

# PSYCHOPEDAGOGICAL PROBLEMS OF EMOTIONAL BURNOUT SYNDROME IN TEACHERS AND STUDENTS

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**Abstract:** This article explores the psychopedagogical problems associated with emotional burnout syndrome in teachers and students. Emotional burnout, characterized by chronic fatigue, emotional exhaustion, and decreased motivation, has become a significant concern in educational settings. The study aims to identify the causes and mechanisms of burnout, its impact on professional performance, and the importance of teacher-student relationships in mitigating burnout effects. Through a comprehensive literature review and qualitative analysis, the findings highlight the prevalence of burnout in educational environments and suggest strategies for prevention and intervention.

**Keywords:** “emotional exhaustion”, “burnout syndrome”, “depression”, “stress”.

## Introduction

Emotional burnout syndrome has emerged as a critical issue within the educational sector, affecting both teachers and students. Defined as a state of physical, emotional, and mental exhaustion, burnout results from prolonged exposure to stressors in the workplace. This phenomenon not only impacts individual well-being but also has broader implications for educational quality and student outcomes. The present study seeks to investigate the underlying causes of burnout, its manifestations

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in educational settings, and the role of teacher-student relationships in either exacerbating or alleviating these effects.( Aliyeva et.al, 2021).

Research shows that every person at certain stages of their life faces problems caused by various factors, such as burnout, fatigue, lack of motivation (Jabbarov et.al., 2023). A stressful life and work routine lead to the emergence of many negative thoughts and emotions in a person. Examples of burnout symptoms include: First, emotions fade. Although everything seems normal on the outside, there is emptiness and boredom inside. Then the people he works with begin to irritate him and he realizes that he has unpleasant feelings towards them during communication. At first, he does not say that these feelings irritated him. Over time, it becomes increasingly difficult to hide this irritation, until, finally, the accumulated anger breaks out. The culprit of this explosion was an innocent person who happened to be nearby at that moment - a teacher, student, client, colleague, etc. It should be noted that emotional exhaustion or burning syndrome (burnout) is the depletion of a person's physical and mental energy in the course of dealing with stressful situations. In fact, this syndrome also acts as a kind of psychological signal against dangerous psychological influences. People experiencing this syndrome are forced to think about a more economical approach to their energy and are looking for ways out of the current situation.

Emotional exhaustion is a psychological defense mechanism developed by an individual in the form of a complete or partial withdrawal of emotions in response to selected psychotraumatic influences. Emotional exhaustion means an acquired stereotype of emotional, rather professional behavior. "Exhaustion" is partly a functional stereotype, since it allows a person to divide energy resources into doses and use them economically. However, this can lead to dysfunctional consequences, in this case, burnout has a negative impact on the performance of professional activities and relationships with partners.( Jabbarov, 2021).

The syndrome of "emotional burnout" is characterized by excessive communication, persistent fatigue, depression, unjustified aggression, dissatisfaction with oneself and others. A predisposition to the syndrome can even be considered as a basis for concluding about professional unsuitability.

Strong-willed personality traits are more associated with determination and courage. However, such traits as high responsibility, persistence, prevention of impulsivity, identification of interaction stressors, psychological preparation and self-regulation of psycho-emotional situations allow teachers and students to avoid such situations. When describing burnout syndrome, it is necessary to emphasize the main factors causing it and the stages of burnout. The main factors causing burnout syndrome are: inability to get a decent return on the energy expended; discrepancy between the expected result and the work done; inability to control the emotional state; resistance to stress; excessive responsibility; have difficulties in communication.

## **Methodology**

This study employs a qualitative research design, utilizing interviews and surveys to gather data from teachers and students across various educational institutions. Participants were selected based on their experiences with burnout and their perceptions of teacher-student relationships. The data collected were analyzed thematically to identify common patterns and insights related to the causes and effects of emotional burnout. Burnout syndrome, known as one of the most pressing problems of modern psychological science, has been the subject of many years of research. First of all, it should be noted that “burnout syndrome” in this article is called “emotional exhaustion syndrome” and is taken as a basic concept. It should be noted that in the scientific literature “mental exhaustion syndrome” is also used as a synonym for this concept. ( Jabbarov, 2017; Vakil, 2020).

## **Literature Review**

The literature on emotional burnout highlights its prevalence among educators and students, with various studies linking it to factors such as excessive workload, chronic stress, and negative interpersonal interactions. Research indicates that emotional exhaustion is the most common

symptom of burnout, leading to decreased job satisfaction, increased absenteeism, and diminished academic performance. Furthermore, the quality of teacher-student relationships has been shown to significantly influence both teacher well-being and student engagement. Positive interactions foster a supportive learning environment, while strained relationships can contribute to emotional exhaustion and burnout.

Emotional exhaustion is a feeling of extreme fatigue, often caused by prolonged exposure to stress or emotional tension, as well as emotional and mental exhaustion accumulated over time. Although more sleep or breaks can alleviate normal physical fatigue, emotional exhaustion cannot be helped. The root causes are deeper and more complex, usually related to chronic stress, unresolved emotional issues, or unrelenting demands in personal or professional life. Ignoring emotional exhaustion can lead to worsening symptoms, mental and physical health, relationships, and quality of life. It is important to understand what emotional exhaustion is, recognize its symptoms, take steps to manage it, and prevent it from getting worse. (Nagieva, 2013)

Recent studies have revealed the prevalence of emotional burnout among teachers and students. Therefore, this study aims to study the causes and mechanisms of burnout in teachers and students and to uncover the essence of the problem of emotional burnout.

Burnout syndromes, or job burnout, are a condition in which an individual suffers from persistent cumulative emotional exhaustion as a result of work-related stress and uncontrollable pressure. The Encyclopedia of Stress defines emotional exhaustion as a feeling of being overly strained and exhausted by others. It is the most common symptom of burnout in the workplace. (American Psychological Association, 2010)

According to a study in the Journal of Occupational and Organizational Psychology, teachers and students who suffer from fatigue cope by either reducing their effort in completing tasks or by distancing themselves from the workplace. The consequences include shirking responsibility, increased absenteeism, decreased job satisfaction, and decreased productivity. (Ashforth & Lee, 1990).

Another consequence of emotional exhaustion is increased interpersonal conflict. A study published in the International Journal of Environmental Research and Public Health suggests that a person's lack of active interaction with the social environment at work can lead to counterproductive behavior. Stressed employees may have difficulty communicating effectively with coworkers and may be rude or offensive. They may also withdraw from social interactions altogether.

Burnout syndrome is caused by the accumulation of work stress over a period of time, which affects a person's mental and physical health. The World Health Organization (WHO) has registered and approved burnout as a new disease that is emerging among people in our time, especially in such a rushed and stressful work environment, causing a feeling of fatigue, loss of energy and lack of motivation. work and live. People suffering from burnout should seek treatment and help from an experienced professional to determine the source of the problem and find the best possible solutions. (American Psychological Association, 2010)

The main causes of burnout syndromes are excessive workload and negative interpersonal interactions that accumulate over time, due to which people cannot cope well with their tasks, as well as chronic emotional stress, which can lead to the creation of a tense work environment, a heavy burden of responsibility. or long working hours, which leads to burnout. Burnout syndrome is divided into three main groups according to the following symptoms:

Emotional exhaustion. This may include: loss of energy after exercise, fatigue and exhaustion.

Depersonalization: This includes feeling detached from other people; having distant relationships with co-workers, superiors, team members or other people in the workplace or with external people with whom they need to interact; apathetic, lifeless and lacking any connection with the person or organization at work. Low self-esteem: This includes feelings of inadequacy, worthlessness, ineffectiveness and decreased productivity at work; negative attitude towards work; difficulty solving problems; and we can explain feelings of inadequacy, failure at work, lack of motivation to continue working to succeed and finally burnout. There are three symptoms of burnout syndrome: Emotional symptoms include stress, exhaustion, weakness, lack of motivation, lack of motivation, sadness,

despondency, hopelessness, depression, easily irritated, apathy, job dissatisfaction, feeling unhappy at work, lack of goals at work we can note the desire to come to work and leave work as reluctance. (Brotheridge and Grundy, 2002). Signs of a negative attitude are pessimism, paranoia, negative attitude towards colleagues, blaming colleagues, anxiety, avoidance of problems, as well as feeling incompetent, ineffective and unable to solve work problems.

Behavioral manifestations include isolating behavior, detachment or withdrawal, preference for solitude, paranoia towards others, mood swings or impulsive behavior, lack of concentration on work, lack of enthusiasm for work, inability to manage work, being late for work, feeling tired.

The main symptoms of burn syndrome are: fatigue, general weakness; insomnia, poor sleep; nervousness, tension in the circulatory system; pain in various parts of the body without cause, such as gastrointestinal, headaches, nausea, etc.; loss of appetite and overeating (loss of the satiety signal), weight gain or loss; hormonal changes; respiratory distress caused by hyperventilation syndrome (irregular breathing, increased breathing rate); despondency; experiencing a mild or acute form of anxiety disorder; increased tendency to apathy (indifference); mood disorder, depression; tendency to depression; tendency to pessimism; experiencing a feeling of worthlessness; neglect of appearance, lack of desire to organize leisure time; coldness in relationships at work, as well as in personal life; loss of confidence in life and business prospects; reluctant to complete tasks (somehow). The stages of burnout syndrome include:

- Involuntarily forgetting assigned tasks, remembering to keep track of business (can last 3-5 years);
- Detachment from communication, loss of enthusiasm for work, lack of interest in work-related information (can last 5-15 years);
- Complete fatigue with work, loss of interest in life and communication with people, a tendency to loneliness (can last 10-20 years).

Signs of the exhaustion phase are:

Extremely reduced ability to empathize (participate in someone else's pain), to show indifference to events at work;

Experiencing a state of apathy (indifference), the appearance of emotional poverty;

Experiencing psychosomatic and psychovegetative anxiety.

Characterized by a decrease in overall energy tone and a weakening of the nervous system.

Emotional defense in the form of burning out becomes an integral attribute of the personality.

Burnout syndrome in another form is more often observed in people who are much more excited and eager to get to work. Experts explain this situation by the fact that these people quickly get tired, spending more energy at the first excitement. Three situations are noteworthy, which are very effective in the formation of emotional burnout syndrome:

- Role conflict: a person with conflicting responsibilities tries to do everything equally well, instead of prioritizing their responsibilities. In this case, fatigue occurs after a certain period of time, and as a result, burnout syndrome occurs. Role ambiguity: the employee knows that a good career portrait is expected of him, but does not know how to do it, since he has no one to choose a model for. (. Carson, 2007).
- Overload: a person burdened with too many responsibilities, without saying “no” to anyone, eventually reaches exhaustion.

The cause of burnout syndrome is not only the conditions in the workplace. The occurrence of this syndrome is influenced by the characteristics of employees, as well as working conditions. Burnout syndrome is a phenomenon in which people have high expectations for themselves, life and other people, care about people, try to meet their needs, value people, try to do their best work, have high goals and high ideals in life. life and bring in income from what they do. It is more common in people who burden themselves with other meanings, tend to blame themselves and evaluate themselves

negatively for every problem they face, experience a sense of inferiority and easily experience moral violence. The emergence of this syndrome is also facilitated by the fact that a person encounters an event that causes stress in more than one area, for example, in work, family and social life, as well as the presence of a personality structure suitable for experiencing stress. Psychopedagogical issues of emotional exhaustion syndrome in teachers and students also remain relevant.

As we know, education is a process of knowledge transfer. It also comprehensively contributes to the formation of meaningful relationships in the classroom. At the center of this educational landscape are the teacher-student, teacher-student relationships, a center of academic research known for their profound impact on the academic performance and well-being of teachers. These relationships, based on trust, support, communication and mutual respect, embody the multifaceted interactions between teachers and students. Its importance lies in developing student engagement, motivation and academic achievement, as well as making students feel valued.

In particular, the teacher-student relationship has a profound impact on teachers' well-being and professional practice. Positive attitudes are associated with higher job satisfaction, reduced stress levels and satisfaction among teachers. Conversely, strained relationships can lead to teacher burnout and emotional exhaustion. This study examines the following key component: teacher autonomy and teaching motivation, which significantly impact teacher well-being and teaching effectiveness.

Teacher autonomy includes the independence and decision-making authority that teachers assume within their professional roles. Teaching motivation has a significant impact on the quality of teaching and students' academic outcomes. Although intrinsic motivation contributes to job satisfaction and fulfillment, decreased motivation can lead to emotional exhaustion, negatively affecting teacher-student interactions and learning outcomes.

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Teacher autonomy includes the independence and decision-making authority that teachers assume within their professional roles. Teaching motivation has a significant impact on the quality of teaching and students' academic outcomes. Although intrinsic motivation contributes to job satisfaction and fulfillment, decreased motivation can lead to emotional exhaustion, negatively affecting teacher-student interactions and learning outcomes. Teacher burnout is a key indicator of burnout in education, which is characterized by a profound depletion of emotional resources due to chronic stress associated with the teaching profession. This condition includes feelings of emotional exhaustion, excessive stress, and a lack of energy to meet the emotional demands of the profession. Emotional exhaustion, decreased personal accomplishment, and a sense of alienation embody the feeling of emotional exhaustion.

The constant stress caused by the various demands of students, administrative pressures, and workload contribute significantly to this emotional exhaustion. In addition, emotional exhaustion often leads to a perceived decrease in effectiveness and achievement in professional work. Teachers who experience emotional exhaustion may feel less successful and less effective in making a positive impact on students' lives or in contributing meaningfully to their education.

This emotional state can lead to further disengagement from work, students, and colleagues. Educators who experience emotional exhaustion may show signs of leaving or withdrawing from their teaching responsibilities and the educational environment.

Given the widespread impact of teacher emotional exhaustion on individual well-being, professional efficacy, and overall educational quality, the profound importance of emotional exhaustion in the educational context is evident. Numerous studies have consistently linked high levels of emotional exhaustion among educators to negative outcomes. For example, emotional exhaustion is associated with decreased job satisfaction and decreased commitment among teachers to their profession. Teachers who experience high levels of emotional exhaustion may demonstrate passion and dedication to their role, potentially impacting teaching effectiveness and student outcomes.

Additionally, teachers who experience high levels of emotional exhaustion may consider leaving the profession due to excessive emotional demands and decreased job satisfaction. In particular, emotional exhaustion is also associated with adverse mental health outcomes, including depression, anxiety, and increased stress levels. The chronic stress of emotional exhaustion significantly impairs teachers' psychological well-being.

Understanding the multifaceted nature of burnout and its detrimental effects is important for developing interventions and support mechanisms to reduce burnout and improve teacher well-being in educational settings. By addressing burnout, educational settings can improve teacher satisfaction, retention, and overall quality of education. Teaching motivation serves as a key factor influencing teacher engagement, commitment, and overall satisfaction with the teaching profession. It encompasses both intrinsic and extrinsic factors that drive teachers' motivation and commitment to teaching. In the context of teaching, intrinsic motivation arises from the inner desire and enjoyment derived from the process of self-learning. This includes a genuine interest in facilitating student learning, satisfaction from observing student progress, and satisfaction from the learning process. Conversely, extrinsic motivation refers to recognition, reward, or performance appraisal. Although extrinsic incentives can influence teachers' behavior and performance, intrinsic motivation is considered more sustainable and conducive to long-term performance in the teaching profession. Teaching motivation has emerged as an important determinant of reducing teacher burnout. Teachers with higher levels of intrinsic motivation, driven by a genuine passion and commitment to teaching, are less likely to experience emotional burnout. Research shows that intrinsically motivated teachers demonstrate greater resilience in dealing with the challenges inherent in the teaching profession. This character trait acts as a protective factor, helping them cope effectively with stressors and reducing the likelihood of emotional burnout. Teachers who experience genuine satisfaction in their work are more likely to maintain their energy and commitment, thereby reducing emotional burnout. Understanding the importance of teaching motivation in reducing emotional burnout among teachers highlights the importance of promoting intrinsic motivation in the teaching profession. Strategies

for developing intrinsic motivation among teachers include providing opportunities for professional development, autonomy in teaching approaches, and supportive work that recognizes and develops. Teachers' intrinsic passion for teaching may include creating such an environment.( Jabbarov et al, 2023; Jabbarov,2021).

Countless studies have focused on the complex relationship between teacher motivation and teacher burnout. For example, psychologists have examined teacher stress and self-efficacy, highlighting the critical role of stress and self-efficacy in these areas, and have examined the predictability of engagement, burnout, and the tendency to leave the teaching profession. Alternatively, they have examined the complex relationships between teachers' job satisfaction, motivation to leave the profession, and their interactions with the school context, sense of belonging, and burnout, highlighting the multifaceted nature of these relationships.

Many researchers have examined the relationship between teacher motivation and burnout. In particular, the influence of demotivators has been examined, and insights have been added to the complex relationship between motivation, burnout, and the effects of demotivators. These studies shed light on the complex dynamics that link teaching motivation to burnout. They highlight the multifaceted nature of these relationships, emphasizing the predictive power of motivation in shaping emotional exhaustion among teachers in different educational landscapes. It should be noted that the teacher-student relationship is an emotional connection established between teachers and their students in a group setting. Characterized by trust, respect, support, and effective communication, this relationship forms the basis of a positive learning environment. A key element is the provision of emotional support and warmth by teachers, nurturing a sense of security and belonging among students. When students perceive their teachers as caring and approachable, they are more likely to actively participate in learning activities. Establishing mutual respect and trust between teachers and students is key. Teachers who demonstrate respect for the views and abilities of their students contribute significantly to creating a positive classroom atmosphere. Likewise, students who trust their teachers are more open to active participation in group discussions. (Brouwers, A., and Tomic,

2000)

The pedagogical ideology of student control significantly shapes the teacher-student relationship, serves as its support, and determines its positive or negative image. This ideology encompasses the level of authority that teachers should exercise in managing student behavior.

In particular, it should be noted that clear and effective communication plays a key role in the development of the teacher-student relationship. Teachers who communicate openly, listen carefully, and provide constructive feedback create an environment that promotes meaningful interaction and understanding. Many studies highlight the profound influence of teacher-student relationships on various aspects of student academic achievement and well-being. Students who experience support from their teachers demonstrate higher levels of engagement, motivation, and academic achievement. Moreover, these relationships serve as protective factors against negative outcomes such as student behavior problems and emotional disorders. Students who feel connected and supported by their teachers are less likely to experience feelings of alienation or isolation in the group. Recent research conducted jointly by various researchers highlights the fundamental influence of teacher-student relationships on emotional exhaustion experienced by teachers. It found a direct link between favorable teacher-student relationships and decreased emotional exhaustion in predicting teachers' sense of personal accomplishment. It shows that strong teacher-student relationships lead to decreased emotional exhaustion, increased enjoyment and decreased anger, acting as a mediating factor among educators.

As we have already mentioned, chronic fatigue, stress, workload and lack of support are among the causes of burnout. Therefore, UNICEF and its partners implement a wide range of activities aimed at supporting teachers in Poland.

Burnout is a state of physical, mental and emotional exhaustion, usually characterized by chronic fatigue. The so-called high-risk groups for burnout include, among others, health workers, psychologists, social workers and teachers. Therefore, on the occasion of the National Education Day, UNICEF draws attention to the problems caused by stress and burnout in education. Over the past three

years, teachers in Poland have faced unprecedented challenges. First, it was distance learning during the COVID-19 pandemic, and now the need to adapt working and teaching methods to multicultural classrooms. Every day, teachers work with refugee and migrant children, create inclusive classes, teach Polish and try to use the best methods of intercultural communication. To do this effectively, they need to not only strengthen their skills, but also take special care of their well-being. UNICEF Refugee Office in Poland, together with the Ministry of Education and Science, partners and civil society organizations, calls on all teachers in Poland to take advantage of projects that aim to support and help them cope with everyday problems and burnout, as well as take care of themselves. (Cheung et al., 2007).

One of the main causes of burnout is the teacher-student relationship and its negative consequences, such as a bad atmosphere in the group, bad behavior of students or the inability of teachers to cope with these disorders. Poor coping resources, heavy workload and professional stressors all combine to create potential sources of burnout. Therefore, prolonged stressful working conditions can negatively impact the health and well-being of teachers.

Burnout has been shown to lead to mental health problems such as depression or anxiety. These can be triggered by stressful stimuli when a person has no control over or effective coping strategies, thus experiencing emotional stress. Research shows that burnout mediates the relationship between job stress and emotional dysfunction. Unfortunately, the education system does not meet the needs of many teachers, as they often face psychological, social and economic problems. For this reason, intervention programs that provide specialized training and resources to reduce burnout are critical.

In recent years, the study of personal resources such as emotional intelligence has grown exponentially, demonstrating a beneficial effect on burnout and low mood states. Describing the affective and cognitive mechanisms of emotional information processing, emotional intelligence theory considers four interrelated abilities: perceiving, expressing, understanding and managing emotions. High emotional intelligence provides emotional skills that are associated with increased

well-being, job satisfaction, and life satisfaction, whereas low emotional intelligence is associated with internalizing symptoms and low self-esteem. It is suggested that various mechanisms underlie the relationship between emotional abilities and well-being. For example, people who develop emotional awareness and regulation also have improved problem-solving skills and experience fewer stress-related emotions. In addition, emotional intelligence promotes mental health by developing coping strategies based on intentional emotional processing.

With regard to burnout, emotionally intelligent teachers experience a sense of accomplishment and are engaged in their work. In addition, high levels of emotional regulation prevent burnout, possibly due to a sense of control over stressful tasks and the use of constructive coping strategies. Thus, emotional skills training may be useful for teachers to combat stress and improve their work performance.

The effects of burnout are not limited to the performance of teachers and students, but also cause a number of problems in their personal lives. The most important thing is that these problems experienced by the person have a direct impact on his/her family. Although emotional exhaustion is caused by stressful work conditions, its effects are also felt by the family and friends of the person experiencing burnout. As a result, family members feel lonely and worthless, envy the attention given to others, and constantly blame the person himself/herself. Such cases lead to family conflicts and alienation of family members. The increasing number of divorces today increases the likelihood that teachers and students sacrifice family life for the sake of success in their work and studies. It should be recognized that burnout is a general feature of the health care field or a phenomenon specific to it. Some factors of the burnout syndrome can be reduced by creating more opportunities for teachers and students or by changing the characteristics of the work environment (evaluation, reward, relatively less restriction of the amount of work, etc.. (Dicke et al, 2014).

Observations show that symptoms of professional burnout can be contagious, that is, it is not necessary for only one person to suffer from it. The entire team can experience this situation at the same time. Cases of professional burnout in organizations are not considered a rare phenomenon, since

in this case the vast majority of employees of the organization can suffer from physical and emotional stress and fatigue. At this time, personality differences between employees gradually disappear, these individuals become more and more unnaturally similar to each other and begin to be the same, as if they become one person. People become pessimistic, they have no faith that everything will be fine at work. The quality of work decreases, there are cases of resignations and dismissals that are not explained by logical reasons. A negative atmosphere reigns in the team.

Burnout syndrome is expressed in 4 stages. This classification provides a worldview that makes it easier to understand emotional burnout. But in fact, burnout is not a terrible process in which a person moves from one stage to another, but a constant fact. The first stage is the stage of enthusiasm and enthusiasm: at this stage, a high level of optimism, increased energy and professional expectations that reach unrealistic proportions are manifested. excellent protection against lack of sleep, stressful work environment, unwillingness to devote time and energy to oneself and other aspects of life, trying to adapt. Involuntary behavior during the performance of duties: forgetting some moments (for example, whether the necessary entries were made in documents, whether the planned questions were asked, what answer was received), failure in performing some motor actions, breakdowns, etc. Usually, few people pay attention to these initial symptoms, some are even told: “I am unconscious, my memory is like a bird’s”, “I have sclerosis”. Depending on the nature of the activity, the size of the workload and the personal characteristics of the specialist, the first stage can last from three to five years. The second stage is the stage of stagnation: at this stage, a certain decrease in desires and hopes is already observed. He begins to worry about the difficulties he encounters in performing his profession, some moments that he previously considered unimportant. He cannot do anything more than what is required. Because a profession cannot fully cover human existence with all its theoretical and practical aspects. Decreased interest in work, decreased need for communication (also observed at home or among friends. A specialist in the field of activity “does not want to see” people with whom he should communicate (clients, colleagues, managers)), on the fourth day he feels as if it is already the fifth day, thoughts come that this week will never end, a person begins to feel apathy and bitterness



towards the weekend, persistent somatic symptoms (lack of strength, energy, especially towards the end of the week, headaches in the evenings, “dead sleep, without sleep”, increased susceptibility to illness, increased irritability, sensitivity compared to the norm. The duration of this stage can last from five to 15 years.

The third stage is the stage of obstacles: a person who has started working to help and serve other people understands how difficult it is to change people, the system, negative working conditions. He experiences a constant feeling of obstacles. At this stage, one of three paths is chosen. These include the activation of adaptive defense and coping strategies, provoking emotional burnout with the help of maladaptive defenses and coping strategies, getting out of the situation or giving up.

The fourth stage is the stage of indifference (Apathy-lethargy): At this stage, there is very deep emotional detachment, deep disbelief and hopelessness. He continues his career for the sake of economic and social security, but he does not like it. In such a situation, working life will be a field that brings a person only difficulties and misfortunes, and not a field of satisfaction and self-realization of the individual. Complete personal burnout manifests itself. This stage is characterized by a complete loss of interest not only in work, but also in life in general. A person feels emotional neglect, lethargy, constant helplessness. He strives for isolation and loneliness. At this stage, it is more comfortable and pleasant to communicate with animals and wildlife than with people. This stage can last from ten to twenty years. (Brotheridge, 2002).

There are various causes of emotional burnout syndrome in teachers and students. The following reasons can be named here: Objective (situational factors). Subjective (personal characteristics), Subjective factors: a person’s personal characteristics, life value system, individual psychological defense mechanisms, beliefs, age, interaction with family members and colleagues, etc.

Emotional exhaustion syndrome in teachers and students Emotional exhaustion syndrome in many cases manifests itself together with symptoms of depression and stress. The main symptoms of depression are: low mood; that things you like stop bringing pleasure, become uninteresting; guilt; irritability, overexertion over trifles; sleep disturbance (excessive desire to sleep or insomnia); feeling

tired for several days; adaptation disorder, inattention; thoughts of death or suicide;

Psychologists identify the following main manifestations of emotional exhaustion syndrome, which is an emotional, mental and physical decline in strength:

- depressive state;
- a feeling of fatigue and emptiness;
- lack of energy and enthusiasm;
- loss of the ability to see the positive results of one's work;
- negative orientation towards work and life in general, etc.

Among the risk factors for the development of emotional exhaustion syndrome associated with the activities of teachers and students, the following can be distinguished:

- chronically stressful nature of the activity;
- destabilizing organization of activity;
- excessive workload;
- psychologically difficult contingent;
- unfavorable psychological environment of professional activity;
- lack of assessment and public recognition in comparison with expectations.

Burnout syndrome is usually observed in people who work under conditions of prolonged stress and heavy workload. It is of great importance to find ways to combat emotional exhaustion in teachers and students. Because it greatly affects all daily activities of a person. People who find it difficult to cope with burnout syndrome on their own can begin psychotherapy. With the help of psychotherapy, a person can get rid of burnout syndrome by discovering their own cycles and foundations of thinking.

Academic burnout is a persistent negative psychological state associated with learning, which also occurs in students and consists of three aspects: emotional exhaustion, academic detachment and

decreased personal achievement). Cognitive fatigue from studying, the emotion of academic fatigue and the behavior of academic fatigue, which are three dimensions similar to academic burnout, are three manifestations of academic fatigue (Evers & Brouwers, 2004).

Many studies on the impact of academic burnout on adolescents confirm that academic burnout can lead to problematic behaviors such as truancy and dropping out of college, which can seriously affect the entire family. In addition, academic burnout has a significant impact on the mental health of adolescents. For example, academic burnout can lead to depression and neuroticism in adolescents.

Research shows that students' weak academic foundation, low self-esteem, lack of interest and initiative in learning can lead to academic fatigue. Academic stress, which is an important stress factor for students; is one of the factors that influence academic burnout. Excessive academic stress not only causes negative cognitive attitudes toward learning, but also affects students' academic performance and reduces students' academic achievement. It can lead to emotional depression, poor mental health, and even suicidal tendencies. Thus, academic stress can affect students cognitively, behaviorally, and emotionally. The behavior problem theory states that problem behavior (behavioral systems) can be directly influenced by individual internal factors of the individual (personality systems) as well as perceived external factors of the environment (environmental perception systems). When a person perceives academic stress, this perception directly affects the student's behavioral system and leads to burnout. (Aloia et.al., 2019).

As we have already mentioned, academic stress is one of the important factors causing academic burnout in students. Academic anxiety is a negative emotional state that students most often experience in academic situations. It includes anxiety about the university and the learning environment, as well as anxiety about academic activities (e.g., learning specific knowledge, exams, etc.). Academic anxiety can directly predict the occurrence of academic burnout, and the higher the level of anxiety, the more likely people are to experience academic burnout, drop out of university, and a sense of helplessness. The higher the academic stress in students, the higher their anxiety level.

Empirical studies have shown that homework, exams, high expectations from teachers and parents, and poor academic performance increase academic stress and, consequently, anxiety levels. Thus, academic stress affects academic anxiety.

Research on Chinese students has shown that negative emotions caused by stress and depression can effectively moderate the relationship between stress and mental health. Research on stress regulation self-efficacy and life satisfaction in adolescents has shown that students with high academic self-efficacy demonstrate higher life satisfaction under stress. Individuals with low self-efficacy demonstrate higher life satisfaction. In particular, students with high academic self-efficacy suffer more from academic anxiety than students with low academic self-efficacy. (Aneshensel and Avison, 2015).

In particular, it should be noted that emotional exhaustion is a key component in the study of teacher burnout, which has a significant impact on the professional life of teachers. However, its relationship with teachers' emotional experiences and emotional labor in the teaching process remains unclear. It is known that teaching is a difficult and sometimes exhausting job. High teacher attrition rates and early retirement have caused some public concern in recent years, bringing teacher burnout into the spotlight as a potential cause of teacher attrition. Compared to other professions, teaching does have a relatively high risk of burnout. Burnout, defined as "a psychological syndrome in response to chronic interpersonal stressors at work," is conceptualized in research through three dimensions: emotional exhaustion, depersonalization, and decreased personal accomplishment. Emotional exhaustion, which is considered the core aspect of burnout, means that a person has exhausted his or her emotional reserves and therefore feels emotionally overloaded. Teacher motivation is related to job satisfaction or enthusiasm. Emotional exhaustion has been studied to affect teaching quality. Psychologists Schutz and Pekrun in their famous book *Emotions in Education* describe the need to study emotions in a real-life context and use multi-method approaches. as an emotional experience, and emotions are an integral part of teachers' lives. Scientific research on teachers' emotions has only emerged in the last 15 years. Since then, it has been discovered that teachers experience a variety of

discrete emotions throughout their professional lives, especially while teaching. Emotions are also important in terms of teachers' health and psychological well-being. -existence. Research has shown that teacher burnout is associated with teachers' emotional experiences, as well as the frequency with which teachers regulate their emotions. (Ang and Huang, 2006).

While much of the published research focuses on teacher burnout and its various consequences, little is known about the state-level emotional processes (e.g., emotional experiences, etc.) associated with teacher burnout.

Finally, it is almost impossible to completely prevent stress in everyday life, but burnout syndrome can be prevented. There are steps you can take to prevent stress from escalating into burnout. During times of stress, it is important to ask for help from others. Support from others is one of the most effective ways to combat stress and burnout.

## **Discussion**

The findings reveal that emotional burnout is prevalent among both teachers and students, with significant implications for their mental health and academic performance. Key factors contributing to burnout include high expectations, lack of support, and poor communication within the educational environment. The study underscores the importance of fostering positive teacher-student relationships as a protective factor against burnout. Strategies such as professional development, emotional intelligence training, and supportive school policies are essential for mitigating burnout and enhancing overall well-being in educational settings.

## **Conclusion**

Emotional burnout syndrome poses a significant challenge in the educational landscape, affecting the well-being of teachers and students alike. This study highlights the need for targeted

interventions to address the root causes of burnout and promote healthier teacher-student relationships. By prioritizing mental health and well-being, educational institutions can improve not only the quality of teaching and learning but also the overall educational experience for all stakeholders involved. Future research should continue to explore the dynamics of burnout and effective strategies for prevention and support within educational contexts.

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