

Interrelation of professional burnout with social demographic features of teachers

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Abstract. This article is devoted to a problem of emotional burnout of the teacher of physical culture. Dependence of a condition of symptoms of emotional burnout syndrome from social demographic factors of teachers, such as: age, gender, work experience, skill level, place of residence, which is difficult, various and rather inconsistent, is revealed. Social demographic and professional variables which support the greatest number of significant correlations with symptoms of emotional burnout are: age, experience, place of residence. The pedagogical experience has some parallels with another variable – the age of respondents, with a similar correlation scheme.

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1. Introduction

In the conditions of market economy and increased competition, the activity of teachers on the former Soviet Union has many stress factors of economic, social-psychological, organizational character. Especially these factors are shown in activity of teachers of physical culture. So according to data of researches of institute of occupational health, teachers of physical culture are high on the list on professional harm.

Emotional burnout syndrome (EBS) - is a state of emotional, mental exhaustion, physical exhaustion resulting from chronic stress at work. EBS, in relation to a particular profession is treated as a professional burnout syndrome. The development of this syndrome is characterized primarily for occupations dominated by helping people (health workers, teachers, psychologists, social workers, rescue workers, law enforcement officers, firefighters). Emotional burnout syndrome is seen as the result of adverse resolution of workplace stress [1-7]. It is no coincidence that the first researcher of this phenomenon Christina Maslach called his book: "Burnout: the cost of caring" [8].

Teachers are highly susceptible to the development of EBS. This is due to the fact that the professional work of teachers has a very high emotional tension. We know a large number of objective and subjective emotogenic factors that have a negative impact on the work of the teacher, causing a strong emotional tension and stress. It should also be borne in mind that this is one of altruistic type professions, where the risk of mental burnout is high. EMB is well studied in the field of pedagogical work, unfortunately, on the activities of physical education teachers the problem is not fully understood.

Owing to features of the professional activity they constantly are in noise influence exceeding all norms, are exposed to sudden changes in temperature, gyms are very often the source of dust, infectious and parasitic diseases. Actually existing high traumatic danger of classes compels the teacher of physical culture to be in the condition of constant stress. Considerable importance attaches to such factors as the conditions and content of the work.

Introducing of the third obligatory lesson of physical culture in 1998 in Kazakhstan schools even more aggravated the state of affairs. In the majority of schools there is no quantity and the capacity of gyms.

In one gym at the same time lessons with two, often different age classes, are conducted, that also largely complicates the professional activity of teachers.

The problem of research is that against an unsuccessful psychological state of teachers, providing favorable conditions for physical and mental health of pupils is impossible.

The purpose of this study is to examine the different general social demographic and occupational characteristics associated with burnout syndrome in other studies (such as age, gender, being in a stable relationship, having children, level of education, number of hours worked per week, occupation, length of service in an organization, monthly income, contract duration and contract type) as elements that may be related to the different subtypes of burnout syndrome, in an attempt to identify the variables with the greatest predictive value for each profile.

2 MATERIAL AND METHODS

The study was conducted at the Institute of Advanced Training of teachers in 2010-2013. 126 teachers of physical culture of urban and rural schools of Pavlodar region participated in the survey. From them – 86 men, 40 women, work experience from 1 year to 36 years, of age from 20 to 57 years, 80 respondents live in the city, 40 people live in the village. In research were used – "Methods of diagnosing the level of emotional burnout." The survey was carried out by the method developed by V.V. Boyko [9, 10], "The measurement of experienced burnout (MBI)". Authors of methods: American psychologists K. Maslach and S. Jackson [11], questionnaire of neurotism-extraversion of Ayzenk [12]. The correlation analysis was made on Spirmen's method. Calculations are executed using computer program (Analysis Package Microsoft Excel, program SPSS-13).

3 RESULT AND DISCUSSION

3.1 Identification of correlation communications between various social and demographic characteristics of teachers

From all social and demographic characteristics the greatest number of correlate has age, experience and existence of category (skill level). The age has strong communication ($r=0.95$) with the experience of work in educational institution and average communication with existence of category, family and children. The teachers, having greater work experience, as a rule, possess higher professional qualification; have a family and children ($r = 0.43-0.64$). Existence of category correlates with age, experience of work, and also existence of a family and children ($r = 0.28-0.53$).

Low level of correlation is revealed between the place of residence and existence of children at teachers ($r=0.22$). Teachers in rural areas tend to have more children than their urban opponents.

Emotional excitability (neurotism), has weak negative correlation with $r=0.22$ work experience, and extraversion – with the existence of $r=0.35$ skill level.

Table 1. Value of correlation coefficient r (at $\rho \leq 0,05$) between various characteristics of teachers

Characteristics	Age	Experience	Category	Family	Children
Age		0,95	0,64	-0,39	0,62
Experience			0,64	-0,43	0,63
Category	0,51	0,53		0,39	0,28
Place of residence					0,22
Extraversion			-0,35		
Neurotism		-0,22			

3.2 Calculation of coefficient of correlation between social and demographic characteristics of teachers and EBS symptoms

For definition of interrelation of professional burnout with social and demographic features of studied teachers we checked, whether there are significant ($p < 0.05$) differences in the level of expression of the syndrome from social demographic factors (gender, work experience, skill level, marital status, the place of residence, etc.). The correlation analysis by Spirmen's method showed *varying degree* of emotional burnout *significant communications* with individual, social and professional characteristics of teachers (Table 2).

Table 2. Value of correlation coefficient r (at $\rho \leq 0,05$) between characteristics of teachers and EBS symptoms. Abbreviations: A – age; Ex – experience; Gender; P/r - place of residence; Cat – category; M/s - marital status; Child. – children; Ext. – extraversion; N – neurotism; 1 - stressful circumstances; 2-dissatisfaction with self; 3 - driven into the cage; 4 - alarm and depression; 5 - inadequate selective emotional reaction; 6 - emotional and moral disorientation; 7 - expansion of the sphere of economy of emotion; 8 - reduction of professional duties; 9 - emotional deficits; 10-emotional detachment; 11 - personal detachment (depersonalization); 12 - psychosomatic and psychovegetative violations

Symptoms	A	Ex	Gender	P/r	Cat	M/s	Child	Ext	N
1		-0,23	-0,31						
2		-0,21							
3	-0,56	-0,54	-0,48	-0,37					
4				0,41	0,37			-0,22	0,45
5									0,36
6				-0,20					
7	-0,33	-0,37			-0,43				0,39
8									0,32
9				0,29					0,38
10	-0,37	-0,41						0,39	0,39
11	-0,24	0,28		0,39	-0,28	-0,26	-0,23		
12	-0,33								

Symptoms 1-3, characterizing the phase "Tension" EBS, have the average level of negative correlation with age, work experience, gender and place of residence of teachers ($r = - 0,21-0,56$). Symptom 4 - alarm and depression - positively correlates with the place of residence, category and neurotism and, at the same time, is negative with extraversion.

Symptoms 5-8 belong to "Rezestention" phase, as well as the previous case they have *the average level of negative correlation* with age, work experience, place of residence and skill level of teachers ($r = -0,20-0,43$). Factors 5-inadequate selective emotional reaction; 7- expansions of the sphere of economy of emotions and 8- reduction of professional duties have *the average level of positive correlation* with neurotism.

Symptoms 9-12 belong to "Exhaustion" phase, positively correlate with the level of neurotism of teachers ($r = 0,38-0,436$), extraversion, place of residence and experience. At the same time, factor 11-personal detachment (depersonalization), negatively correlates with age, category, marital status and existence of children in the family.

In general, dependence of emotional burnout on social-demographic and professional characteristics of teachers is difficult, various and rather inconsistent that is confirmed by similar foreign researches [13, 14] and our own researches [15-18].

Absence of sequence results from the fact that one variable correlates positively with some symptoms of EBS and is negative with others. Nevertheless, three variables maintain a stable direction in cases where the value was found at $p \leq 0,05$: emotional excitability (neurotism), characterized by frequency of manifestation of reactivity and high degree of reflexivity, low threshold of experience of distress, has *a strong positive correlation practically with all* factors of emotional burnout syndrome; age and work experience correlate negatively with the majority of symptoms.

Social-demographic and professional variables that support the greatest number of significant correlations with symptoms of EBS are: age, experience, place of residence. Pedagogical experience has some parallels with another variable – the age of respondents with a similar correlation scheme.

Thus, the research allowed to reveal a number of interesting regularities:

- the relationships between *gender* and burnout is obvious. It is established, that men are less subject to burnout process than women, although foreign sources have the opposite opinion [19];

- the higher the skill level, the less the teacher burnout, at the same time, probably it is the reason of expansion of the sphere of economy of emotions;

- teachers, having children - are aged people, with a long pedagogical experience and qualification category, as a rule, are less subject to burnout and

care less of quality of performance of professional duties;

- the teachers, living in the city, burn out earlier and quicker, than their rural colleagues;

- the emotional excitability (neurotism), characterized by a frequency of manifestation of reactivity and a high degree of reflexivity, a low threshold of experience of distress, has *a strong correlation, practically, with all* factors of emotional burnout syndrome.

4 CONCLUSION & RECOMMENDATIONS

Thus, the results of research showed that:

- the organization of teaching and educational ,which is directly defining level of pedagogical and social work, placement of personnel, etc., is a significant correlate of emotional burnout of teachers, that *confirms* an experimental hypothesis of research;

- presence of "burnt out" teachers indirectly testifies to discrepancy of qualifying standards to teachers and individual resources available for them. This discrepancy is the reason for managers of school to think about improvement (optimization) parameters of the organizational structure of the educational process;

- professional characteristics of the teacher, first of all, the qualification category *significantly correlates* with social - demographic characteristics (marital status, existence of children, age);

- teachers with the increased emotional excitability, imbalance of nervous processes during the work in the conditions of constant emotional stress are subject to exhaustion of energy resources, personal discharge and decrease in professional motivation.

Planning and optimization of teaching and educational process is multicomponent process with many correlates of social and professional character, representing various degrees of the importance of the interdependence, indirectly influencing an educational system and training of students, and, therefore, demanding close attention of managers of school. It is necessary to consider social and professional characteristics of teachers as predictors of emotional burnout syndrome during the planning and optimization of teaching and educational process, preventing of teachers burnout, in personnel policy of educational institution. Correlates of level of emotional burnout with social, demographic and professional characteristics of teachers *can and have to* be considered at management of school, and also for improvement of working conditions and *quality of life* of teachers.

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