

S.A. Nurgaliyeva

*Ataturk University, Erzurum, Turkey  
(Corresponding author's e-mail: sanianur@mail.ru)*

ORCID 0000-0002-7653-9454

## Effective Approaches to Preventing Burnout in Educators

This study investigates the prevalence and impact of emotional burnout among teachers, focusing on its three primary dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. The research employs a mixed-method approach, utilizing observation, surveys, individual and group interviews, and quasi-experimental designs. The results indicate that a significant proportion of teachers experience moderate emotional exhaustion (50.7 %) and moderate depersonalization (39.5 %), with a smaller yet concerning group showing high levels of emotional exhaustion (13.5 %) and high depersonalization (9.5 %). The study also explores the relationship between locus of control and burnout, revealing that teachers with an internal locus of control (62.5 %) exhibit lower levels of burnout and higher motivation, while those with an external locus of control (37.5 %) report higher burnout and lower motivation. The findings emphasize the need for targeted interventions, such as improving time management, stress-relief strategies, and fostering an internal locus of control through professional development programs. This research highlights the critical role of supporting teacher well-being to prevent burnout and ensure the long-term effectiveness and job satisfaction of educators. The study calls for school administrators and policymakers to prioritize teacher mental health through structured support systems, professional growth opportunities, and promoting a culture of collaboration within educational institutions.

**Keywords:** teacher well-being, emotional exhaustion, depersonalization, personal accomplishment, teacher motivation, professional development.

### Introduction

Teaching is one of the most personality-deforming types of professional activity. On one hand, it possesses several features that make it potentially affectogenic, due to the presence of numerous stress factors that are constantly present in a teacher's work — such as high dynamism, time constraints, work overload, the complexity of emerging pedagogical situations, role ambiguity, and continuous social evaluation. On the other hand, the profession's extreme emotional demands and tension are further intensified by a range of economic and socio-psychological challenges, as well as a general decline in the prestige of the teaching profession. Many international studies emphasize the high stress-inducing nature of teaching, noting the frequent occurrence of personality deformation disorders among educators. Professional activity significantly affects the emotional state of the individual, leading to changes in how situations are assessed and in the person's behavior, depending on the demands of the job and their own capabilities. Under these conditions, emotional burnout becomes a key factor contributing to the professional deformation of a teacher's personality [1–4].

The problem of emotional burnout has its origins in foreign psychological research. Scholars have developed various models of emotional burnout, identified groups of contributing factors, emphasized its complex and multi-layered nature, and analyzed both personal and socio-psychological prerequisites for its emergence across different professional groups.

To describe this phenomenon, researchers have employed a range of terms, including “emotional burnout,” “burnout,” “mental burnout,” and “professional burnout.” These terms reflect different facets of the same issue, conceptualizing burnout as a professionally conditioned breakdown, a form of distress, a psychological defense mechanism, or a dysfunction resulting from the interaction between individual and environmental factors. It is often viewed as the outcome of a mismatch between the individual and their profession, highlighting a discrepancy between job demands and the teacher's adaptive capacities [5].

### *Interpretation and Theoretical Understanding of Emotional Burnout*

Numerous researchers emphasize the multidimensional and progressive nature of emotional burnout, highlighting that its symptoms range from mild fatigue and emotional tension during daily professional duties to severe psychological states such as neurosis, existential despair, and a pervasive sense of emptiness and meaninglessness [6–10]. Despite similar working conditions, the onset and severity of burnout can vary

significantly among individuals. Some professionals demonstrate high susceptibility to burnout, while others remain resilient or experience delayed onset without a substantial impact on their professional performance. This variability strongly suggests that personal characteristics — particularly psychoconstitutional traits and emotional disposition — play a leading role in burnout vulnerability [11].

This emotionality of personality, defined as a stable set of emotional traits, serves as a psychological lens through which individuals interpret and react to occupational stressors. Researchers increasingly point to personal functioning features — such as motivational engagement, responsibility, and emotional depth — as key contributors to the burnout process. These elements shape an individual's subjective perception of professional demands and interpersonal dynamics within the workplace [12–16].

Emotional burnout thus arises from a complex interplay between personal and situational factors, culminating in a mismatch between individual capacities and external professional demands. This mismatch may stem from unrealistic self-perceptions, overestimations of one's professional role, or idealized expectations about the nature and rewards of work. When such expectations remain unmet, they can disrupt psychological equilibrium, leading to disillusionment and burnout [17].

In essence, emotional burnout is a dynamic and cumulative psychological state, marked by negative emotional, behavioral, and physiological symptoms, signaling deep psycho-emotional fatigue. It reflects the gradual erosion of professional engagement and the emergence of dysfunctional attitudes and behaviors within one's occupational role [18].

In the context of this issue, it is important to note that the situation within the special education system is particularly challenging. However, this area has not received sufficient attention in existing research. While some studies focus on the professional development of teachers, there is a noticeable lack of research dedicated to identifying the factors contributing to professional burnout, understanding the negative impact of the profession on the individual, and developing strategies to prevent emotional burnout among teachers.

Thus, the relevance of this study is determined by the presence of significant contradictions:

- (1) Between the theoretical understanding of emotional burnout syndrome in the context of professional activity and the lack of practical and technological support for its prevention among teachers;
- (2) Between the stressful nature of pedagogical work and its impact on the professional development of teachers, and the insufficient research dedicated to the issue of emotional burnout.

These contradictions highlight the core problem of the study: the need to identify effective approaches to the prevention of emotional burnout syndrome among teachers.

The aim of the study is to explore and define the key features of preventing emotional burnout syndrome in the teaching profession.

#### *Methods and materials*

A mixed-method approach was employed to address the research objectives and test the proposed hypothesis. The methods included observation, individual and group interviews, surveys, and a quasi-experiment. The overall burnout level was assessed based on the combined scores from all three phases.

Emotional Exhaustion (EE) reflects fatigue and depletion of emotional resources. Depersonalization (D.P.R.E.S.S.) refers to a detached attitude toward one's work and students. The acronym D.P.R.E.S.S. encapsulates key aspects of depersonalization, such as emotional detachment, role confusion, and the growing distance from others in both personal and professional contexts. Reduction of Personal Accomplishment (RPA) involves a decline in feelings of competence and achievement.

#### *Research design.*

Figure 1 shows the research stages, activities, and indicators measured.

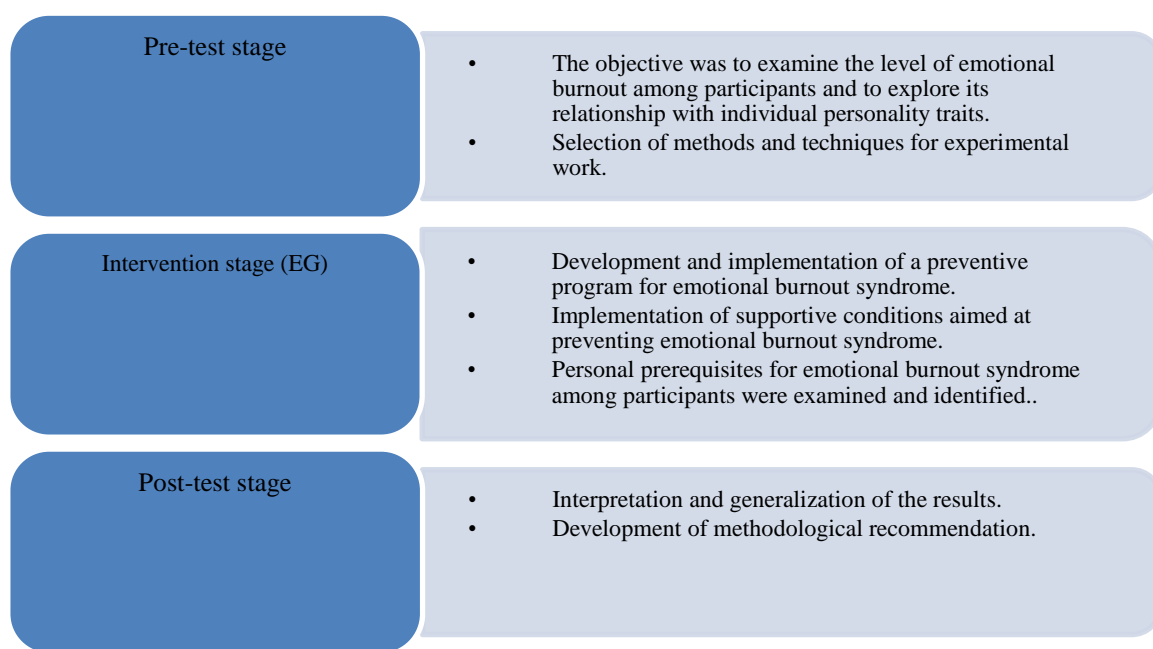


Figure 1. Research stages

*Research sample formation*

The study was conducted in Ust-Kamenogorsk, located in the eastern part of Kazakhstan. The East Kazakhstan region consists of 11 districts and 2 cities of regional significance: Ust-Kamenogorsk and Ridder. Ust-Kamenogorsk was selected as the site of the study. Participants were selected using purposive sampling based on the following criteria: (1) successful completion of a preventive program for teachers, (2) representation from a variety of schools and teaching contexts to ensure that the results could be generalized across diverse educational settings.

A total of 400 teachers participated in the study. They were drawn from mixed-language schools (Kazakh and Russian as languages of instruction), secondary schools, gymnasiums, lyceums, and boarding schools. This diversity was intended to account for potential differences in how the program might affect teachers working in different educational environments.

The average age of the participants was  $26.5 \pm 3.4$  years (see Table 1).

Table 1

**Participants' demographic, professional and subject characteristics**

Category	Frequency (n)	Percentage (%)
<b>Gender</b>		
Male	160	40 %
Female	240	60 %
Total	400	100 %
<b>Age</b>		
22–25 years	200	50 %
26–30 years	140	35 %
31–35 years	60	15 %

Continuation of Table 1

Category	Frequency (n)	Percentage (%)
<b>Institution (of employment)</b>		
Secondary schools	280	70 %
Gymnasiums	60	15 %
Lyceums	40	10 %
Boarding schools	20	5 %
<b>Highest qualification</b>		
Bachelor	300	75 %
Master	100	25 %
<b>Current subject(s) taught</b>		
Mathematics	80	20 %
English language	100	25 %
Physical education	40	10 %
Chemistry	60	15 %
Biology	60	15 %
Other	60	15 %
<b>Years of teaching experience</b>		
0-1 year	400	100 %

### *Instruments*

To assess various psychological and emotional aspects relevant to emotional burnout, the following diagnostic tools were used:

V. Boyko's Emotional Burnout Inventory — to measure levels and stages of emotional burnout;

J. Rotter's Locus of Control Scale — to determine the level of subjective control;

### *Data Analysis*

A mixed-method approach was used for data analysis, integrating both quantitative and qualitative techniques to ensure a comprehensive understanding of the phenomenon under investigation.

Quantitative data were processed using descriptive statistics (mean, standard deviation) and inferential statistics (correlation and regression analysis) to determine the relationships between emotional burnout levels and personality traits, emotional intelligence, stress resistance, and motivation for professional activity. Statistical analysis was conducted using SPSS (Statistical Package for the Social Sciences).

Qualitative data obtained from observations, individual and group interviews and reflective conversations were analyzed using thematic analysis. This allowed for the identification of recurring patterns, perceptions, and personal experiences related to emotional burnout and the effectiveness of preventive strategies.

The triangulation of data sources and methods ensured the validity and reliability of the findings, and provided a nuanced perspective on both the personal and professional factors contributing to emotional burnout among early-career teachers.

### *Results and Discussion*

The analysis of the collected data revealed significant insights into the levels of emotional burnout among early-career teachers and its relationship with personal and professional factors. Table 2 shows the results of the V. Boyko emotional burnout inventory.

Table 2

## Results of V. Boyko Emotional Burnout Inventory

Burnout Phase	Low Level (%)	Moderate Level (%)	High Level (%)
EE	34.2	39.5	35.6
D.P.R.E.S.S.	47.6	29.4	34.2
RPA	18.2	31.1	30.2

Referring to Table 1, emotional exhaustion was reported at a low level by 34.2 % of participants. This suggests that over a third of teachers maintain emotional balance and can cope effectively with work-related stress. Meanwhile, 39.5 % experienced moderate emotional exhaustion, indicating that a substantial portion of teachers feel emotionally taxed, although not severely. A concerning 35.6 % reported high emotional exhaustion, reflecting significant emotional fatigue that could escalate into full burnout if left unaddressed.

For depersonalization, 47.6 % of respondents showed a low level, suggesting many teachers remain emotionally engaged and maintain a healthy, professional relationship with their students. 29.4 % experienced moderate levels, potentially indicating occasional detachment or emotional distancing. However, 34.2 % reported high levels of depersonalization, a troubling indicator of emotional withdrawal or cynicism that may undermine effective teaching and student relationships.

With regard to Reduced Personal Accomplishment (RPA), only 18.2 % of teachers reported low levels of burnout, meaning they feel highly competent and successful in their work. However, 31.1 % reported moderate levels, and 30.2 % experienced high levels of reduced personal accomplishment, indicating a substantial proportion of teachers feel ineffective or unfulfilled in their roles.

Figure 2 shows the distribution of responses from V. Boyko's Emotional Burnout Inventory

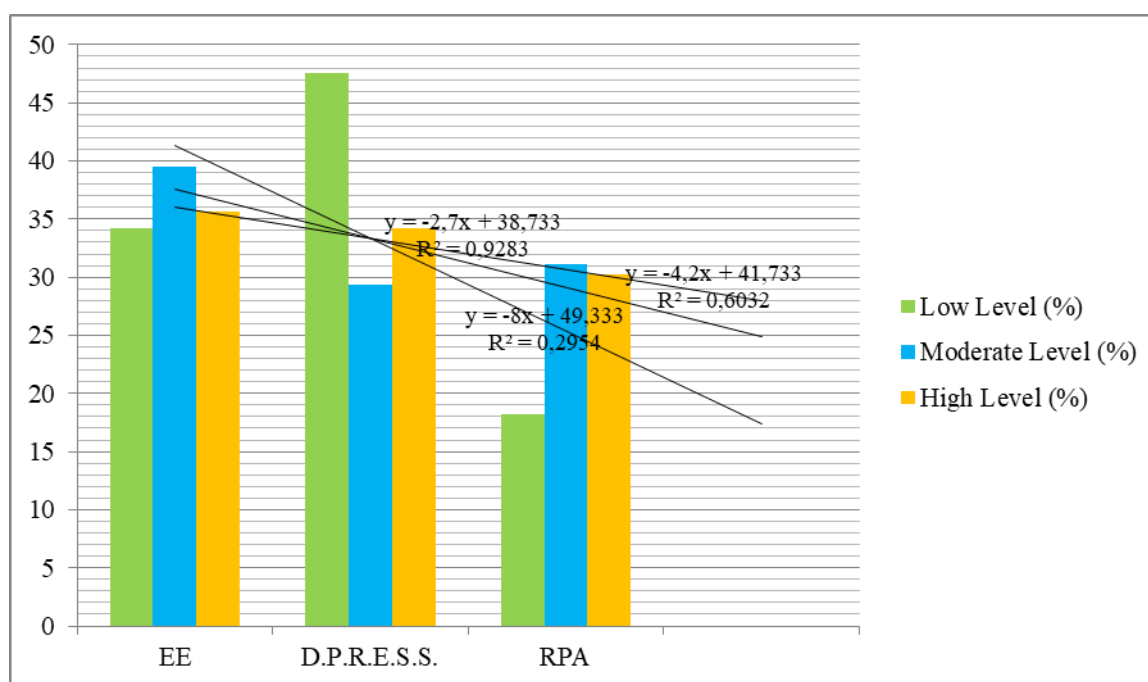


Figure 2. The distribution of responses from V. Boyko's Emotional Burnout Inventory

This bar chart illustrates the percentage of respondents experiencing low, moderate, and high levels of emotional burnout across three phases: Emotional Exhaustion (EE), Depersonalization (D.P.R.E.S.S.), and Reduced Personal Accomplishment (RPA), based on the V. Boyko Emotional Burnout Inventory. Trend lines indicate the progression of burnout severity across phases, with corresponding linear equations and  $R^2$  values reflecting the strength of fit for each burnout level.

Emotional Exhaustion (EE): Most respondents fall into the moderate (39.5 %) and high (35.6 %) burnout categories, indicating substantial emotional strain. Only about one-third report low levels of exhaustion (34.2 %).

Depersonalization (D.P.R.E.S.S.): The majority (47.6 %) report low levels of depersonalization, suggesting they remain emotionally connected to their work and students. Nevertheless, moderate (29.4 %) and high (34.2 %) levels reveal a significant portion of teachers experiencing emotional detachment.

Reduced Personal Accomplishment (RPA): Only 18.2 % of respondents feel highly accomplished (low burnout), while the remaining majority report moderate (31.1 %) or high (30.2 %) levels — indicating that nearly two-thirds of educators may feel less effective or successful in their roles.

The downward trends observed in all three lines indicate an overall decline in well-being across the burnout phases, with the steepest drop seen in the “Low Level” trend (slope = -8), suggesting a sharp decrease in respondents who feel emotionally healthy as burnout progresses.

Table 3 and Figure 3 shows the results of Rotter’s level of subjective control method.

Table 3

Rotter’s level of subjective control

Locus of control	Number of teachers	Motivation level	Burnout level
Internal locus of control	250	High	Low
External locus of control	150	Low	High

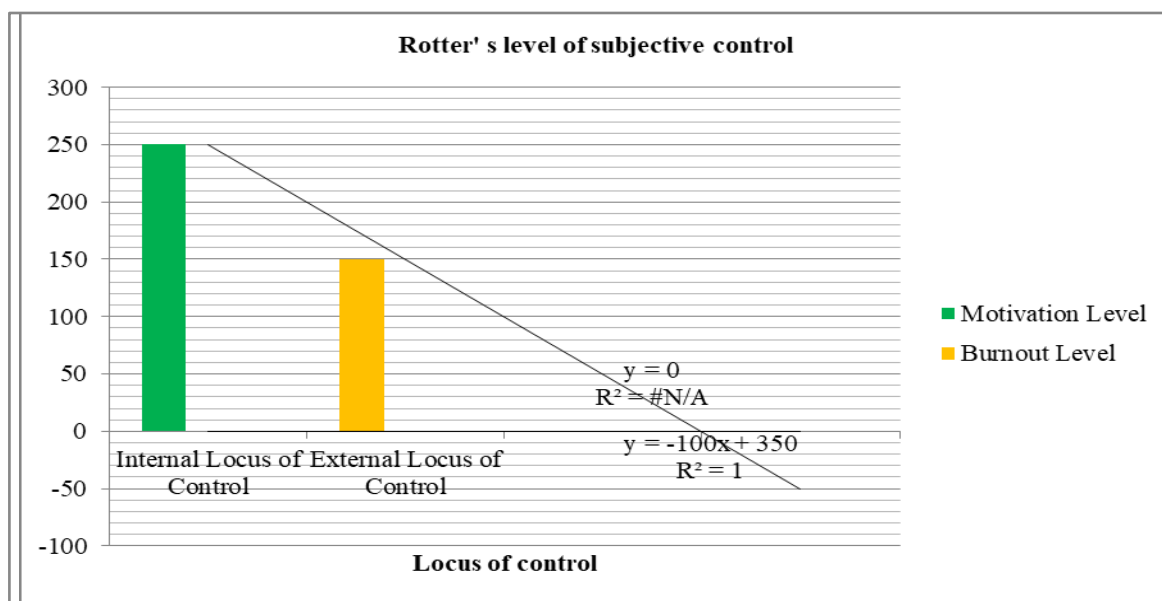


Figure 3. Rotter’s level of subjective control

The results from the method suggest a clear correlation between locus of control, motivation, and burnout among the teachers. The analysis of the data reveals that teachers with an internal locus of control exhibit higher motivation levels and lower burnout, while those with an external locus of control report lower motivation and higher burnout.

The majority of participants (250 out of 400) identified with an internal locus of control. This group perceives themselves as being in control of their outcomes, which is typically linked to greater personal responsibility and autonomy in the workplace. This sense of control has been shown to foster higher motivation in teachers as they believe their efforts directly influence their success. As a result, these teachers tend to experience lower levels of emotional burnout, likely because they are more proactive in managing stress and challenges that arise in their teaching roles.

The findings support existing research that demonstrates the positive impact of an internal locus of control on job satisfaction, emotional resilience, and overall well-being in high-stress professions like teaching [19, 20].

In contrast, 150 teachers in this study demonstrated an external locus of control, indicating they believe that their outcomes are determined by external factors such as luck, fate, or other people. These teachers are more likely to experience lower motivation because they feel less empowered to change their circumstances or improve their teaching practices. The perception that they have little control over their work environment or job performance can lead to feelings of helplessness and higher emotional burnout.

The findings align with research that suggests teachers with an external locus of control may struggle with work-related stress and emotional exhaustion because they feel their efforts are futile or not directly linked to outcomes [21]. The higher level of burnout seen in this group could be mitigated by interventions aimed at increasing personal efficacy and internal control, such as professional development opportunities or stress management programs.

**Teacher Training and Support:** It is crucial to focus on fostering an internal locus of control in teachers, particularly those early in their careers. Training programs and workshops that emphasize the importance of self-efficacy, personal responsibility, and stress management could help shift teachers' perceptions toward a more internal locus of control.

**Preventive Measures:** Given the link between an external locus of control and higher burnout, it would be beneficial for school administrations to implement mentorship programs and support networks to empower teachers and help them regain a sense of control over their work. Regular professional development initiatives that focus on enhancing teachers' emotional resilience, problem-solving abilities, and coping strategies could also reduce burnout risks.

In conclusion, the study reinforces the idea that teachers with an internal locus of control are more likely to stay motivated and resilient, whereas those with an external locus of control may struggle with higher levels of burnout. Addressing these psychological factors early on can significantly improve teacher well-being, performance, and ultimately, student outcomes.

#### *Results of data triangulation*

To ensure the trustworthiness of the findings, data triangulation was employed by analyzing and comparing results from three key sources: observations, individual and group interviews, and reflective conversations. This approach provided a comprehensive understanding of emotional burnout and the contextual factors influencing it among early-career teachers (Table 4).

Table 4

#### **Results of data triangulation**

<b>Data Source</b>	<b>Key Findings</b>	<b>Validation Across Methods</b>
Classroom Observations	Signs of emotional fatigue, decreased engagement, and behavioral withdrawal	Confirmed by self-reported emotional exhaustion in interviews
Individual Interviews	Teachers expressed feelings of emotional depletion, lack of support, and self-doubt	Corroborated by reflective notes describing internal struggles and low morale
Group Interviews	Themes of shared pressure, workload stress, and collective burnout	Reflected in classroom dynamics and group reflection sessions
Reflective Conversations	Participants shared coping strategies and perceived failures or growth moments	Supported and expanded upon in individual interview narratives

The findings from this study underscore the multifaceted nature of emotional burnout among early-career teachers, revealing a convergence of personal, emotional, and institutional stressors. Through triangulation of data sources — observations, interviews, and reflective conversations—a more nuanced and validated understanding of burnout was achieved [22].

The quantitative data from the V. Boyko Emotional Burnout Inventory indicated that the majority of participants experienced moderate to high levels of emotional exhaustion (EE) and reduced personal accomplishment (RPA), while depersonalization (D.P.R.E.S.S.) showed a relatively higher proportion of respondents reporting low levels, suggesting that many teachers still maintained emotional connection with their work. However, the declining trend in “low level” responses across burnout phases suggests a progressive erosion of well-being.

These quantitative results were echoed and enriched by the qualitative findings. Observations confirmed signs of disengagement and fatigue, while individual and group interviews provided insight into the internal struggles, such as feelings of isolation, self-doubt, and lack of efficacy. Reflective conversations revealed both challenges and coping strategies, highlighting the emotional labor involved in teaching and the personal toll it can take without adequate support.

Three key themes emerged across data sources:

- Emotional fatigue stemming from workload, student behavior, and unmet expectations.
- Perceived lack of support, especially in relation to mentorship, administrative responsiveness, and professional development.
- Coping mechanisms, such as peer collaboration, mindfulness practices, and emotional distancing, which were employed with varying extents of success.

The triangulated approach not only confirmed the prevalence of burnout but also illuminated the subjective experiences and contextual influences that numerical data alone could not capture. Importantly, the alignment between reported experiences and observed behaviors lends credibility to the overall findings, enhancing both the validity and reliability of the study.

These insights highlight the urgent need for systemic interventions that go beyond individual coping. Institutional support structures, such as mentoring programs, emotional resilience training, and mental health services, are essential to mitigate burnout and foster teacher retention — especially during the formative years of their careers [23-24].

### *Conclusions*

The study confirmed that emotional burnout, characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment, is a significant issue among teachers. The findings indicate that a large proportion of teachers experience moderate emotional exhaustion (50.7 %) and moderate depersonalization (39.5 %), while a smaller but concerning percentage reports high levels of emotional exhaustion (13.5 %) and high depersonalization (9.5 %). These results emphasize the importance of addressing emotional burnout to maintain teacher well-being and prevent its negative impact on both teachers and students.

The study also demonstrated a clear relationship between locus of control and burnout. Teachers with an internal locus of control (62.5 %) experienced lower burnout levels and were more motivated, highlighting the benefits of fostering self-efficacy and a sense of personal responsibility in educators. In contrast, teachers with an external locus of control (37.5 %) reported higher burnout levels and lower motivation, suggesting that a lack of control over work-related outcomes contributes to stress and emotional exhaustion.

The findings indicate that teachers who feel a sense of control over their work and outcomes are more likely to remain motivated and resilient in the face of challenges. Therefore, it is essential to implement supportive professional development programs aimed at enhancing emotional regulation, personal accomplishment, and stress management. Furthermore, fostering an internal locus of control through mentorship, coaching, and reflection can improve teachers' emotional resilience, reducing the likelihood of burnout.

Preventive measures such as improved time management, stress-relief initiatives, and emotional support are crucial for teachers moderately affected by emotional exhaustion. Developing targeted interventions to reduce emotional fatigue, cynicism, and detachment will be key priority in maintaining teacher motivation and job satisfaction. Additionally, addressing emotional burnout early in a teacher's career can prevent long-term consequences, such as decreased professional competence and lower student engagement.

The results of this study suggest that school administrators and policymakers should prioritize teacher well-being by creating a supportive environment where teachers feel empowered, valued, and capable of handling the demands of their profession. This includes promoting work-life balance, offering professional development focused on emotional resilience, and fostering a school culture that encourages collaboration and mutual support among teachers.



In conclusion, the study underscores the importance of addressing emotional burnout among teachers, particularly by enhancing their internal locus of control and providing ongoing emotional and professional support. The long-term success of teachers and their students depends on the well-being and job satisfaction of educators, making it imperative to implement preventive measures and interventions that target burnout and improve overall teacher motivation and effectiveness.

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С. Нургалиева

## Мұғалімдердің күйзеліске ұшырауының алдын алудың тиімді тәсілдері

Мақалада мұғалімдер арасындағы шаршаудың таралуы мен әсері зерттелген, оның үш негізгі өлшеміне назар аударылады: эмоционалды күйзеліс, тұлғасыздану және жеке жетістіктердің төмендеуі. Зерттеуде бақылау, сауалнамалар, жеке және топтық сұхбаттар және квази-эксперименттік жобаларды қолданатын аралас әдістемелік тәсіл пайдаланылды. Нәтижелер көрсеткендей, мұғалімдердің едәуір бөлігі орташа эмоционалды саркылуды (50,7 %) және орташа тұлғасыздануды (39,5 %) сезінеді, ал кішірек бөлігі, мазасыз топ эмоционалдық саркылудың жоғары деңгейін (13,5 %) және жоғары тұлғасыздануды (9,5 %) көрсетеді. Сонымен қатар бақылау локусы мен күйзеліске ұшырау арасындағы байланыс зерттелген, бұл ішкі бақылау локусы бар мұғалімдердің (62,5 %) күйзеліске ұшырауы деңгейі төмен және мотивациясы жоғары екенін көрсетеді, ал сыртқы бақылау локусы бар мұғалімдер (37,5 %) жоғары күйзеліске ұшырауы және төмен мотивация туралы хабарлайды. Нәтижелер уақытты басқаруды жақсарту, стресті жеңілдету стратегиялары және кәсіби даму бағдарламалары арқылы ішкі бақылау локусын ынталандыру сияқты мақсатты араласулардың қажеттілігін көрсетеді. Бұл зерттеу күйзеліске ұшыраудың алдын алу және ұзақ мерзімді тиімділік пен тәрбиешілердің жұмысына қанағаттануды қамтамасыз ету үшін мұғалімдердің әл-ауқатын қолдаудың маңызды рөлін көрсетеді. Зерттеу мектеп әкімшілері мен саясаткерлерін құрылымдық қолдау жүйелері, кәсіби өсу мүмкіндіктері және білім беру мекемелеріндегі ынтымақтастық мәдениетін ілгерілету арқылы мұғалімдердің психикалық денсаулығына басымдық беруге шақырады.

*Кілт сөздер:* мұғалімнің әл-ауқаты, эмоционалды саркылу, иесіздену (сана-сезімін өзгерту), жеке жетістіктер, мұғалімнің мотивациясы, кәсіби даму.

С. Нургалиева

## Эффективные подходы к профилактике выгорания у педагогов

В статье изучается распространенность и влияние эмоционального выгорания среди учителей, уделяя особое внимание трем его основным измерениям: эмоциональному истощению, деперсонализации и снижению личных достижений. В исследовании используется смешанный методический подход, использующий наблюдение, опросы, индивидуальные и групповые интервью и квазиэкспериментальные проекты. Результаты показывают, что значительная часть учителей испытывает умеренное эмоциональное истощение (50,7 %) и умеренную деперсонализацию (39,5 %), а меньшая, но тревожная группа демонстрирует высокий уровень эмоционального истощения (13,5 %) и высокую деперсонализацию (9,5 %). В исследовании также изучается связь между локусом контроля и выгоранием, показывая, что учителя с внутренним локусом контроля (62,5 %) демонстрируют более низкие уровни выгорания и более высокую мотивацию, в то время как учителя с внешним локусом контроля (37,5 %) сообщают о более высоком выгорании и более низкой мотивации. Результаты подчеркивают необходимость целенаправленных вмешательств, таких как улучшение управления, временем, стратегии снятия стресса и поощрение внутреннего локуса контроля посредством программ профессионального развития. Это исследование подчеркивает важную роль поддержки благополучия учителей для предотвращения выгорания и обеспечения долгосрочной эффективности и удовлетворенности работ педагогов. Исследование призывает школьных администраторов и политиков уделять первостепенное

внимание психическому здоровью учителей посредством структурированных систем поддержки, возможностей профессионального роста и продвижения культуры сотрудничества в образовательных учреждениях.

*Ключевые слова:* благополучие учителя, эмоциональное истощение, деперсонализация, личные достижения, мотивация учителя, профессиональное развитие

#### Information about the author

**Nurgaliyeva S.A.** — Candidate of Pedagogical Sciences, Associate Professor, Ataturk University, Erzurum, Turkey; e-mail: sanianur@mail.ru