58)	5-10 г.	6,96% (n=8)
31-35 г.	10,43% (n=12)	Educators	21,74% (n=25)	11-15 г.	29,67% (n=34)
36-40 г.	28,70% (n=33)	Directors	8,70% (n=10)	16-20 г.	26,09 (n=30)
41-45 г.	32,17% (n=37)	Deputy directors	8,70% (n=10)	21-25 г.	20,87% (n=24)
46-50 г.	20,00% (n=23)	Pedagogical advisors	6,96% (n=6)	26-30 г.	13,91% (n=16)
TOTAL	100% (n=115)	Trainers	3,48% (n=4)	Над 30 г.	2,61% (n=3)
gender	Women	86,09 (n=99)	Man	13,91 (n=16)	

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A dominant stressor for professional burnout is bad behavior and lack of motivation to work with students:

- 85.22% (n=98) of the teachers put bad behavior as the most important source of stress;

- 73.91% (n=85) put the lack of motivation for learning on the part of students as the next most important source of stress in the work environment.

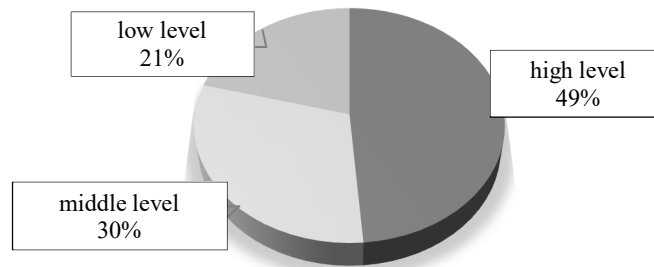
3. RESULTS and ANALYSIS

The questionnaire used allows to determine the level of professional burnout by calculating points on three scales "emotional exhaustion", "depersonalization", "reduction of personal achievements". On each scale, the scores were calculated and the level of emotional burnout was identified. The results obtained are presented below.

- "Emotional exhaustion" scale. It reflects the level of the respondent's emotional background. What people usually call mood, in the language of psychology we call emotional background.

We conditionally divide it into two extreme categories - positive background and negative. Emotional exhaustion is a sign of a negative emotional background. Most teachers have a high level of emotional exhaustion - 48.70%; with an average level of emotional exhaustion are 30.43% and with a low level of emotional exhaustion are 20.87% of teachers (Figure 1).

Figure 1 - Level of emotional exhaustion of high school teachers.



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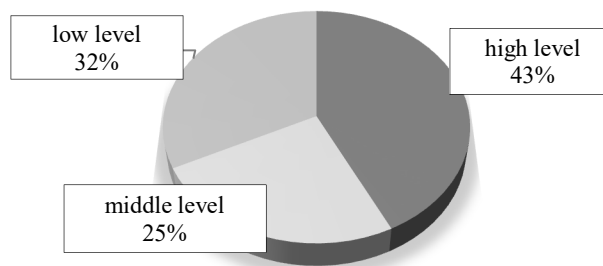
High levels of emotional exhaustion are defined by the expenditure of more energy than received or not fully replenishing the amount of energy. Typically, emotional exhaustion manifests itself in signs such as loss of emotional involvement in activities and relationships; appearance of pessimism, apathy, fatigue, reluctance to participate in activities, lack of initiative, etc. Gradually, these symptoms become noticeable, especially if the teacher was previously active and proactive and suddenly changes and exhibits these qualities. This should be a signal to colleagues and the director.

- The "Depersonalization" scale reflects the level of personal changes in relationships with other people.

According to Mashoush1 Lamis M., Farea Mazen M., people with depersonalization syndrome stop experiencing vivid emotions and their feelings are muted. They practically experience neither joy, nor anger, nor amusement, nor fear, nor sorrow. They are haunted by a sense of alienation, unnaturalness, their own movements and actions. Such people practically do not change their mood - it is neither bad nor good. Due to the dulling of sensitivity, emotional connections with the outside world are lost, as such a person becomes incapable of sympathy and empathy, and also loses emotional interest in what is happening to other people. They react poorly to some troubles in their life and behave as if they are present somewhere in another dimension. A high level of depersonalization is also expressed in an increase in the teacher's irritability towards students and teachers, as well as in the occurrence of conflicts with students and their parents.

According to the obtained data, a large part of the studied teachers have a high level of depersonalization (55%). The average level has 24% of respondents (17 people) and 15 people (21%) have a low level of depersonalization (Figure 2).

Figure 2 - Level of depersonalization of high school teachers.



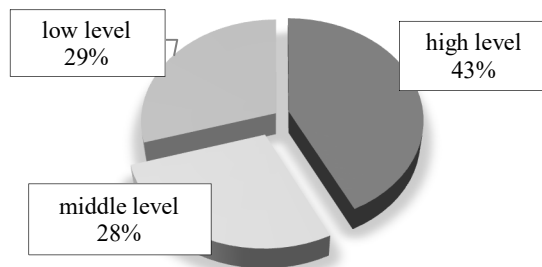
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- The scale "Decreasing personal achievements" reflects the level of self-esteem of the teacher: The higher the sum of points for this scale, the less the teacher values himself and his merits. A high level on this scale also indicates increased indifference to work.

42.61% is characteristic of 49 teachers, which is a high level. 27.83% have an average level and 34 people, or 29.77%, have a low level of reduction in personal achievements. (Figure 3)

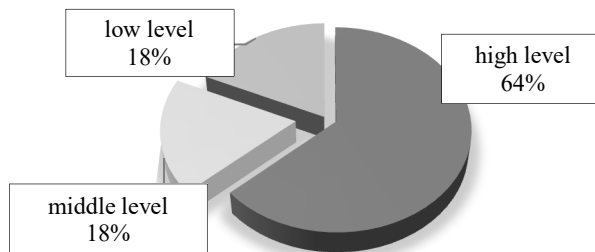
Figure 3 — Level of personal reduction the achievements of high school teachers.



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Figure 4 presents summary data on the general level of emotional burnout of the studied educators, which was determined by analyzing all three scales of the method by K. Maslach and S. Jackson. We can conclude that the high levels of emotional burnout are mainly among teachers of certain academic disciplines such as - mathematics, physics, chemistry, and foreign languages - (61%). The average level of emotional exhaustion is 21 respondents, which is 18.26%, and the same number have a low level of general emotional burnout (18.26%).

Figure 4 - General level of emotional burnout of secondary school teachers.



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4. CONCLUSION

Summarizing the analysis of emotional burnout of teachers in a high school course, we can conclude that the percentage is quite high. Pedagogical specialists who have a high level of development of Burn-out syndrome show serious problems in their professional activity. It is necessary to develop recommendations for dealing with chronic stress and burn-out syndrome in precisely defined steps.

Work should not be a reason for refusing to communicate with family members. The personal time and family time rule is mandatory. It is accepted as a norm that at least one of the days of the week should be dedicated to loved ones and close people to spend time with. For example, on weekends you can go for a walk in the park, and single and unmarried teachers should meet friends more often. And of course, when communicating with friends and relatives, the topic of professional problems should be "taboo".

Creativity should be brought not only to teaching, but also to personal life. It is about any activity that goes beyond the limits of daily functions, allows the imagination to expand, breaks the limits of monotony and creates conditions for a person to experience self-satisfaction. Creative activity not only relaxes and distracts, it is an effective stimulus for increasing self-esteem.

It is harmful to make professional tasks the meaning of life. The circle of communication should not be limited only to the teaching staff at the workplace. It is important for the teacher to have a circle of friends outside of school - people with other interests, professional activities, hobbies and lifestyles.

The syndrome of mental exhaustion often occurs due to a lack of professional growth. Attending seminars to improve professional skills opens new perspectives for the teacher, the opportunity to move to a better job or get a promotion. In this sense, qualification degrees for teachers provide an opportunity for professional development and material stimulation.

The levels found in the study for the diagnosis of the burn-out syndrome of the Bulgarian teachers were found to be levels of unhealthy stress, which significantly exceeds the maximum levels of stress for teachers in Europe. The burn-out effect towards the profession of the pedagogical specialist, however, is NOT a personal problem of the teacher and the director! The distress must be taken into account by the Ministry of Education and Science and managed. In accordance with world experience and traditions, compensatory mechanisms should be put in place in Bulgaria to reduce the workload and stress of teachers after a certain age.

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