

COMPREHENSIVE ANALYSIS OF TEACHER EMOTIONAL EXHAUSTION AT KHAZAR DISTRICT HIGH SCHOOL USING THE MASLACH BURNOUT INVENTORY

Narmin Mir Jalalli¹

Abstract: Teachers play a crucial role in shaping the lives of the students. They influence their academic development, personal growth, and character formation. However, the proficient health of teachers is the foundation of their significant work in modern academia. Sadly, recent studies have shown increased professional deformations, particularly emotional burnout. Therefore, preventing and correcting burnout syndrome in their professional lives has become increasingly important. This study delves into the intricate dynamics of emotional exhaustion among 53 educators within the Khazar District, employing the Maslach Burnout Inventory as the principal diagnostic tool. The findings serve as a foundation for targeted interventions and policy formulation aimed at mitigating burnout and fostering a conducive work environment conducive to teacher well-being and student success. The quantitative component of the study involves administering the Maslach Burnout Inventory to teachers in order to assess their levels of emotional exhaustion, as well as factors such as depersonalization and reduced personal accomplishment. These data will be analyzed to identify patterns and trends in teacher burnout, as well as correlations with demographic variables such as years of experience and gender. This article highlights the issue of emotional burnout in teachers as a problem of their professional deformation and psychological health.

Keywords: analysis, reasons, emotional exhaustion, emotional burnout, stress, teacher.

¹ Master of Odlar Yurdu University, Baku, Azerbaijan



Introduction

In today's society, there is a growing emphasis on the mental well-being of individuals, especially in professional environments. This involves examining the influence of psychological factors, working conditions, and essential professional traits, as well as the occurrence of professional distortions. Professionals working in socioeconomic sectors and engaging with people regularly are particularly susceptible to experiencing professional distortions, such as emotional burnout (Sadchikova 2023).

Teaching is widely regarded as a noble profession that demands unwavering dedication, emotional investment, and resilience. However, educators often face challenges associated with burnout syndrome, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. According to researchers, "emotional burnout" and "professional burnout" are two distinct concepts. Emotional burnout is a broader term that can result from experiences unrelated to the profession, such as interpersonal relationships or challenging life situations. This article focuses on emotional burnout in the context of professional activities performed by secondary school teachers as a socio-professional group.

Researchers have long been interested in the phenomenon of emotional burnout. It is characterized by feelings of emptiness, apathy, fatigue, and reduced interest in work. This problem is particularly acute for professionals in the social sciences, such as teachers. (Jabbarov, 2012; Jabbarov,2017; Ramiz and Vakil, 2020).

The number of challenges that teachers face in both their professional and personal lives seems to be increasing every day. Some of these negative factors include changes in the educational system, modifications to teaching programs, an increasing volume of reports and documentation, and issues with managing a diverse range of students, including those who are considered "difficult."

The contemporary Azerbaijani society is built on political and socio-economic principles that stem from the country's rich cultural heritage, promoting tolerance and multiculturalism. The adoption



and adaptation of these new values lead to conflicting situations that result in significant changes in societal norms and values. This dynamic process gives rise to shifts in individual behaviours, social norms, and core beliefs (Aliyeva and Jabbarov, 2020).

These conflicting situations and significant changes in societal norms can contribute to the burnout experienced by teachers. As they navigate the complexities of a rapidly evolving society, teachers may feel overwhelmed by the pressure to adapt to new values and expectations while maintaining their well-being.

According to the model proposed by C. Maslach and S. Jackson, burnout is a response to prolonged stress in professional settings that involves interpersonal communication, and it has three components: emotional exhaustion, depersonalization, and reduced personal achievements. An individual experiencing burnout may exhibit physical, behavioral, and psychological symptoms. Physical symptoms of burnout, as per C. Maslach, may include fatigue, exhaustion, susceptibility to external changes, asthenia, frequent headaches, gastrointestinal issues, weight gain or loss, shortness of breath, and insomnia. The symptoms of burnout can be categorized into two types: behavioral and psychological. Behavioural symptoms include finding work difficult, physical exhaustion, arriving at work early, staying late after work, reduced enthusiasm for work, experiencing anger and irritability easily, feeling of omnipotence (having power over a patient's fate), indecisiveness, desire to distance oneself from patients and colleagues, increased sense of responsibility for patients, growing avoidance of responsibilities, and alcohol and/or drug abuse. Psychological symptoms include frustration, helplessness, hopelessness, anxiety, boredom, decreased enthusiasm for work, resentment, frustration, uncertainty, guilt, feeling of being undervalued, experiencing anger and irritability easily, suspicion, rigidity, and overall negative thinking about the future (C. Maslach and S. Jackson, 2020).

Research on the phenomenon of “emotional burnout” among teachers and the factors that contribute to it is becoming increasingly important due to the rising social tensions which require individuals to constantly adapt. The burnout syndrome is of scientific and practical interest because it reflects the growing problems related to the well-being of teachers and the effectiveness of their



work, as well as the stability of the organization they work for. Burnout syndrome is a psychological defence mechanism that individuals develop in response to traumatic experiences, which may result in the partial or complete suppression of emotions (Boyko 1983).

Literature review

Numerous studies have analyzed the prevalence and factors contributing to burnout syndrome among teachers. According to Maslach and Jackson (1981), high levels of emotional exhaustion and depersonalization were common among teachers, associated with factors such as heavy workloads, lack of autonomy, and poor work-life balance. Farber (1991) identified specific stressors in the teaching profession that contribute to burnout, including student misbehaviour, lack of administrative support, and role conflict (Farber, 1991).

Researchers have not only identified contributing factors but also examined the impact of burnout syndrome on teachers' job performance and well-being. According to a study by Roeser et al. (2012), teachers experiencing burnout were more likely to report lower job satisfaction, higher levels of stress, and decreased effectiveness in the classroom. Additionally, burnout has been linked to negative physical health outcomes, such as cardiovascular disease, and increased rates of absenteeism and turnover among teachers. (Roeser et al., 2012).

In recent years, there has been a growing focus on creating interventions to prevent and address burnout among teachers. For instance, a study by Jennings and Greenberg (2009) demonstrated that mindfulness-based stress reduction programs effectively reduced stress and burnout among educators. Similarly, training programs on stress management and resilience building have also shown promise in helping teachers manage the demanding nature of their profession (Jennings and Greenberg, 2009).

After reviewing the literature, it is clear that professional burnout is often characterized by mental stress. This syndrome is associated with various symptoms that develop as a result of prolonged professional stress. S.N. Park has also identified emotional burnout as a common manifestation of this



syndrome (Pak, 2016)

According to E.D. Khazieva, burnout is a phenomenon that can affect teachers and is characterized by physical, emotional, and mental exhaustion. This state of exhaustion is believed to be a protective mechanism developed by the individual. H.J. Freudenberger also discusses this interpretation in their article.

According to scientists A. Pines, B. Pelman, and K. Maslach, professional burnout develops gradually and follows a natural dynamic course, including stressful phases of nervous tension, resistance, and exhaustion.

There are three key signs of burnout syndrome:

1. extreme exhaustion,
2. detachment from clients (patients, students), and from work,
3. the feeling of inefficiency and dissatisfaction with their achievements

The development of emotional burnout syndrome is preceded by a period of increased activity. During this time, a person becomes completely absorbed in work, neglects non-work-related needs, and forgets about their well-being. The first sign of burnout is exhaustion, which is characterized by feelings of overexertion and depletion of emotional and physical resources, as well as persistent tiredness that doesn't improve even after a good night's sleep.

Following a period of rest, such as weekends or vacations, these symptoms may decrease. However, upon returning to the previous work situation, they often reappear. According to Dedrick & Raschke (1990), burnout occurs suddenly and involves four stages:

- First stage: The person has a good personality and holds unrealistic and idealistic expectations, as well as a high level of job satisfaction.
- Second stage: This stage grows slowly in line with the routine of practical reality. As one's personality copes with the routine, the level of job satisfaction gradually decreases, enthusiasm for their profession declines, the level of performance at work decreases, and



they develop feelings of doubt towards their profession and goals.

- Third stage: Feelings of rebellion, frustration, and disgust appear. The teacher feels completely helpless to change the reality of their students and experiences a state of severe stress, poor physical and psychological health, and uncertainty of professional values.
- Fourth stage: At this stage of burnout, individuals experience a lack of motivation for achievement or change, social isolation, and feelings of helplessness, weakness, and frustration.

Recognizing the symptoms of burnout is crucial as it can have a significant impact on both physical and mental health. These symptoms may manifest as negative emotions, changes in behaviour, and various physical ailments. Common physical indicators of burnout include decreased physical activity, chronic fatigue, sleep disturbances, and recurring headaches. These symptoms can be debilitating, significantly affecting an individual's overall well-being.

Emotional exhaustion is linked with lower job satisfaction and decreased commitment to the teaching profession among teachers, according to studies conducted by Maslach et al. in 1996 and Skaalvik and Skaalvik in 2017. Teachers experiencing high levels of emotional exhaustion may exhibit reduced enthusiasm and dedication in their roles, ultimately impacting their teaching effectiveness and student outcomes, as indicated by research conducted by Maslach and Leiter in 1999 and Mérida-López and Extremera in 2017.

Furthermore, teachers facing high levels of emotional exhaustion may contemplate leaving the profession due to overwhelming emotional demands and reduced job satisfaction. This is because emotional exhaustion is a significant predictor of turnover intentions among educators, according to studies conducted by Hakanen et al. (2006) and Haerens et al. (2022).

Additionally, those experiencing emotional exhaustion are at risk of developing mental health issues such as depression, anxiety, and increased stress levels, as suggested by Skaalvik and Skaalvik



(2017). The chronic strain of emotional exhaustion can significantly compromise the psychological well-being of educators, as reported by Klusmann et al. (2016).

Numerous researchers have made valuable contributions to the study of teacher burnout. In 1981, Maslach and Jackson introduced the Maslach Burnout Inventory, a widely used tool for assessing burnout levels. Their research identified three dimensions of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to teachers being unable to provide for children physically and emotionally due to excessive stress. Depersonalization in teachers leads to a negative view of students, parents, and the school, while a decrease in personal accomplishment results in teachers feeling ineffective in making a difference in their students' lives.

Three factors are positively correlated with teacher burnout (Grayson & Alvarez, 2007). Shockingly, the U.S. Bureau of Labor Statistics (BLS) projects that over 270,000 teachers will leave the profession annually from 2016 to 2026, with elementary school teachers being the most affected (Torpey, 2018). According to the National Commission on Teaching and America's Future (NCTAF), one-third of new teachers leave after three years, and 46% leave within five years (Barnes, Crowe, & Schaefer, 2007). This alarming turnover rate has detrimental effects on students, especially in subjects like English language learners (ELL) and bilingual education, which are already under strain.

Even for teachers who stay, high job dissatisfaction and intentions to leave can compromise their effectiveness and harm students' academic progress. Research from the University of British Columbia in 2017 shows that students whose teachers reported burnout experienced heightened levels of stress hormones, indicating that teachers unintentionally transmit their stress to students.

Recognizing teacher burnout as a serious psychological state, rather than just normal stress, is crucial for the well-being of educators. By identifying its causes and signs, we can address the unique challenges faced by teachers. The literature underscores the importance of implementing strategies to promote well-being and resilience, which can help prevent burnout and support teachers in maintaining their health and effectiveness in the classroom.



Methodology

Design

Our research aims to delve into the causes of emotional exhaustion among teachers and to provide them with the necessary support. Specifically, the study aims to uncover the prevalence of emotional burnout among teachers and its correlation with individual psychological personality traits. The research will help determine the factors contributing to burnout and how to address them. The research methodology followed rigorous standards to ensure the validity and reliability of the findings. A sample size of 53 teachers was selected through stratified random sampling, representing various educational levels and teaching specialities within the high school in Khazar District. The Maslach Burnout Inventory, a validated psychometric instrument renowned for its efficacy in measuring burnout across diverse occupational settings, was administered to the participants. The comprises three subscales: emotional exhaustion, depersonalization, and reduced personal accomplishment, each providing unique insights into the burnout phenomenon. Data collection was conducted through structured surveys, with participants responding to a Likert scale ranging from “never” to “always.”

Participants

The study was conducted among 53 teachers, 45 of whom were women and 13 were men, at Khazar district high school in Baku city. The research included primary school teachers, subject teachers, social workers, psychologists, and administrators. They were informed about the research method and gave their permission for the study to be conducted.



Instruments

Several methods were used in the study. One of them was the Maslach Burnout Inventory. The Maslach Burnout Inventory is a widely used tool for measuring burnout in the workplace. Developed by Christina Maslach and Susan E. Jackson in the 1980s, it has since become the gold standard for assessing burnout among workers in various industries. This is a validated questionnaire that measures the levels of emotional exhaustion, depersonalization, and reduced personal accomplishment, which are the core components of burnout syndrome.

The Maslach Burnout Inventory employs self-report questionnaires to gauge burnout levels. It has been widely utilized in research and clinical settings across various professions. Organizations can leverage the MBI to evaluate employee well-being and implement targeted interventions. However, it's crucial to consider additional sources of stress and support mechanisms to comprehensively address burnout in the workplace.

In conclusion, the Maslach Burnout Inventory is a valuable tool for evaluating burnout in the workplace. It is crucial for improving employee well-being and organizational health. By identifying and dealing with burnout, organizations can establish a more productive and healthier work environment for their employees.

Results

The MBI is composed of 22 items that measure three key dimensions of burnout:

1. Emotional Exhaustion: This dimension assesses feelings of being emotionally drained and depleted, often resulting from excessive work demands and a lack of support.
2. Depersonalization: This dimension reflects a detached and cynical attitude towards colleagues, clients, and the job itself. It can lead to diminished empathy and interpersonal relationships.



3. Personal Accomplishment: This dimension measures feelings of competence and accomplishment in one's work. Low scores on this dimension indicate a sense of inadequacy and lack of achievement.

The results of analyzing burnout syndrome among 53 (13 men and 40 women) teachers of High School in Khazar district using the Maslach Burnout Inventory indicate that a significant number of teachers are experiencing burnout.

In the study, 15% of female teachers interviewed reported experiencing high levels of emotional exhaustion, 15% exhibited high depersonalization, and 25% demonstrated a high level of personal accomplishment. These findings highlight the potential for these educators to feel overwhelmed and detached from their work, potentially impacting their job satisfaction and performance.

Table 1. Indicators of emotional exhaustion in women

Women			
#	Emotional exhaustion	Depersonalization	Personal accomplishment
High	15%	15%	25%

Table 2. Indicators of emotional exhaustion in men

Men			
#	Emotional exhaustion	Depersonalization	Personal accomplishment
High	7.69%	23.07%	15.38%

In a recent study, 7.69% of male teachers reported a high level of emotional exhaustion. Additionally, 23.07% of male teachers reported high levels of depersonalization, indicating areas where support and improvement may be beneficial. Moreover, only 15.38% of male teachers reported high levels of personal accomplishment, suggesting an opportunity to enhance feelings of efficacy and fulfilment in their work.

The results of the study indicated that a significant portion of the participants experienced



specific levels of burnout symptoms. 15% of the participants reported high levels of emotional exhaustion, which refers to feeling drained and emotionally overwhelmed by their work. Similarly, 15% of the participants also reported high levels of depersonalization, which involves developing negative or cynical attitudes towards others. On the other hand, 25% of the participants demonstrated high levels of personal accomplishment, indicating that they felt effective and competent in their roles despite the challenges they faced. These findings highlight the variability in how individuals experience burnout and suggest potential areas for targeted interventions to address these issues in the workplace.

However, it is also worth noting that a larger proportion of the teachers reported high levels of personal accomplishment, which suggests that some teachers may still feel a sense of fulfilment and success in their work. Overall, these findings highlight the importance of addressing burnout and stress in the teaching profession to ensure the well-being and effectiveness of teachers.

The analysis of burnout syndrome among teachers in the Khazar District yielded multifaceted insights into the prevalence and severity of burnout dimensions. Emotional exhaustion emerged as a predominant issue, with a significant proportion of participants reporting high levels of emotional fatigue and depletion of energy resources. Depersonalization, characterized by cynicism and detachment from students and colleagues, was also discernible among a considerable subset of teachers. Furthermore, reduced personal accomplishment, indicative of feelings of inefficacy and diminished professional competence, was notably prevalent among a subset of respondents.

Teachers' burnout syndrome is a pressing issue that demands the attention and support of school administrators, policymakers, and the wider community to safeguard the well-being of educators and ensure the successful education of students.

Overall, these findings suggest that burnout is a prevalent issue among teachers in the Khazar district, highlighting the importance of addressing and mitigating burnout to support the well-being and effectiveness of teachers in the region.



Discussion

Emotional exhaustion among female teachers is driven by a multitude of factors, including excessive workload, lack of support, work-life balance issues, and the emotional toll of teaching. Understanding these factors is crucial for developing interventions to support female teachers in maintaining their mental health and job satisfaction.

Future research should prioritize evaluating the effectiveness of interventions to prevent and address burnout among female teachers. This could involve implementing mindfulness-based stress reduction programs, fostering mentoring and peer support initiatives, and establishing organizational policies that promote a healthy work environment.

It is imperative to address burnout among female teachers to safeguard their mental well-being and ensure the quality of education they provide to students. Investing in research and interventions to support female teachers can create a more sustainable and fulfilling work environment for these invaluable educators.

Based on our research findings, it was demonstrated that findings underscore the pressing need for targeted interventions and systemic reforms to address burnout among teachers in the Khazar District. Strategies aimed at bolstering teacher well-being, enhancing coping mechanisms, and fostering a supportive work environment warrant prioritization. Professional development initiatives focusing on stress management, resilience-building, and work-life balance are imperative to mitigate burnout risk factors and cultivate a culture of holistic teacher support. Moreover, organizational reforms, including workload optimization, recognition of teacher contributions, and implementation of supportive policies, are pivotal in nurturing a sustainable educational ecosystem conducive to teacher flourishing and student success.

Research has shown that teacher burnout can have adverse effects on student achievement and school climate. Burned-out teachers are less effective in the classroom and may be more likely to leave the profession, which can lead to instability and high turnover in schools. Schools must prioritize



the well-being of their teachers to establish a positive and effective learning environment for students.

It is essential to analyze burnout syndrome among teachers to understand the factors contributing to this phenomenon and to develop strategies to address and prevent it. By supporting teachers and promoting their well-being, schools can improve outcomes for both educators and students.

Limitations and Further Research

The present study yields consistent results with other studies, but it's important to note some limitations. These limitations arose from the selection process, which included fewer respondents and only one school. The data collected for the study is based on responses to a test of emotional exhaustion among teachers from the school. The data collection process was conducted over a limited period and involved a limited number of participants. However, the results obtained from this study can strengthen existing approaches within a specific national-ethnic environment and cultural context and provide a different perspective on scientific circulation with a larger sample size for future research in quantitative analysis.

Conclusion

The study analyzed the prevalence and causes of emotional exhaustion among teachers in the Khazar district. The research findings provide insights into the factors contributing to burnout, such as heavy workload, low pay, and inadequate support systems. The study also highlights the need for interventions to address burnout among teachers to ensure their well-being and job satisfaction.

After reviewing the research, we can draw the following conclusion the study conducted on analyzing burnout syndrome among 53 teachers in Khazar district, Baku city revealed some alarming findings regarding the prevalence of this condition among educators. The results indicated that a



significant number of teachers in the district were experiencing high levels of emotional exhaustion, depersonalization, and reduced personal accomplishment, all of which are characteristic symptoms of burnout syndrome. More attention needs to be paid to support the mental and emotional well-being of teachers in this region, to prevent burnout and improve overall job satisfaction and performance. Further research and interventions are necessary to address this important issue and ensure a healthier work environment for educators in the Khazar district.

Our research has revealed that this study has brought to light the prevalence and factors contributing to burnout syndrome among teachers in the Khazar district of Baku city. A significant number of teachers in this area are experiencing symptoms of burnout, with emotional exhaustion and depersonalization being the most common manifestations.

School administrators must prioritize the implementation of strategies that prioritize teacher well-being and foster a positive work environment. By proactively addressing the root causes of burnout and equipping teachers with resources for self-care and stress management, schools can significantly improve teacher retention rates and ultimately elevate the quality of education for students in the Khazar district.

Future research should explore additional factors that contribute to burnout among teachers in this region and evaluate the effectiveness of interventions aimed at preventing and mitigating burnout syndrome. Overall, this study underscores the importance of prioritizing teachers' mental health and well-being to create a positive and sustainable work environment in educational settings.

In conclusion, this study offers a comprehensive analysis of burnout syndrome among 53 teachers in the Khazar District, elucidating the complex interplay of factors contributing to teacher well-being and professional fulfilment. By leveraging the Maslach Burnout Inventory as a diagnostic tool, this research unveils critical insights that catalyze targeted interventions and systemic reforms. Moving forward, concerted efforts are warranted to address burnout proactively, safeguarding the welfare of educators and fortifying the educational landscape for optimal student outcomes.



REFERENCES

Boyko V.V.(1983). Socio-psychological climate of the team and personality. Mysl, <http://lib.mgppu.ru/opacunicode/index.php?urlt>

Freudenberger H. J. (2015). Staff Burnout // *Journal of Social Issues*. 30, 159–165.

Jabbarov R.V.(2021). Psychological direction of the formation of multicultural values. *Revista on line de Política e Gestão Educacional*, 3 (1), 620-637 file:///C:/-Users/-ACER-/Downloads/24_+ID+15003+RPGE.+Rashid_FT+(rev)%20(1).pdf

Jabbarov, R., Valiyeva Y., Nasirova N., Kazimova K. (2020). The creation of feedback in training as a mobilizing factor for the cognitive activity of students. *Revista de Investigación Apuntes Universitarios*. 10(1), 207 -221 DOI:<https://doi.org/10.1-7162/au.v12i3.1107>

Jabbarov, R.V. (2017). Traumatic factors affecting the self-realization of students. *International Journal of Pharmaceutical sciences and Research*,46, 557: 2682-2690. DOI: 10.13040/IJPSR.0975-8232.8(6).2682-90

Khazieva E.D.(2022).The problem of emotional burnout among teachers // *Academic research in educational sciences*. 3.. 2., 848–855. DOI: 10.24412/2181-1385-2022-2-848-856

Maslach, C.,(1976). Burned-out, *Human Behavior*, 9(5), 16–22.

Maslach, C., (1986). Burnout research in the social services: a critique, *Journal of Social Service Research* , 10, 95–105. DOI:10.1300/J079v10n01_09.

Maslach, C., Jackson, S.E.,(1981).*The Maslach Burnout Inventory*, Consulting Psychologist Press, Palo Alto .

Makarova G.A.(2020). Emotional burnout syndrome. <https://studfile.net/preview/6749314/>

Pak S.N. (2016). Main aspects of the syndrome of professional burnout for teachers // *Modern problems of science and education*.6. URL: <https://science-education.ru/ru/article/view?id=25469>



Pines A., Pelman B., Maslach C.(2009). Combatting Staff Burn-Out in a Day Care Center: A Case Study. University of California at Berkeley, 12. https://www.researchgate.net/publication/226801128_Combatting

Ramiz A. K., Vakil C. R.(2020). Socio-psychological issues of changing values in adolescents–youth in education // *Práxis Educacional*. 6 (37). 578–590. DOI: 10.22481/praxisedu.v16i37.6406

Sadchikova, Y. O.(2023). Features of emotional burnout among teachers with different experience. *Young scientist*,45,(492). 449-452. <https://moluch.ru/archive/492/107498/>

Джаббаров, Р.В. (2012). «О принципах формирования мотивов самореализации в процессе обучения.» Вектор науки Тольяттинского государственного университета. Серия: Педагогика, психология 3: 125-127.

