

# Occupational Burnout of Educators Implementing Inclusive Education Programs in General Educational Institutions

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**Abstract:** The purpose of this work is to provide empirical data on the study of burnout syndrome processes among educators (teachers) implementing inclusive education in various educational institutions of the Trans-Baikal Krai (Eastern Siberia, Russia). The burnout symptoms in educators are presented as a negative phenomenon of a psychosomatic nature, leading to emotional exhaustion, inadequate cognitive decisions, and behavioral responses to stressful working conditions. The authors diagnosed the predominance of average and high levels of burnout in educators. They also analyzed specifics of individual symptoms and phases of burnout development. The method of group psychological correction of burnout syndrome in participants of our experiment (in the form of psychological training) was presented, and its efficiency was confirmed statistically.

## 1. Introduction

The problem of depletion of individual resources is of particular relevance for teachers working in an inclusive education environment [2]. Every year, the number of children with health limitations increases by 4% [3]. In the teaching environment, stereotypes about the perception of children with health limitations as difficult to learn and hard to educate have steadily entrenched. The strength of the teacher's reaction to a child with pathology depends on the severity of the defect and the willingness to work with this category of students. The psychological effects of unreadiness to interact with children with health limitations and disabilities are expressed in manifestations of professional burnout. We are based on the concept of "teacher burnout" as a state of extreme psychological overwork and depletion of personal and energy resources that have been developing over a sufficiently long period of time due to interactions with children with health limitations and people with disabilities [1; 4; 8; 9]. The research materials presented in the article can be used to diagnose burnout syndrome, as well as to prevent and mitigate the influence of negative factors that the teacher cannot overcome on his own.

## 2. Materials and Methods

The methodological basis of the study includes the basic principles and ideas of the subject-activity approach (S. L. Rubinstein); theoretical and practical studies on burnout syndrome (H. Freudenberger, K. Maslak, J. Greenberg, R. Golimbiievsky, R. Munzenreader, B. G. Ananyev, T. V. Formanyuk, V. V. Boyko, V. E. Oryol, N. E. Vodopyanova, E. S. Starchenkova, T. I. Ronginskaya, N. V. Chutko, and etc.) [5; 6; 7; 10]. To conduct an empirical study on this phenomenon, the authors used the questionnaire "Emotional burnout" by V. V. Boyko and the questionnaire "Professional burnout" (a Russian version of N. E. Vodopyanova and E. S. Starchenkova). The study involved 126 female teachers from educational institutions of the city of Chita and the district of the Trans-Baikal Territory, aged 24 to 64 years, with work experience in the field of education from 2 to 37 years, of which the last two years in inclusive education.

### 3. Results

The professional activity of teachers in the context of inclusive education implies a high risk of burnout. Their work requires the teacher to have high-quality basic education, versatile awareness, continuous training, as well as possession of a set of expected personal qualities, for example, empathy, patience, a sense of duty, observation, decisiveness, the ability to take reasonable risks, personal responsibility for life and successful training and raising such children and teenagers [2; 4]. In this case, the teacher feels the negative impact of a number of factors: a long stay in the space of emotional saturation; irregular working hours with frequent inclusions of evening time and Sundays, violating biorhythms and negatively affecting one's well-being; a frequent mismatch of salaries and the degree of assigned social responsibility, which can cause a feeling of dissatisfaction with their profession.

### 4. Discussion

In the process of studying the level of professional burnout (questionnaire "Professional burnout"), the authors find that 65% of teachers have a high level of burnout, 15% have an average level, 20% of respondents have a low level. Top indicators of the subscale "depersonalization" and "emotional exhaustion" and low indicators on the scale "reduction of personal achievements" were noted. This result indicates the presence of a high level of burnout among the interviewed teachers.

V. V. Boyko's "Emotional burnout" method was applied to identify dominant burnout symptoms in a group of educators who demonstrated high levels. As a result, the following dominant symptoms were revealed in teachers with a formed phase of tension: experiencing psycho-traumatic circumstances, dissatisfaction with oneself, "being driven into a cell," anxiety, and depression. The dominant symptoms are most often manifested in the reduction of professional duties, inadequate emotional response. The dominant symptoms of "exhaustion" are manifested as the emotional deficiency, emotional detachment in communication with students and their parents. The authors conclude that the observed ones predominate the expression of the phase "resistance," which is qualitatively characterized by alarming tension.

Based on the results, we have developed and implemented a program of socio-psychological training, which includes classes on the development of adaptive ways to cope with stressful situations that occur daily in a teacher's professional activity, development of self-regulation and reflection skills. As a result, all participants in the experimental group had a decrease in the overall score for burnout. When comparing the formation of phases of the syndrome of emotional burnout, significant differences were obtained on the scale of "stress" ( $p=0.01$ ) and "resistance," the syndrome of emotional burnout in general ( $p = 0.01$ ). In general, the downward trend indicators are observed in all phases, and it shows on the achievement of our goal of socio-psychological training.

### 5. Conclusion

The identification of specific factors in the emergence and development of burnout of teachers led to the understanding of a complex of preventive and psycho-correction measures. They are connected with the correction of individual-personality characteristics and the motivational sphere of a burning professional, training in coping with stress, self-regulation, and relaxation during group and individual work.

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