

METHODOLOGICAL GUIDELINES OF PSYCHOLOGICAL PREVENTION AND PSYCHOLOGICAL CORRECTION OF EMOTIONAL BURNOUT MANIFESTATIONS OF TEACHERS

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ABSTRACT-- *The research problem considered in the article is the study of the foundations and guidelines for the organization and content of psychological prevention of emotional burnout of teachers. Using the method of diagnostics of the emotional burnout, V. V. Boyko examined 502 teachers, including 264 people working in special (correctional) educational institutions (the average age is 41,06 years old), 238 people are in General education (the average age is 39.95). The author analyzes the symptoms of emotional burnout and the manifestations of its formation phases (according to the model of V. V. Boyko). Significant differences in the studied groups of teachers have been established basing on the signs of experiencing psychotraumatic circumstances, feeling of being "caged" and inadequate selective emotional response, as well as on the frequency parameter of signs of the resistance phase. Based on the dominance of similarity of signs in the manifestations of emotional burnout of the teachers of the studied groups, the author has concluded that it is possible to develop a unified model of psychological prevention of emotional burnout of teachers, regardless of the type of educational institution. A number of guidelines for the organization and content of psychological work with teachers, based on the creation of conditions for their psychological support and technology of psychological support, based on the process approach, are proposed.*

Key Words-- *teacher, emotional burnout, psychological prevention, psychological assistance, psychological support.*

I. INTRODUCTION

The problem of emotional burnout has continued to arouse the persistent interest of scientists and practitioners in various professional fields for decades, despite numerous studies. To date, there is no single view on this problem, since different specialists stick to different theoretical models describing both the mechanisms and key

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signs of burnout (Freudenberger H. J., 1974; Maslach C., Jackson S.E., 1986; Roberts G., 1997; Vodopyanova N. E., Starchenkova E. S., 2005).

However, it is undoubtedly relevant not to search for universal causes and mechanisms of emotional burnout, but rather methodological guidelines in the organization of psychoprophylactic and psychocorrective work with representatives of certain professional groups that are obviously at risk of its development in specific working conditions.

These groups include teachers who interact intensively and daily with a wide range of people of different ages, who are exposed to a significant number of adverse psychological and other factors of professional activity, while constantly increasing the level of requirements for the level of qualification and labor efficiency.

Purpose of research.

The aim of the research is to find methodological guidelines for the organization and content of psychological prevention and psychological correction of emotional burnout of teachers.

Sample of subjects.

502 people took part in the experiment. 264 teachers of correctional educational institutions (for children with visual, hearing, musculoskeletal disorders, mental retardation and mental retardation); 238 teachers of General education institutions counted among them. 41.06 was the average age of specialists of correctional educational institutions, 39.95 ($p>0.05$) was the age of teachers of General education. 13.76 ($p<0.05$) was the average work experience of specialists of correctional educational institutions, and 13.76 ($p<0.05$) was the work experience of teachers of General education institution.

Specialists from both pre-school educational institutions and schools took part in the study.

The principle of forming the sample was dictated by the search for an answer to the question about the fundamental possibility of developing a unified model of psychological prevention of emotional burnout and psychological assistance to teachers with signs of emotional burnout working in various conditions (which is especially relevant for the practice of inclusive education).

II. Methods and results of the study

To solve the problems of our work, we have conducted a two-stage study:

- 1) study and comparative analysis of the manifestations of emotional burnout of teachers working in correctional and mass educational institutions;
- 2) identification and testing of guidelines for the organization and content of psychological prevention of emotional burnout and providing psychological assistance to teachers with signs of emotional burnout.

Psychodiagnostic research has been conducted in the form of group testing. Testing of practical aspects of psychological prevention and psychological correction has been carried out in the form of individual counseling, as well as through various forms of group psychological work.

III. Method of research:

- 1) experimental-psychological (method of diagnostics of emotional burnout V. V. Boyko);
- 2) mathematical and statistical (comparative and correlation analysis);

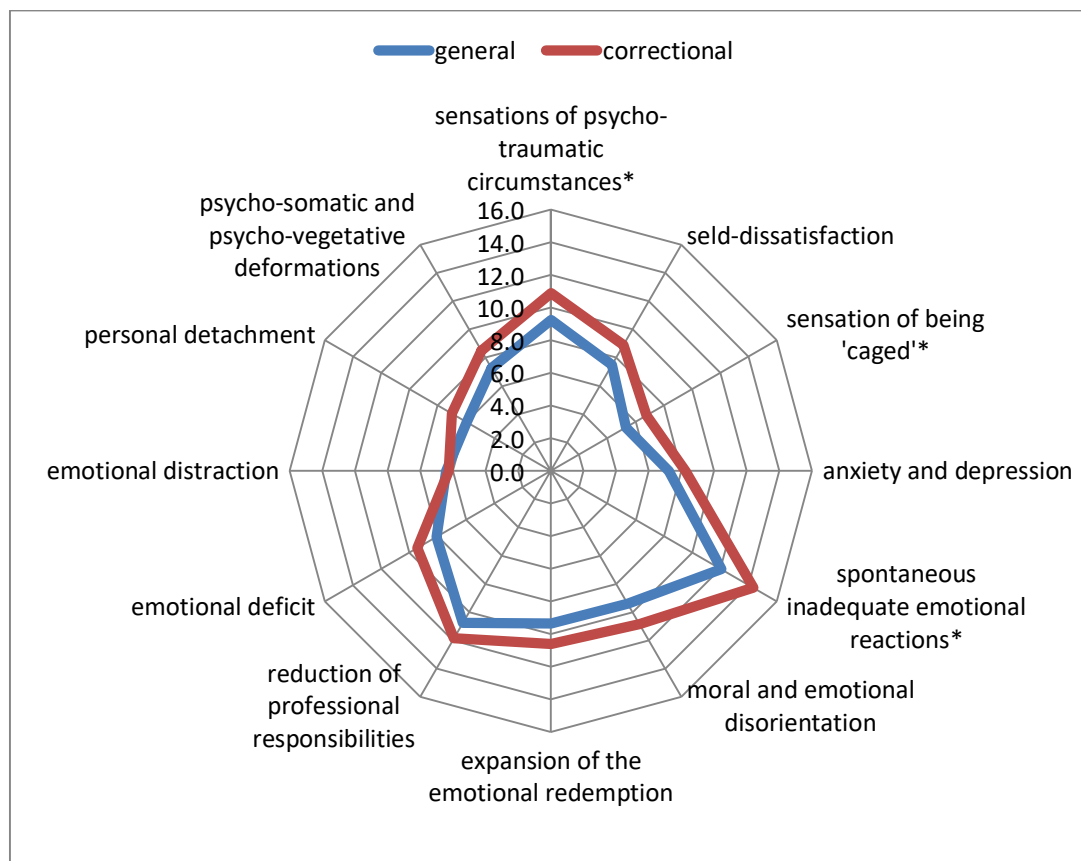
- 3) empirical phenomenological analysis;
- 4) theoretical modeling.

The main results of the study of manifestations of emotional burnout of teachers of the studied groups.

All the symptoms of emotional burnout (except for the symptom of emotional detachment) are more pronounced in specialists of correctional educational institutions (Picture 1).

However, indicators of only three symptoms were significantly higher ($p < 0.05$) in the group of teachers working with children with special needs: experiencing psychotraumatic circumstances, feeling of being "caged" and inadequate selective emotional response (although the symptom of inadequate selective emotional response is most pronounced in both groups, which is primarily due to the high level of emotional lability characteristic of the personal profile of teachers (Demyanchuk R. V., 2011), as well as its obvious non-specificity.

This could be explained by the longer professional experience of teachers working with children with special educational needs. However, the experience of professional pedagogical activity has a positive correlation only with the symptom of emotional and moral disorientation.



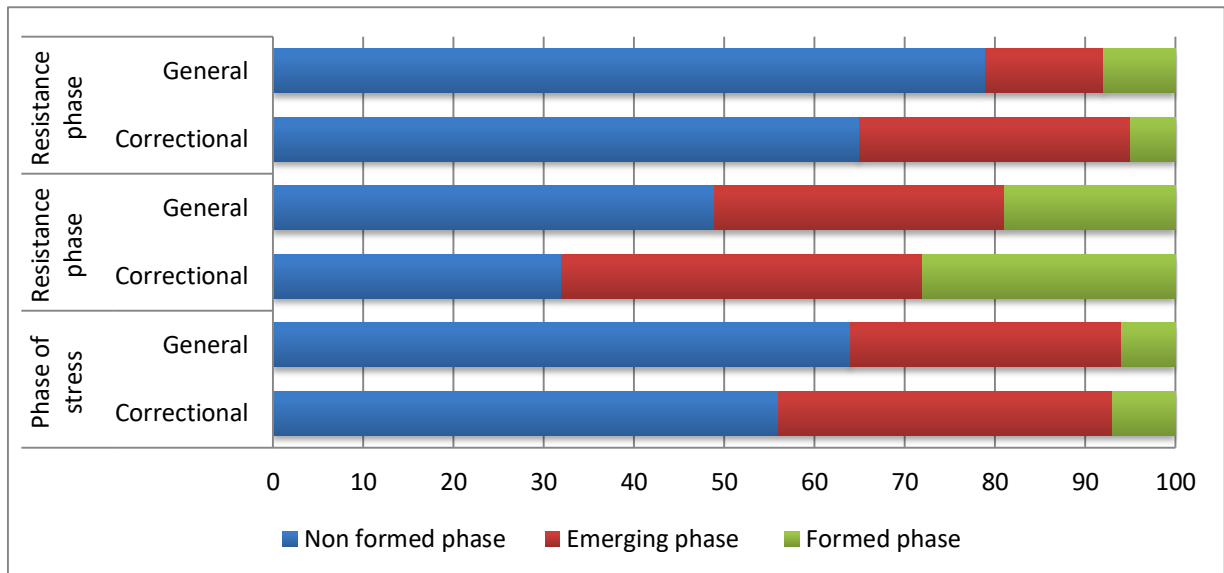
Picture 1. Manifestations of emotional burnout of teachers of the studied groups.

Only two significant correlations have been found with the age indicators. A positive has been found between age and the symptom of emotional and moral disorientation, and a negative one has been found between the age and the symptom of emotional detachment.

The absence of strong reliable relationships between the signs of burnout, age and experience of the teachers allows to make a conclusion about the more important role of other contributing to its development factors,

primarily personality, as well as related conditions and content of professional activity (specific work with children with special educational needs).

This consideration is also confirmed by the distribution of the manifestations of the phases of emotional burnout (tension, resistance, exhaustion) in the study groups (Picture. 2).



Picture 2. The evidence of the phases of emotional burnout of teachers of the studied groups

The presence of signs of the stress phase has been found in 44 % of teachers of special (correctional) educational institutions and 36% of teachers of General education institutions, and the formed phase appears only in 8% in the experimental group and 6% in the control group. It should be noted that the differences in the distribution of the voltage phase by groups are not statistically significant ($p=0.33$ – according to the Chi-square criterion).

Manifestations of the resistance phase were also more typical for specialists of correctional educational institutions, being noted at the level of the emerging phase in 68 % of cases (52 % in the control group), and at the level of the formed phase in 28% of cases (19.5% in the control group). The significant predominance of the frequency of occurrence of the resistance phase in the experimental group is confirmed by a significant level of confidence in the mathematical and statistical analysis ($p=0.02$).

The phase of burnout distribution in the studied groups draws much attention. Despite the fact that the signs of this phase of burnout are more common among the teachers of correctional educational institutions (in 35 % of cases against 22 % in the control group), the formed phase is marked as more typical for specialists of General education institutions: 8% of cases against 6% in the experimental group. However, it is groundless to conclude that this is a pronounced tendency to the predominance of manifestations of emotional exhaustion in teachers of mass educational institutions: mathematical and statistical analysis shows that these differences are not reliable ($p=0.07$).

Both the data we have obtained and other various contexts of research on emotional burnout show that, regardless of the model and methodology used for its analysis, burnout is an obvious consequence of the interaction of the individual and the profession.

IV. Discussion

Manifestations of emotional burnout of teachers have a significant frequency of occurrence. Analyzing the signs of comparability of symptoms and the evidence of phases of emotional burnout in teachers of special (correctional) educational institutions and teachers of General education institutions, we find enough grounds to consider it fundamentally possible to develop a unified model of psychological assistance to teachers, regardless of the type of educational institution in which they carry out professional activities.

The main guidelines for the organization and content of psychological prevention of emotional burnout of teachers.

At the stage of searching for the main guidelines for the organization and content of psychological prevention of emotional burnout of teachers, we have attempted to build a system of psychological support for teachers and its testing in educational institutions of various types with an empirical analysis of the practical possibilities of psychological work.

The main components of this system are the organizational conditions for psychological support of teachers and the previously proposed technology for psychological support of teachers (Demyanchuk R. V., 2011). It is important to emphasize that the actual possibilities of psychologists in modern education to solve individually manifested psychological problems of all participants in the educational process requires a kind of "embedding" of psychological assistance to teachers with signs of burnout in the General (for educational institutions) system of psychological support for professional and personal development of teachers.

The analysis of scientific literature shows that support for teachers is implemented in several main areas: mentoring, support for professional training, and psychological support. It should be noted that in some literature sources, these directions are described in various variants of subordination, which is naturally associated with the presence of some proposed models (V. Brooks et al., 1997; B. Cambourne et al., 2003).

The Institute of mentoring as a response to increasing requirements for teachers at different stages of formation in the profession is actively developing in many countries of America, Australia, Europe and Asia (K. Jonson, 2008; J. Wang, S. Odell, 2002). Mentoring is becoming a part of a broad movement to improve the education of teachers (C. Evertson, M. Smithey, 2000).

Professional training support should be focused on the formation of a deeper understanding of the organization and content of the educational process by teachers (K. Jonson, 2008), including the optimization of the use of educational resources, the organization of the educational environment and the implementation of the learning strategy (L. Kajs, 2002). A. Hargreaves, M. Fullan (2000) emphasize the complexity and complexity of these tasks, including because educators face challenges in integrating information and communication technologies, working with children from different backgrounds, and children with special needs.

The context of psychological support is focused primarily on providing emotional support, which is one of the most important needs of novice teachers. K. Johnson (2008) notes that emotional support creates a safe environment for personal and professional development.

Another component of psychological support is training in ways (methods, techniques, techniques) that can balance the expectations of teachers and the requirements of the educational institution environment. In this regard,

it is necessary to provide psychological assistance in building the " I " - concept, self-esteem, communication links, positive interaction with others, the ability to listen and support others (C. P. Ligadu, 2012).

Summing up the data, it should be concluded that the problem of psychological support of teachers is complex and, in many ways, ambiguous both in the context of content and in the context of the organization. There is a similarity of psychological problems of teachers in different countries of the world with different models of the education system, which also sets some similarity of guidelines for support and approaches to their implementation.

The main organizational conditions for psychological support of teachers include the following:

- 1) creating a favorable social and psychological climate;
- 2) conditions for professional self-realization, firstly, opportunities to participate in the management of an educational institution, conditions for the fullest disclosure of their professional capabilities and conditions for professional development and development;
- 3) motivation and incentives.

The technology of psychological support for teachers is based on the methodology of the process approach. Among the main support processes, we suggest considering basic and dynamic diagnostics; informing; consulting; training and development; psychological support of the educational process (Table 1). Each of these processes naturally assumes a purpose and priority methods (Demyanchuk R. V., Rostomashvili L. N., 2011).

Maintenance process	Target purpose	Priority methods
Basic and dynamic diagnostics	Identification of significant psychological indicators that determine the need and current directions for the implementation of psychological support; monitoring the dynamics of these indicators under the influence of the methods used to work with teachers	observation, conversation, experimental psychological method
Informing	familiarization of teachers with the manifestations and patterns of formation of professionally determined psychological problems	lectures, seminars, round tables
Consultancy	consulting support for teachers on topical psychological problems that occur both in the context of professional activity and outside of this context	non-directive consulting
Training and development	training of teachers in coping behavior skills with an increase in the level of adaptation and adaptability to the conditions of professional activity	trainings, lectures, seminars, master classes, etc.

Psychological support of the educational process	professional psychological support in ensuring the educational process	Organizational forms: counseling, psychological-medical-pedagogical Council, pedagogical Council, etc.
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Table 1. The processes of psychological support technologies of teachers

Our experience shows that the greatest difficulties in implementing the proposed model in the broad context of providing psychological assistance to teachers with signs of emotional burnout are primarily associated with the closeness of teachers, which we explain by the desire to preserve in the eyes of others (including the teacher-psychologist) their image and personal status of the teacher - as a person who has the right and power to influence others. This, in turn, is often accompanied by attitudes that manifest themselves as not recognizing themselves as having psychological problems (especially those related to professional activities), which creates significant obstacles to establishing trusting relationships in situations of interaction with a psychologist, barriers that prevent the teacher from accepting help. Obviously, therefore teachers often seek advice on psychological issues related to extracurricular life (family problems, problems with the upbringing and development of their children, out-of-work relationships, etc.).

Among the problems of psychological work with teachers, it is also important to note that they experience a lack of time that can be spent on something "more important".

There is no doubt that the range of difficulties in implementing the tasks of providing psychological prevention of emotional burnout for teachers is much wider. But even the above clearly demonstrates the special importance of the ability of the psychologist to establish a productive contact with the teacher.

In this regard, according to our observations, the relevance of information has been shown. It should be noted that it is preferable to organize information in a group form, since its process is accompanied by a comparison of incoming information by teachers with the manifestations of signs of burnout in everyday activities. Of course, some teachers at the initial stages of psychological work, are accompanied by the denial of negative personality traits and signs of burnout, but over time, the assumption of the probability of their appearance is formed. This, in turn, allows to reduce the distance from the teacher at subsequent stages of work and get more significant results in the process of counseling or psychocorrection.

It is important to emphasize that group diagnostics of burnout manifestations (firstly, anonymous blank) is also preferable, since it allows teachers to "save face", but it shows trends characteristic of the teaching staff, which can be used for subsequent psychological work. The experience has shown that the use of self-selected teachers' symbols on forms for anonymous examination also allows us to analyze individual diagnostic results when such a request is received from a specific teacher.

Further, the work can be built both in groups and individually. In the context of the experience of individual work with teachers, it seems appropriate to emphasize the effectiveness of counseling (especially existential-humanistic nature), training in self-regulation skills, coping with stress through simple and non-energy-intensive techniques, relaxation, time planning, positive thinking, etc.

V. Conclusion.

The prevalence of signs of emotional burnout and other professionally-related problems of teachers shows the need for further improvement of professional training of school psychologists, traditionally more focused on working with children than with adult participants in the educational process, as well as the analysis of the effectiveness of various approaches, forms and methods of providing psychological assistance to teachers.

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