

# The Correlation of Socio-Psychological Factors with “Burnout” Syndrome in Education

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**Abstract:** The article presents the results of a theoretical and empirical study of "professional burnout" syndrome. A particularly striking affect of stress is manifested in pedagogical activity, because the profession is overloaded with such stressors as: responsibility, active interpersonal interaction, increased emotional tension, a lack of social assessment, a monotonous daily routine, frustration, etc. One of the most serious affects of long-term occupational stress is the phenomena of occupational burnout syndrome. Being an educator is one of those types of professions, which requires constant one-to-one interactions with people in which the syndrome of "burnout" is the most common. Therefore, it is very important to study the peculiarities of its emergence, development and course in pedagogical activity. Our study was based on the models of "professional burnout" syndrome of such scientists as K. Maslach, S. Jackson., V. Boyko. Scientists view the syndrome of "professional burnout" as a three-component system that includes emotional exhaustion, depersonalization, and reduction of one's own personal achievements. The use of these models in the empirical study has allowed deep and comprehensive study of the symptoms of "professional burnout" in teachers. It was especially interesting for us to find out whether there is a correlation between the components of the "professional burnout" syndrome and the motives, the relationships in the team, and the satisfaction with the field of ones activity. Our study aimed to determine the degree of the development and features of burnout syndrome in teachers.

**Keywords:** *stress, stages of stress, emotional burnout, professional burnout, “burnout syndrome”.*

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## 1. Introduction

The life intensification, the socio-political and socio-economic changes that nowadays are taking place in Ukraine, create new, more complex requirements to the employees of educational organizations that, of course, affect the psychological state of employees, cause the emotional stress emergence, the considerable amount of professional stress development. The pedagogical process requires a high level of knowledge, pedagogical skills, effective ways of learning and, firstly, a harmoniously developed personality of the educator. It is worth mentioning that pedagogical activity is one of the most responsible, and emotional stress, frequent social contacts, high level of pedagogical situations unpredictability and a number of organizational and individual factors cause the teacher's inclination to psychophysical burnout, that eventually leads to the educational process destabilization. The insufficient level of awareness among teachers about the peculiarities of the formation, consecution and consequences of occupational burnout causes many professionals to suffer from consumptive burnout symptoms. To reduce the negative impact of emotional, mental and physical exhaustion of teachers on their professional activity and mental and physical health, a detailed analysis of the prerequisites of social and psychological factors contributing to the increase in the professional burnout inclination is required. Particularly vivid is the stress impact in pedagogical activity because of its overload with such stress-producing as: responsibility for the younger generation development, active interpersonal interaction, increased emotional tension, social assessment lack, conflict, work motivation loss, etc.

One of the most serious effects of long-term occupational stress is professional burnout syndrome.

Professional burnout is a syndrome that develops against a background of chronic stress that leads to the emotional-energy and personal resources lassitude of the working person.

## 2. Problem Statement

The topicality of the research of the burnout syndrome among teachers is related to the fact that the teacher's psychological well-being, his or her professional activity directly depend on the mental health and well-being of the students, the effectiveness of the educational influence on those with whom he/she cooperation.

Thus, the presence of burnout syndrome harms not only the teacher, but also adversely affects his/her interaction with students, causing some of them to have another negative syndrome i.e. school maladjustment. It is also obvious how negatively this syndrome can affect the professional development of the teacher's personality.

The problem of burnout syndrome has been reflected in the works of foreign and national scientists devoted to the content and structure of this syndrome (Maksimenko, Karamushka, Zaichykova, 2006), as well as of its diagnostic methods (Boyko, 1996, 2008; Vodopyanova, 2000). In addition, some expression of professional burnout syndrome have been studied, both by foreign and national researchers within representatives of various professional groups (Burisch (2006), Pines (1988), Orel (2001)). The occupational peculiarities stress, some manifestations of professional burnout syndrome, its reasons and consequences of educational organizations employees were investigated by such foreign and Russian scientists as: L. Kitayev-Smyk (1983), A. Rean (2013) etc. Research data from foreign and national researchers indicate that a significant percentage of young educators leave schools and, in general, change their profession, precisely under the influence of "burnout" syndrome. And teachers who are emotionally exhausted and continue to work are not able to any professional development and self-improvement. Being in such an emotional state, a person simply tries to "survive present day" at work, without getting any pleasure from their own professional activity. Therefore, the question of this syndrome further research and scientific development, social and psychological causes of professional burnout appearance, in order to find further effective methods of its prevention and overcoming, and to prevent its negative effect on the carriers themselves and others. Thus, the importance and relevance of the problem led to the choice of the paper topic.

### **3. Research Questions**

Burnout" syndrome is a consequence of long-term professional stress. We try to discover what social and psychological factors cause stress in personal and professional life and as a consequence can provoke the development of "burnout" syndrome in teachers.

For a long time national scientists have been paying attention to the complications and difficulties of the teaching profession. Characterizing the teaching specifics, scientists defined the standard of professional activity of

the teacher and it is 25 years, referring to "extremely difficult conditions" because in addition to fatigue, there also is formed the desire to dwell on the pattern, self-confidence, etc.

At the same time, scientists identify the causes of the decline in professional teachers' activity after 10-15 years of work i.e. the so-called "pedagogical crisis". The author identifies three main factors that contribute to the "pedagogical crisis" development. Firstly, the desire of the teacher to use new achievements of science and the inability to implement them in the short term during the training; lack of efficiency from students; discrepancy between expected and actual results. Secondly, the emergence and development of favorite techniques, methods at work and the realization that it is necessary to change the current situation, but how to change it is unknown. Thirdly, the possibility of the teacher's isolation within the staff when the searches, innovations are not supported by colleagues, which causes feelings of anxiety, loneliness, depression.

Thus, at certain periods of professional activity, it becomes possible to appear "communication sickness", "exhaustion", "burnout", avoidance of contacts. So, L. Kitayev-Smyk considers the "disease of communication", "burnout" as a consequence of mental fatigue, which is characterized by the disappearance of the feelings and emotions severity; negative attitude towards communication partners; the conflicts emergence, the loss of ideas about the value of life when everything becomes indifferent (Kitayev-Smyk, 1983). Teachers with severe burnout syndrome show low levels of professional growth, dissatisfaction with work, and suppose problems related to pedagogical activity as the main stress factors.

Therefore, mastering the pedagogical profession is connected not only with the development of the teacher's personality, his/her capacities, abilities, skills, which helps to successfully fulfill the work, but also with negative consequences, such as health violations, conflict, dissatisfaction, the staff activity, fatigue, loss of labour motivation, which is reflected in the relationship with students, colleagues, administration.

**Analysis of recent studies and publications** shows that the problem of "professional burnout" syndrome is reflected in the works of national (Maksimenko et al., 2006; Ivleeva & Shatalova, 2003; Orel, 2001; Formanyuk, 1994) and foreign (Dietzel, 1998; Maslach et al., 2001; Freudenberger & Richelson, 1980; Schaufeli & Yanczur, 1994) scientists who mainly reveal the meaning and structure of this concept. The diagnostics methods of "professional burnout" syndrome are devoted to the works (Boyko, 1996, 2008; Vodopyanova, 2000; Jesus & Paula, 1996; Maslach, 1982).

Russian scientist, V. Boyko, developed his own classification of the symptoms that accompany the various stages of "burnout" (Boyko, 1996, 2008). The researcher, based on the identified components of "burnout" (emotional exhaustion, depersonalization and the professional responsibilities reduction) and H. Selye's theory, defined such components of "professional burnout" syndrome as stress, resistance and exhaustion (Selye, 1982). Each of the components is accompanied by four symptoms that can be used to investigate the specific manifestation of the syndrome in teachers.

The peculiarities of the occupational stress and some display of "professional burnout" syndrome in educational institutions were studied by such scientists as: L. Kitaev-Smyk, A. Rean and others. As for the peculiarities of the syndrome manifestation in pedagogical workers and the social and psychological determinants of its occurrence, this problem has not previously been the subject of the special study.

The main reason of "professional burnout" Kitayev-Smyk considers psychological, mental fatigue, which is associated with professional activity. It is especially fast and noticeable when it is overloaded with people who, because of their professional duties, must "give" their warmth to their customers (Kitayev-Smyk, 1983). The "burnout" victims are foremost, psychotherapists, doctors, and teachers, that is, communication professionals who are called and trained to politely and mentally warmly serve other people. "Burnout is a payment for compassion" – so was called the book by an American psychologist K. Maslach, that shows the results of research she received by studying this phenomenon (Maslach, Schaufeli, Leiter, 2001).

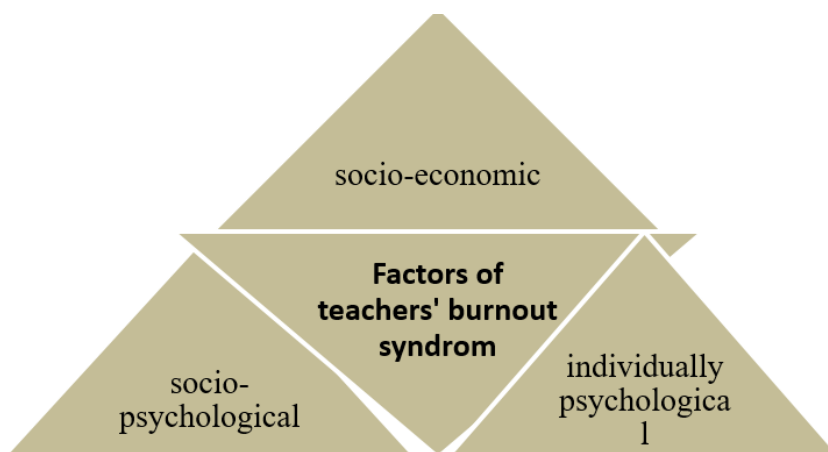
Due to the specific nature of professional pedagogical activity (responsibility for the younger generation development, active interpersonal interaction, increased emotional tension, lack of social assessment, etc.), the syndrome of "professional burnout" is very common among educators. Based on the developments of foreign scientists Rean (2013), Pines (1988), Maslach (1982), Selye (1982), we developed *the determinant model of the "professional burnout" syndrome appearance in teachers*, which includes:

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

2) socio-psychological determinants (desire to work in the chosen organization or field of activity; employee's attitude to relationships in the staff; work efficiency factors; work motives; conflict of the collective; satisfaction with the activity of the team, etc.);

3) individual-psychological determinants (personal: level of anxiety, aggression, frustration, and rigidity, level of subjective control, etc.; socio-demographic and professional: age, gender, professional activity experience, family status, etc.) (Fig. 1.1.).

**Fig. 1.1.** *Factors of teachers' burnout syndrome*  
(Authors' own conception)



*To the socio-psychological determinants* we include the following organizational factors that influence the "burnout" development: the nature of leadership, feedback, time spent on work, uncertainty, absence or excess of responsibility, etc. (Campbell, 1996).

Teachers suffering from "professional burnout" have various symptoms of this phenomenon, including: high staff turnover; reducing employee engagement; search for "guilty"; antagonistic group process and the paired groups existence; the dependence mode that manifests itself as anger at directions and helplessness and hopelessness displays; developing critical attitude towards employees; insufficient cooperation in the team; the initiative progressive decline; increasing sense of dissatisfaction with work; manifestations of negativity about their own role or function in the organization; the burnout is highly contagious and can spread rapidly to employees, knocking everyone down on their track (Friedman, 1995).

Today there are several models of "burnout" investigation and, accordingly, different methodological tools that correspond to specific

models of burnout. However, the most famous is the three-factor model of "professional burnout" syndrome by Maslach (1982), which consists of: 1) emotional exhaustion, 2) depersonalization, 3) reduction of personal achievements. A methodological tool for measuring burnout developed by Maslach et al. (2001) is the most well-known (Maslach (1982)).

An analysis of the scientific researches has shown that the problem of professional burnout in teachers is particularly acute. The topic of the study is urgent because of the significant role of the teacher's personality in the educational process. Specificity of pedagogical activity requires effective mobilization of the internal energy resources of the specialist, counting on social and psychological features of the activity, which is impossible without timely detection, prevention and prophylactic treatment of the professional burnout phenomenon.

#### 4. Purpose of the Study

The purpose of our study is determining the features of the appearance, development and flow of the "professional burnout" syndrome in pedagogical activity, defining the importance of social and psychological factors in the emergence and development of the "burnout" syndrome, investigating the relationship between components of the syndrome socio-psychological factors in pedagogical workers.

#### 5. Research Methods

In the course of our study there was used: *questionnaire "Climate-1"*, *"Diagnostics methods of the emotional burnout"* by V. Boyko, *methodology "Determination of mental" burnout"* by A. Rukavishnikov.

When using the **survey method**, we were based on definition that the survey is a method of obtaining social and psychological information based on oral or written questions addressed to a research group of people whose content represents a problem at a certain empirical level. The questionnaire was part of our survey.

We used the *"Climate-1" questionnaire* to examine the relationship between professional burnout syndrome and characteristics of teachers' professional activity, such as: work motives; conflict of the team; factors of labor efficiency; satisfaction within the staff; employee's attitude to relationships in the team; desire to work in the chosen organization or the activity field.

*The methodology of "Diagnostics methods of the emotional burnout"* by V. Boyko and *the methodology "Determination of mental" burnout"* by A. Rukavishnikov

allow us to collect complete and profound information about the dynamics and nature of the development of emotional burnout syndrome. The choice of these methods is due to the fact that today they give an opportunity to show the most complete image about the features of the "professional burnout" syndrome in teachers. Using the *method of "Psychic burnout"* enabled us to study the manifestations of "professional burnout" syndrome on the three components, identified Maslach et al. (2001): "emotional exhaustion", "depersonalization", "personal achievements reduction".

### **5.1. Mathematics Methods**

Analysis of averages; percentage method; analysis of correlation, allows determining quantitative measures of the variables ratio (between symptoms of emotional burnout and certain social and psychological characteristics). The results of our study were processed using the methods of *mathematical and statistical data processing*. In particular, the results of the correlation analysis were worked out by SPSS (version 12.0). The obtained data were subjected to statistical analysis, followed by qualitative interpretation and meaningful generalization.

## **6. Findings**

The scientific and theoretical analysis of the features of manifestation and the features of the "professional burnout" syndrome emergence in teachers led to the need for empirical study of this phenomenon. Our study targeted to determine the degree of development and features of the "professional burnout" manifestation in teachers.

Our experimental study of the "emotional burnout" phenomenon was held in two stages.

The study was conducted during February-April 2019 among 80 respondents from 3 schools in the city and region. The sample of our study consisted of 22 teachers of secondary school № 1 in Storozhynets and 28 teachers of Storozhynets gymnasium, as well as 20 teachers of the Tysovets secondary school and 10 teachers from Nyzhni Petrivtsi in Storozhynets district.

### **6.1. The Results of the Research – Statistic Data and Their Interpretation**



*In the first stage*, theoretical understanding of the problem was carried out, of literary resources analysis on the subject was made, experience of foreign and national scientists was worked out. We chose the models that, in our opinion, most fully reveal the essence of the "burnout" syndrome. Our study was based on a model of "burnout" syndrome by such scientists as Maslach, Boyko (Maslach (1982); Maslach, Schaufeli, Leiter, (2001), Boyko, (1996)). The use of these models in the empirical study has allowed deep and comprehensive study of the "professional burnout" symptoms in teachers.

***The objectives of the second stage were:***

- 1) to study the level of "professional burnout" syndrome development in teachers;
- 2) to investigate the relationship of socio-psychological factors with "professional burnout".

Based on the analysis of the literature, we have come to the conclusion that the "professional burnout" emergence and development occurs under the influence of socio-economic, individual-psychological and socio-psychological determinants.

However, identifying the importance of all these factors, we have focused on the analysis of the socio-psychological factors of teachers' burnout syndrome. So in *the group of "socio-psychological factors"* we chose for the study such parameters as: work motives, level of conflict in the team, satisfaction with the team work, etc. Studying these parameters gave us the opportunity to thoroughly consider the features and conditions within the teacher lives and works.

We are going to analyse the results of an empirical study that allowed us to evaluate the level of *components development of "burnout" syndrome* depending on their connection with social and psychological characteristics of teachers.

The following statistically significant relationships were discovered as a study result of the relationship between "improving team relationships" and "professional burnout" by V. Boyko's "Diagnosis Method of Emotional Burnout" (Boyko, 2008).

Our research has shown that there is a statistically significant relationship between "improving team relationships" and the third component of "professional burnout" syndrome is a reduction in personal achievement. It means that the better the employee evaluates the working relationship, the less he/she is addicted to negativity about his/her own

achievements, limitations of capabilities and responsibilities towards other employees (Table 1).

**Table 1**

*The Relationship between improving team relationships and the components of professional “burnout” Syndrome (Authors’ own conception)*

№ №	Components of "burnout" syndrome	The relationship between the levels of components development of "burnout" syndrome and the improvement of relationships in the team (% of total respondents)					
		Low rate of the relationships improvement in the team			The average rate of the relations improvement in the team		
		Low	Average	High	Low	Average	High
1.	Emotional exhaustion	6,7	53,3	40,0	25,0	56,3	18,8
2.	Depersonalization	46,7	33,3	20,0	31,3	56,3	12,5
3.	Personal achievements reduction	26,7*	40,0*	33,3*	47,5*	40,2*	12,3*

\* –  $p < 0,05$

*The link between the desire to work in a team and the professional burnout syndrome.* According to the results of studying this characteristic, it can be said that at the level of statistical significance ( $p < 0,05$ ), the indicators of the personal achievements reduction correlate with the "desire to work in a team". At the same time, the higher the desire of employees to work in their own team, the lower the level of the third component of "professional burnout" syndrome (Table 2).

**Table 2.**

*The relationship between the desire to work in a team and the components of “burnout” syndrome  
 (Authors’ own conception)*

№ №	Components of "burnout" syndrome	The relationship between the levels of components development of "burnout" syndrome and the desire to work in a team (% of total respondents)								
		Employees did not decide to work in a team			Employees do not want to work in a team			Employees want to work in a team		
		Lo w	Av era ge	Hi gh	Lo w	Av era ge	Hi gh	Lo w	Av era ge	Hi gh
1.	Emotional exhaustion	16, 7	58, 3	25, 0	10, 3	39, 5	50, 2	22, 2	66, 7	11, 1
2.	Depersonaliza tion	41, 7	41, 7	16, 7	39, 3	30, 4	30, 3	33, 3	56, 7	10, 0
3.	Personal achievements reduction	16, 7*	50, 0*	33, 3*	20, 4*	41, 1*	38, 5*	41, 0*	35, 7*	23, 3*

\* –  $p < 0,05$

*The link between the desire to work in education as a whole and "professional burnout" syndrome.* According to our study, no statistically significant relationship was found between such a parameter as the desire to continue to work in education and the components of "professional burnout" syndrome. At the same time, we can speak about tendency for teachers to dominate the high levels of "professional burnout" components, that would, if possible, change not only the general education institution, but also leave the field of education altogether.

**Table 3.**

*The relationship between the desire to work in education as a whole and the components of "burnout" syndrome (Authors' own conception)*

№ №	Components of "burnout" syndrome	The relationship between the levels of components development of "burnout" syndrome and the desire to work in education in general (% of total respondents)								
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		Employees are not determined to the desire to work in education as a whole			Employees do not want to work in education as a whole			Employees want to work in education as a whole		
		Low	Average	High	Low	Average	High	Low	Average	High
1.	Emotional exhaustion	28,6	50,0	21,4	10,3	49,5	40,2	14,3	57,1	28,6
2.	Depersonalization	50,0	35,7	14,3	29,4	50,4	20,2	28,6	57,1	14,3
3.	Personal achievements reduction	7,1	64,3	28,6	30,1	29,7	40,2	7,0	50,1	42,9

*The link between "feeling obstacles interfering an effective work" and "burnout" syndrome.*

An analysis of the results showed that the subjective feeling of obstacles interfering an effective work does not significantly affect the emergence and development of "professional burnout" syndrome. At the same time, at the level of trends, one can speak of characteristic changes in the indicators for all three components of "professional burnout". In emotional exhaustion, we see a tendency to increase high scores with an increase in the number of obstacles to effective activity (among teachers with low indicators by the above factor - 21.4% of respondents, with average indicators - 30.8%, with high one - 50.0% respondents). The same tendency remains in the second component of the syndrome (from 14.3% - 15.4% - up to 25.2% of respondents), and in the third component of the syndrome (from 28.6% - 38.5% - up to 51.3 % of respondents) (Table 4).

**Table 4**

*The relationship between the feeling of obstacles interrupting an effective work and the components of "burnout" syndrome (Authors' own conception)*

№ №	Components of "burnout" syndrome	The relationship between the levels of components development of "burnout" syndrome and the feeling of obstacles interfering effective work (% of total respondents)								
		Low rate			Average rate			High rate		
		Lo w	Av era ge	Hi gh	Lo w	Av era ge	Hi gh	Lo w	Av era ge	Hi gh
1.	Emotional exhaustion	28, 6	50, 0	21, 4	27, 7	61, 5	30, 8	17, 3	32, 7	50, 0
2.	Depersonaliza tion	42, 9	42, 9	14, 3	46, 2	38, 5	15, 4	12, 2	62, 6	25, 2
3.	Personal achievements reduction	14, 3	57, 1	28, 6	15, 4	46, 2	38, 5	11, 5	37, 2	51, 3

*The link between "work motivation" and "professional burnout" syndrome.*

We observe a statistically significant relationship ( $p < 0.05$ ) between work motivation and the first and second components of "burnout" syndrome. At the same time, the higher the indicators of "work motivation", the higher the indicator of emotional exhaustion and depersonalization. We will examine what do the motives for labor behavior consist an indicator of "motivation for work": the desire to improve the financial situation; the desire for promotion on the ladder; the pleasure of a job well done; respect from the superior; good attitude from work colleagues; the desire to express oneself, to stand out; awareness of the social significance of someone's work; the desire to work quietly without the hassle and nervousness; the desire to avoid great responsibility, independent decision-making; desire to show creativity in work. As we can see, all of these characteristics are quite emotionally coloured. Teachers who have noted the great influence of most of these characteristics for themselves can be attributed to those who are not indifferent to their activity; "burning" desire to work. In general, the teaching profession is overloaded with high emotional communication. The need to participate in the life of each child, sometimes his/her family, to do the job in such way that to see "grateful children's eyes" - all this makes the teacher to give a lot of energy and emotions. The more the teacher wants to "show himself/herself", "work creatively", feels responsible for the results of the work, the more the educator has to give energy, effort, time and etc. If

these efforts are rewarded with the students' appreciation, colleagues, and management, such a strong work motivation will only promote the professional development and improvement of the teacher. But very often we see another trend. The teachers who work the most, burn out at work, feel responsible for it, as a result, begin to fulfill an excessive amount of function, usually without receiving enough positive feedback. The teacher gives a lot of effort and emotions, often receiving very little in return, which as a result leads to emotional exhaustion, the desire to "calmly, without unnecessary strain to work", curtailment professional responsibilities, increasing negativity about their activities and colleagues, people within the work. That is probably why we have obtained such a relationship between the first and second components of "professional burnout" syndrome and motives for work behavior (Table 5).

**Table 5**

*The relationship between work motivation and the components of burnout syndrome  
(Authors' own conception)*

№	Components of "burnout" syndrome	Relationship between the levels of components development of "burnout" syndrome and work motivation (% of total respondents)								
		Low labour motivation			Average labour motivation			High labour motivation		
		Low	Average	High	Low	Average	High	Low	Average	High
1.	Emotional exhaustion	23,9*	61,0*	15,1*	16,7*	54,2*	29,2*	16,7*	50,0*	33,3*
2.	Depersonalization	53,0*	34,5*	12,5*	37,5*	45,8*	16,7*	45,0*	33,3*	21,7*
3.	Personal achievements reduction	23,5	37,0	39,5	16,7	45,8	37,5	13,0	53,7	33,3

\* –  $p < 0,05$

*Relationship between "team conflict" and "professional burnout" syndrome.*

We notice a statistically significant relationship between team conflict and emotional burnout. If the teachers who rated the conflict in the group as low, the high emotional exhaustion rate is 9.1% of the respondents, with the average conflict indicators, the high rate of the first component of "professional burnout" already make up 42.9% of the respondents, and in the high conflict indicators - 43,3% of respondents. Thus, it can be noted that a favorable socio-psychological climate plays a significant role in preventing "professional burnout" (Table 6).

**Table 6**

*The relationship between team conflict and the components of burnout syndrome  
(Authors' own conception)*

№ №	Components of "burnout" syndrome	The relationship between the levels of components development of "burnout" syndrome and the conflict of the team (% of total respondents)								
		Low level of conflict in the team			The average level of conflict in the team			High level of conflict in the team		
		Lo w	Ave rage	Hi gh	Lo w	Av era ge	Hig h	Lo w	Av era ge	Hig h
1.	Emotional exhaustion	36,4*	54,5*	9,1*	7,1*	50,0*	42,9*	6,0*	50,7*	43,3*
2.	Depersonalization	45,5	45,5	9,1	35,7	42,9	21,4	16,7	50,0	33,3
3.	Personal achievements reduction	9,1	63,6	27,3	14,3	42,9	42,9	16,7	40,0	43,3

\* –  $p < 0,05$

*The link between life satisfaction of a team and professional burnout syndrome.*

As a result of the study, we obtained data indicating that there was no statistically significant relationship between employee satisfaction with team life and components of "burnout" syndrome. But, it should be noted that at the level of tendencies, the higher the index of satisfaction with the life of the collective, the lower the indicators of "professional burnout" components. Thus, the percentage of teachers with high rates of emotional

exhaustion at the average level of satisfaction with the life of the team is 37.5%, and at the high - 20.0%. In the indicators of depersonalization, respectively are 18.8% and 13.3% of the respondents, and in the indicators of personal achievements reduction, accordingly - 37.5% and 33.3% of the respondents (Table 7).

**Table 7**  
*Relationship between satisfaction of the team activity and the "burnout" syndrome components*  
*(Authors' own conception)*

№	Components of "burnout" syndrome	Relationship between levels of components development of "burnout" syndrome and satisfaction with the activity of the team (% of total respondents)					
		The average rate of satisfaction with the activity of the team			High rate of satisfaction with the activity of the team		
		Low	Average	High	Low	Average	High
1.	Emotional exhaustion	6,3	56,3	37,5	26,7	53,3	20,0
2.	Depersonalization	37,5	43,8	18,8	40,0	46,7	13,3
3.	Personal achievements reduction	12,5	50,0	37,5	13,3	53,3	33,3

## 7. Conclusions

1. The results of theoretical research have shown that the "burnout" syndrome develops and is determined by a set of factors that include psychological characteristics of the individual and specific features of professional activity emotionally.

The scientific literature analysis has allowed to define the structure of the "burnout" syndrome as a three-component system (Maslach et al., 2001), including emotional exhaustion, depersonalization and reduction of personal achievements (Maslach et al., 2001). As well as the definition of V. Boyko,



who includes such components as: stress, resistance, exhaustion in the structure of the syndrome (Boyko, 1996).

2. The factors of origin of the "professional burnout" syndrome in teachers have been analyzed, a model has been developed which includes: 1) socio-economic determinants; 2) socio-psychological determinants; 3) individually psychological determinants.

3. The social and psychological factors influencing the emergence and development of professional burnout in teachers have been identified. As a result of our study, statistically significant relationships were established between the "professional burnout" symptoms and such socio-psychological factors as: improving relationships in the team ( $p < 0.05$ ), desire to work in the team ( $p < 0.05$ ), labour motivation ( $p < 0.05$ ), team conflict ( $p < 0.05$ ).

4. In studying the social and psychological determinants of the syndrome, we relied on the three-component structure of the "professional burnout" syndrome by Maslach et al. (2001). The study showed that the higher the indicators of such factors as: improving relationships in the team, the desire to work in the team, the lower the level of the third component of the syndrome i.e. the reduction of personal achievements. The higher is the level of conflict in the team, the higher is the level of emotional exhaustion. At the same time, the higher are the indicators of work motivation, the higher is the level of the first and second components of the "professional burnout" syndrome i.e. emotional exhaustion and depersonalization.

**The results of the study** can be used in: 1. Career guidance. 2. Psychological consultancy of teachers. 3. Individual teacher consulting.

We see **prospects for further research** in developing effective methods and programs for preventing and overcoming professional burnout in order to minimize its negative impact, as well as developing teachers' skills for self-discovery and self-development as mechanisms to counteract the impact of professional stress on educational processes and personal life.

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