

Секция «Психология языка и межкультурная коммуникация в реалиях пандемии
(подсекция на английском языке)»

Correlation between daily stressors and emotional burnout among teachers during the pandemic

Научный руководитель – Пирогова Ольга Дмитриевна

Пирогова О.Д.¹, Рябинина В.С.²

1 - Санкт-Петербургский государственный университет, Факультет психологии,
Санкт-Петербург, Россия, *E-mail: olga-pirogova@rambler.ru*; 2 - Санкт-Петербургский
государственный университет, Факультет психологии, Санкт-Петербург, Россия, *E-mail:
ryabinina.valeria@gmail.com*

Emotional burnout is a widespread term in Russian psychological studies. Nevertheless, this topic remains relevant for a long time. This phenomenon is characterized by professional deformation of the personality because of the person's body becoming exhausted physically, emotionally and intellectually. Due to this, the quality of work can decrease, the person becomes emotionally drained and starts working in a "formal" manner [1]. People of helping professions are exposed to emotional burnout syndrome to a greater extent, including teachers who are in the risk group. A teacher's professional activity is based on communication and often they have to restrain their emotions, to keep calm - external conflicts can turn into internal ones. Also, the large amount of paperwork takes a lot of energy and is often accompanied by negative emotions. The education system is undergoing reforms, which forces teachers to adapt and thus requires changes in routines, teaching methods and sometimes in personality. These reasons determine to some extent the possibility of teachers' emotional burnout [2,3,4]. Along with this, the surrounding environment changes too, like socio-economic situation, living under the constraints of the pandemic, the transition to a distant learning format etc. All this has a significant impact on the mental health of teachers and may increase the perception of daily stressors. These arguments confirm the relevance of our research. We hypothesized that teachers' emotional burnout is correlated with everyday stressors. Fifty teachers, aged 22-65 years old ($M=41,8$) from secondary educational institutions took part in the research. The following methods were used: Diagnostics of emotional burnout level by V.V. Boyko (mod. E.Ilyin), The survey on daily stressors by M.D. Petrash, O.Y. Strizhitskaya, L.A. Golovey, S.S. Savenysheva. Results processing: descriptive statistics and Pearson correlation analysis. The correlation analysis has revealed a lot of correlations between the emotional burnout parameters and daily stressors. See the details in table 1. Table 2 demonstrates that there are close correlations between the parameters of emotional burnout and daily stressors in teachers. Thus, the parameter "personal detachment (depersonalization)" has the closest correlations with such daily stressors as work/business, relations with others, finances, general well-being, competition. That is, when personal detachment (depersonalization) is more expressed, daily stressors related to work, relations with other people, financial situation, the general level of well-being (possibility to find time for rest) and competition are experienced to a greater extent. Emotional detachment is negatively related to feelings of loneliness and competition. The more emotional detachment is expressed in teachers, the fewer stressors related to loneliness and competition are expressed. It means that those teachers who exclude emotions from their professional activity and do not respond to external events (both positive and negative) are less responsive to emotional events occurring in everyday life and less responsive to situations of forced competition. Self-satisfaction has negative correlations with such stressors as finances, general well-being and competition. So the more dissatisfaction with oneself is expressed, the greater is the degree of experience of stressors related to the financial situation, work and rest regimes and competition with other

people. Thus, people who experienced dissatisfaction with themselves, a chosen profession or an occupied position can provoke strong anxiety about the financial situation, stability, material uncertainty of the future. They will also find it difficult to organize time for rest, and there will be a growth of anxiety about the possibility of public speaking and competing with others. The stressor "general well-being" has correlations with almost all parameters of emotional burnout. At that, the higher the emotional burnout index is, the higher the general well-being index will be. The index of general well-being is characterized by a person's ability to organize their space so that there would be an opportunity for rest and recovery of resources. Thus, it is possible to suppose that a person suffering from emotional burnout is not able to organize their space for rest, recovery of resources and recovery, so they express anxiety about other people to a greater extent, which leads to discomfort in terms of general well-being. Thus, the hypothesis of the research as a whole was confirmed. Some parameters of emotional burnout have correlations with everyday stressors, therefore, it is necessary not only to carry out measures on prevention of emotional burnout but also to form skills of overcoming daily stressors.

Источники и литература

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Иллюстрации

	Work/buis ness	relations with others	finances	Feeling of loneliness	Overall well- being	Competing with others
Dissatisfaction with yourself	-	-	0,510* 0,036	-	0,559* 0,020	0,520* 0,032
Feeling caged	-	-	-	-	0,501* 0,041	-
Reduction of professional responsibilities	-	-	-	-	0,506* 0,038	-
Emotional detachment	-	-	-	-0,552* 0,021	-	-0,688** 0,002
personal detachment (depersonalizati on)	0,646** 0,005	0,622** 0,008	0,520* 0,032	-	0,502* 0,40	0,616** 0,008
the general level of well-being	-	-	-	-	0,572* 0,016	-

Рис. 1. Correlations between parameters of emotional burnout and daily stressors among teachers.