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SYMPTOMS OF WORK-RELATED BURNOUT REVEALED IN THE PROCESS OF REMOTE WORKING AND RESILIENCE

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The term remote working is one of the forms of doing some kind of work, which allows both the employee and the employer to work from a convenient location using internet technologies. The mentioned method of work has become quite demanding and relevant in the conditions of the COVID 19 pandemic, especially in the educational field. Which is accompanied by its positive and negative characteristics.

The goal of our study was: to reveal the symptoms of work-related burnout of teachers in the process of remote learning and to determine the relationship between these symptoms and the resilience.

The following research methods have been selected in accordance with the goal, : to detect emotional burnout, we used C. Maslach and M. Leiter instrument. According to these authors, burnout is the result of irrelevance between person and work. As this irrelevance increases, the likelihood of burnout syndrome formation increases. The instrument mentioned above consists of three scales: emotional exhaustion, depersonalization, reduction of personal achievements.

In order to study the resilience, we selected the instrument developed by S.R.MADDI, which contains three components: involvement, control and risk-taking.

Based on the empirical research, it was found that among the emotional burnout scales for teachers, the highest score was found on the reduction scale. Which reflects the level of satisfaction with oneself as a professional.

A relatively low score was found on the emotional exhaustion scale, and the lowest score was found on the scale of depersonalization. That is, emotional indifference is the least characteristic of teachers;

The results obtained on the resilience scale were distributed as follows: the highest score was obtained on the scale of control, the average score was on the scale of involvement, and the lowest score was on the scale of risk-taking.

Correlation analysis between resilience and professional burnout variables gave us a very interesting picture. In particular, all three scales of resilience are in positive correlation with a scale of work-related burnout, such as depersonalization, which means that the more arrogant behavior, professional slang, and use of labels are expressed with the teacher, the higher is: 1. Professional involvement, i.e. enjoying one's work , 2. Control, that is, the belief that the struggle allows us to make influence on what happens, even if this influence is not absolute and success guaranteed, 3. Risk-taking, that is, the belief that everything that happens to him/her based on positive or negative experiences contributes to his/her development.

A negative correlation was confirmed with all three scales of resilience and with such a scale of work-related burnout as exhaustion, which means that in the case of increased psychological exhaustion, when the teacher loses the interest and positive feelings of surrounding people, at this time the belief that the struggle allows us to make an influence on what happens (control) is low. The level of involvement is also low, which creates a feeling of being rejected. And finally - in the case of a high rate of burnout, the willingness to take risks is low, that is, the teacher is less likely to believe that everything that happens to him/her contributes to his/her development. Based on the research, it was determined that the components of resilience: involvement, control and risk-taking significantly hinder the development of teachers' work-related burnout.

Actuality: The COVID-19 pandemic in the 21st century has automatically demanded the need for remote working, as a result of which almost the entire world has switched to online mode and, accordingly, the workplace has shifted from offices and organizations to homes. remote working, is one of the means of doing work, which allows both the employee and the employer to work from a convenient location using internet technologies. Remote working

has many advantages for both the employer and the employee. Reduces accommodation, transportation and travel costs, increases work efficiency and allows us to create a work process well-fitted to us. However, at the same time, remote working has certain disadvantages, e.g. A person working remotely has no physical or psychological relationship with co-workers. This isolation contributes to the decrease of motivation, and causes the sense of loss of teamwork and collectivity [4. P.7-9].

On the background of the pandemic, the educational system was also automatically involved in the process of remote working: schools, universities and other similar institutions. It should be noted that the profession of - a teacher requires a high level of intellectual, physical and emotional resources. Considering the difficult tasks such as lesson planning, solving behavior problems of students, teaching students with a wide range of needs, communicating and cooperating with parents or colleagues, following the rules and requirements given by the administration and the state, etc. Taking into consideration these challenging jobs, it is not surprising that teachers often suffer from work-related burnout, which has been a hot topic in recent years and its actuality is beyond doubt [2].

The famous American psychologist Herbert Freudenberger was the first to introduce and describe the term «symptom burnout». Burnout and professional stress is an interaction between the individual and the job that causes physiological, emotional-behavioral and cognitive changes in the individual. The reason for burnout can be the wrong work schedule of a person, insufficient time for socialization and relaxation, excessive responsibility, lack of close and supportive relationships, etc [3.5].

Based on the above, the goal of our paper is to reveal the signs of teacher's work-related burnout in the process of remote learning and to determine its relationship with resilience.

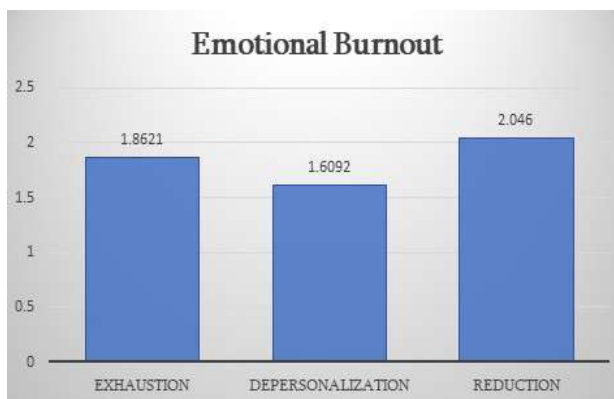
In accordance with the goal, we have selected the following research methods: We used C. Maslach and M. Leiter instrument to reveal emotional burnout.. According to these authors, burnout is the result of irrelevance between person and work. As this irrelevance increases, the likelihood of burnout syndrome increases. This instrument consists of three scales: emotional exhaustion, depersonalization, reduction of personal achievements [1].

In order to study resilience, we selected the

instrument developed by MADDI, which contains three components: involvement, control and risk-taking.

107 teachers participated in the research.

Drawing 1



Based on the empirical research, among the scales of emotional burnout, the highest score was found on the scale of reduction. A high score on this scale indicates a tendency to negatively evaluate one's own competence and productivity, an increase of negative attitude towards job obligations, which is manifested by a tendency to avoid responsibility and isolate oneself from the surrounding people, an attempt to avoid doing job first psychologically and then physically... High rate of such negative results is determined by the influence of the pandemic.

According to the data, the scale of exhaustion goes on the second place, which is an indication of feeling decreased emotional tonus and mental exhaustion. Affective lability, loss of interest and positive attitudes (favour) towards surrounding people, feeling of being fed up with work, dissatisfaction with life in general.

We got the lowest score on the scale of depersonalization. In other words, emotional indifference is the least characteristic of teachers, such as performing professional duties formally, indifferently, without personal involvement and sympathy, sometimes - negative and cynical attitude. At the level of behavior, depersonalization is revealed in the form of arrogant behavior, use of professional slangs, labels.

In psychological literature, resilience (ferocity, hardiness) is considered as a system of human ideas about oneself, the world, the relationship with the world. This disposition contains three relatively independent components: involvement, control, risk-taking.



Drawing 2

As a result of the teachers’ survey, these components were distributed as follows: we got the highest score on the scale of control - the belief that the struggle allows us to make an influence on what is happening, even if this influence is not absolute, and success -guaranteed. The opposite is the feeling of one’s own weakness. A person with well-developed control believes that he chooses his own path, manages his own life.

We got a relatively low score on the scale of involvement, which is defined as «the belief that being involved in what is happening gives a person the maximum chance to find something valuable or interesting.» A person with a high level of involvement enjoys his work. A low level of involvement gives rise to a feeling of being rejected, being «outside of his life». «If you are confident in yourself and believe that the world is generous, then you are involved» (MADDI, 1987).

We got the lowest score on the scale of risk-taking (Challenge). This very characteristic indicates that a person, in our case - a teacher, believes that everything that happens to him contributes to his development – with the help of knowledge gained on the basis of positive or negative experiences. A person who sees life as a way of gaining experience is ready to act even in case of the absence of reliable guarantees of success, because he believes that only the pursuit of

comfort and security makes our life poor. Risk-taking is based on the idea of development - on the basis of active gaining of knowledge through experience and its further usage. However, these qualities listed by us, as we mentioned above, were revealed only by minority of interviewed teachers, which may be the result of emotional tension resulting from the spread of the pandemic.

Correlation analysis between variables of resilience and work-related burnout gave us a very interesting picture. In particular, all three scales of resilience are positively correlated with such a scale of professional burnout as depersonalization, which means that the more arrogant behavior, professional slang and use of labels are expressed with the teacher, the higher is the level of: 1. Professional involvement, i.e. enjoying one’s work, 2. Control, i.e. the belief that the struggle allows us to make an influence on what is happening, even if this influence is not absolute and success guaranteed, 3. Risk-taking, i.e. the belief that everything that happens to him on the basis of positive or negative experiences contributes to his development.

Negative correlation was confirmed with all three scales of resilience and with such a scale of work-related burnout as exhaustion, which means that in the case of increased psychological exhaustion, when the teacher loses the interest and positive feelings of people surrounding him, the belief that the struggle allows us to make an influence on what happens (control). The level of involvement is also low, which creates a feeling of rejection. And finally - in the case of a high rate of burnout, the willingness to take risks is low, that is, the teacher is less likely to believe that everything that happens to him contributes to his development. Based on the research, it was determined that the components of resilience: involvement, control and risk-taking significantly hinder the development of teachers’ work-related burnout.

table 1
Correlation indicators obetween the scales of work-related burnout and resilience

	exhaustion	depersonalization	reduction	involvement	control	risk
<i>exhaustion Pearson Correlation Sig. (2-tailed)</i>	1	.025 .820	-.025 .815	-.059 .586	-.135 .214	-.172 .111
<i>depersonalization Pearson Correlation Sig. (2-tailed)</i>	.025 .820	1	-.778** .000	.590** .000	.623** .000	.552** .000

<i>exhaustion</i>	<i>Pearson Correlation</i> <i>Sig. (2-tailed)</i>	-.025 .815	-.778** .000	1 .000	-.636** .000	-.655** .000	-.545** .000
<i>involvement</i>	<i>Pearson Correlation</i> <i>Sig. (2-tailed)</i>	-.059 .586	.590** .000	.636** .000	1 .000	.887** .000	.827** .000
<i>control</i>	<i>Pearson Correlation</i> <i>Sig. (2-tailed)</i>	-.135 .214	.623** .000	-.655** .000	.887** .000	1 .000	.861** .000
<i>risk</i>	<i>Pearson Correlation</i> <i>Sig. (2-tailed)</i>	-.172 .111	.552** .000	-.545** .000	.827** .000	.861** .000	1 .000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

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ТАМАР АДЕИШВИЛИ

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СИМПТОМЫ ЭМОЦИОНАЛЬНОГО ВЫГОРАНИЯ, ВЫЯВЛЕННЫЕ В ПРОЦЕССЕ УДАЛЕННОЙ РАБОТЫ И СТРЕССОУСТОЙЧИВОСТИ

РЕЗЮМЕ

Термин удаленная работа — это одна из форм выполнения какой-либо работы, которая позволяет как работнику, так и работодателю работать из удобного места с использованием интернет-технологий. Указанный метод работы стал достаточно востребованным и актуальным в условиях пандемии COVID 19, особенно в образовательной сфере. Что сопровождается его положительными и отрицательными характеристиками.

Целью нашего исследования было: выявить симптомы эмоционального выгорания педагогов в процессе дистанционного обучения и определить взаимосвязь между этими симптомами и жизнестойкостью.

В соответствии с поставленной целью были выбраны следующие методы исследования: для выявления эмоционального выгорания использовались приборы С. Maslach и М. Leiter. По мнению этих авторов, выгорание является результатом отсутствия связи между человеком и работой. По мере увеличения этой неактуальности возрастает вероятность формирования синдрома эмоционального выгорания. Упомянутый выше инструмент состоит из трех шкал: эмоциональное истощение, деперсонализация, редукция личных достижений.

Для изучения устойчивости мы выбрали инструмент, разработанный S.R.MADDI, который содержит три компонента: вовлечение, контроль и принятие риска.

На основе эмпирического исследования установлено, что среди шкал эмоционального выгорания педагогов наивысший балл отмечен по шкале редукции. Что отражает уровень удовлетворенности собой как профессионалом. Относительно низкий балл был выявлен по шкале эмоционального истощения, а самый низкий — по шкале деперсонализации. То есть эмоциональная индифферентность меньше всего свойственна учителям;

Полученные результаты по шкале устойчивости распределились следующим образом: наивысший балл получен по шкале контроля, средний балл – по шкале вовлеченности, а самый низкий балл – по шкале склонности к риску.

Корреляционный анализ между показателями устойчивости и профессионального выгорания дал нам очень интересную картину. В частности, все три шкалы жизнестойкости находятся в положительной корреляции со шкалой профессионального выгорания, такой как деперсонализация, а это означает, что чем более высокомерное поведение, профессиональный сленг, использование ярлыков выражаются в отношении преподавателя, тем выше: 1. Профессиональная вовлеченность, т.е. получение удовольствия от своей работы, 2. Контроль, т.е. вера в то, что борьба позволяет оказывать влияние на происходящее, даже если это влияние не является абсолютным и успех гарантирован, 3. Рискованность, т.е. , вера в то, что все, что с ним происходит на основе положительного или отрицательного опыта, способствует его развитию.

Подтверждена отрицательная корреляционная связь со всеми тремя шкалами жизнестойкости и с такой шкалой профессионального выгорания, как утомление, а это означает, что в случае повышенного психологического истощения, когда педагог теряет интерес и положительные чувства время вера в то, что борьба позволяет нам влиять на происходящее (контроль), низка. Уровень вовлеченности также низкий, что создает ощущение отверженности. И, наконец, в случае высокого показателя выгорания готовность к риску низка, то есть учитель меньше верит, что все, что с ним происходит, способствует его развитию. На основании исследования установлено, что компоненты жизнестойкости: вовлеченность, контроль и готовность идти на риск существенно препятствуют развитию профессионального выгорания у педагогов.