

# PSYCHOLOGICAL AND PROFESSIONAL PROBLEM OF ACADEMIC PERFORMANCE OF THE STAFF OF HIGHER EDUCATIONAL INSTITUTIONS

Nazokat Norova  
Chirchik State Pedagogical University

## Abstract

This article is devoted to the problem of professional burnout among teachers of higher education. This problem is widespread in higher education institutions around the world. In recent years, due to the constant increase in the workload of the teaching staff, it has become especially relevant for our country. In this paper, the empirical data accumulated to date on the professional burnout of university teachers from different regions of the Republic of Uzbekistan were analyzed. The stages of development of professional burnout and the accompanying symptoms were traced, the causes of this phenomenon were analyzed in detail and risk groups were identified. The analysis showed that the maximum risk of developing professional burnout is typical for middle-aged teachers with significant teaching experience, while women develop symptoms of professional burnout more often than men. The data obtained confirm the importance of this problem for most teachers in the Russian Federation and emphasize the need for preventive measures to prevent the development of such conditions, especially in risk groups.

**Keywords:** professional burnout; emotional burnout; preventive measures; higher education institutions; causes of professional burnout; faculty; empirical data.

## Introduction

The term "professional burnout", proposed by the American psychologist H.J. Freudenberg back in 1974, is usually understood as a negative psychological state that occurs in people of professions based on interaction in the "person-person" system. Currently, the problem of professional burnout is still quite relevant [1; 2], especially for workers in the education system. An analysis of literary data has shown that this problem is widespread in universities around the world. For example, in recent years, publications have appeared related to the development of emotional burnout in university teachers in educational institutions in the USA [3], Brazil [4], Turkey [5], India [6] and other countries. In 2012, a large-scale meta-analysis was published on the features of the formation of emotional burnout syndrome, compiled on the basis of 12 studies conducted in 7 countries, including South Africa, the Netherlands, Spain, Canada, Great Britain, the USA and Turkey [7]. The relevant works for it were selected from more than 1000 publications, published mainly during the period from 1988 to 2010. Obviously, the presented data indicate the extreme relevance of this problem all over the world. In the Republic in recent years, in the context of continuous modernization of the higher education system, both the work (educational and methodological, classroom, etc.) and psycho-emotional load on university teachers has been continuously increasing [2]. Often, the situation is aggravated by the extremely



widespread practice of fixed-term contracts, when a teacher is constantly under the threat of non-renewal of an employment contract with him and loss of work. Such a situation increases the risk of developing professional burnout syndrome in almost any teacher. In this regard, we can talk about the particular relevance of this problem specifically for employees of the higher education system in our country. At the moment, some empirical material has already been accumulated on this problem, but there have been practically no works generalizing the Russian-language literature on this topic. The purpose of this study is a comprehensive analysis of modern literature data on the professional burnout syndrome in teachers, starting with a generalization of theoretical data on the causes and stages of professional burnout and ending with an analysis of the empirical data accumulated to date for universities from different regions of the Republic of Uzbekistan. As a rule, professional burnout syndrome develops in stages, most often three stages are observed. First, a gradual dulling of emotions and a loss of the acuity of feelings are noted. At the next stage, a negative attitude towards colleagues, that is, towards people with whom you have to constantly interact in the work process, may gradually arise. Over time, such hostility towards colleagues, students, patients, clients, etc. becomes increasingly difficult to hide, it is difficult to restrain your irritation, and outbursts of anger may periodically occur. The final stage, the so-called complete burnout, is observed, fortunately, not very often. It can result in complete disgust for everything. A person at this stage of burnout is especially hostile to people with whom they have to work, for example, students or colleagues.

All of the above symptoms, first of all, affect the motivation to perform their work well. At the first stage, the teacher's energy costs increase significantly. Over time, this may result in the first symptoms of burnout. As they develop, a feeling of fatigue arises, which gradually gives way to disappointment and a significant decrease in interest in work.

It is believed [9] that the main condition contributing to the development of professional burnout syndrome is chronic stress. Burnout syndrome is thus one of the mechanisms of psychological defense, which consists in the fact that a person, in response to psychotraumatic impact, gradually reduces emotional experiences [10]. In some cases, over time, they can be completely eliminated. Possible causes of professional burnout in university teachers

K. Maslach et al. [11–13] indicate the following reasons that can lead to “professional burnout” in employees, including university teachers:

- a. Insufficient material compensation for work.
- b. Lack of proper assessment of merits, recognition.
- c. Unfavorable psychological climate in the team, for example, unhealthy competition.
- d. Conflict of values, for example, family and professional.
- e. High workload
- f. Various family troubles.

There are also a number of other reasons directly related to the characteristics of teachers' work. For example, in the works [8; 14], it is noted that repeated situations related to the fact that the efforts of a teacher are faced with indifference, inattention or even hostility from students lead to the fact that he, as a professional, may experience a crisis of self-esteem and professional motivation.



The most complete review of the causes of professional emotional burnout in teachers of higher education in Uzbekistan is given in the article. In it, the entire array of possible causes of emotional burnout in teachers is divided into external (for example, they may include an unfavorable psychological atmosphere of professional activity) and internal, related to the characteristics of the teacher's personality.

Often, the accelerated development of professional burnout in teachers is caused by a visible lack of tangible results, since the teacher often cannot see the obvious results of his work, since real positive changes in the personality and activities of students can appear much later than the end of their studies. Burnout can also be a consequence of improper organization of work, irrational management, and possible insufficient training of personnel, associated, for example, with the need to conduct classes in several non-core subjects. Individual personality traits, various unresolved problems not directly related to professional activity, and many other factors can also play a significant role in the development of emotional burnout in a specific teacher [8]. Insufficient student motivation can also have a negative impact on the development of burnout in teachers. Such a situation can be associated, for example, with the fact that students chose their current specialty on a residual basis, for example, because the passing score for this area of training was minimal. Currently, a similar situation is quite common in the Republic of Uzbekistan and is partly associated with the current system of admission to universities, in which an applicant can submit documents to several universities at once in several areas. The negative impact of insufficient student motivation on the emotional state of teachers was noted, for example, in the work. This work was carried out on the example of high school teachers in the USA, but the situation is certainly relevant in the Republic of Uzbekistan as well.

In the process of developing professional burnout syndrome, a person's overall vitality significantly decreases, and he begins to use his energy resources sparingly. Subjectively, this is often described as complaints about a lack of strength in the apparent absence of a serious load. Thus, figuratively speaking, professional burnout can be considered as a fairly long process of "burning out", which is accompanied by such negative phenomena as:

- loss of interest in work;
- decreased contacts with colleagues;
- decreased quality of activity;
- emergence and development of a feeling of self-doubt;
- the emergence of a feeling of dissatisfaction with life, etc.

As a result, a kind of "vicious circle" arises - a person, not receiving sufficient grounds for self-respect and positive self-esteem, loses confidence in himself and in the future and, thus, the meaning of life. In order to regain it, a teacher may try to actively realize himself in the professional sphere, thereby increasing the level of already quite high stress, which gradually leads to an increase in the degree of emotional burnout. In modern conditions, when the processes of modernization of higher education are often accompanied by a sharp increase in the requirements for teachers and, accordingly, an increase in workload, a similar picture can be observed quite often among university teachers.

It is currently believed that representatives of the teaching staff of higher education institutions may be at risk of developing professional burnout for the following reasons.



1. In the course of their work, they are forced to communicate a lot and intensively with many acquaintances and strangers. Often, insufficiently high wages or a shortage of qualified personnel leads to the fact that many teachers are forced to work more than one position with a regularly increasing classroom and extracurricular workload.

2. Many teachers experience a constant intrapersonal conflict between the significant values of work and family. This is primarily due to the fact that the volume of paperwork in higher education institutions is constantly growing and teachers are forced, for example, to constantly create new and adjust existing working educational and training programs, while realizing that many types of educational and methodological work are simply duplicated. Such work is usually done at home, according to an irregular work schedule, and the problem of dividing time between family matters and work thus becomes extremely relevant. This cannot but cause a strong negatively colored emotional reaction [9; 17]. Such phenomena have worsened since March 2020 due to the forced transition to distance learning. The development of such an intrapersonal conflict is typical for women holding professorial and teaching positions at universities, who traditionally devote more time and attention to ensuring the solution of everyday problems and raising children. There is data [1] that in many universities women make up to two-thirds of the teaching staff, so this aspect of the problem is extremely relevant. It is worth noting that foreign studies also indicate that female teachers are more susceptible to professional burnout than their male colleagues

3. The professional activities of university teachers in recent years have been carried out in conditions of constant socio-economic instability. In particular, it consists of the widespread practice of fixed-term (usually annual) contracts, the extension of which requires fulfilling the requirements of effective contracts, most often requiring teachers to have publications in peer-reviewed scientific journals. The latter significantly increases the workload.

4. Universities are usually located in large cities, so most teachers are residents of large cities, experiencing the daily influence of numerous negative factors of the urbanized environment that destabilize their mental state.

Symptoms of emotional burnout of higher education teachers

The following physiological symptoms are characteristic of the professional burnout syndrome of higher education teachers and other teaching staff.

- chronic fatigue;
- decreased natural reactions to both new situations and situations associated with danger and risk;
- gradual asthenization (weakening) of the body;
- deterioration of the sensory systems (for example, vision, hearing, etc.);
- insomnia and other sleep disorders;
- exacerbation of somatic symptoms, including both purely psychosomatic phenomena and objective exacerbations of chronic diseases.

It should be noted separately that long-term stress and professional burnout can lead to mistakes and a decrease in labor safety. People in this state are more likely to ignore issues related to ensuring both their own safety and the safety of the people for whom they are responsible. Professional burnout can serve as an indirect cause of deliberate violation of safety requirements.



Thus, the analysis of literary sources made it possible to identify the main stages and symptoms of the development of emotional burnout among higher education teachers and showed the relevance of conducting empirical studies devoted to the analysis of the situation among the teaching staff of specific universities.

Discussion of the results of the analysis of empirical data

In recent years, several empirical studies of professional burnout in Republican universities have been conducted. Table 1 provides several examples of such works.

The table shows that such publications have appeared regularly in recent years, and the geography of the studies is quite wide. In total, from 2008 to 2012, at least 615 university teachers from 4 regions took part in studies devoted to the problem of professional burnout. This certainly indicates the widespread problem of professional burnout among the teaching staff of higher educational institutions in our country.

To analyze the results, the authors of the above works used different methods and approaches, so it is not possible to conduct a full statistical processing of the data, however, all the analyzed works indicate that some symptoms of burnout are observed in many of the surveyed teachers. When assessing the distribution of the frequency of the identified symptoms of emotional burnout depending on gender and age, it was also found that the maximum level of emotional burnout is observed in middle-aged teachers. It was shown that the symptoms of emotional burnout were usually more pronounced in women, which confirms the data of other studies. Unfortunately, specific quantitative data are not provided in this work [8].

The presented results indicate the need to optimize the work regime to prevent professional burnout, especially for highly motivated female teachers in the middle age group.

In universities, it is certainly advisable to use methods that allow you to smooth out or even avoid burnout, developed at the moment for many professions [3]. One of the most effective means to avoid burnout is training (advanced training). Often, participation in off-site seminars, trainings or advanced training courses becomes a powerful incentive to overcome the daily routine, which, in turn, helps to reduce the degree of professional burnout. It is worth noting that only serious training leading to the acquisition of new skills useful for professional activity has such an effect, and not formal events, which are often organized as "Advanced training courses". Another similar incentive can be a constructive assessment of professional activity. For example, when assessing the work of a teacher, it is necessary to take into account not only the objective results of work, but also the subjective feedback of students, colleagues, and management. Such an assessment of work results and feedback are a prerequisite for organizing fruitful work. An important way to avoid burnout can be novelty, for example, a change of activity, the introduction of technical innovations into practice, etc. can be very productive means. It is necessary to avoid personal grievances and conflicts, since they seriously affect performance. Frustration (psychological suffering) and mobbing (collective "harassment"), which are quite common in the higher education system, have a similar effect. Mobbing can be carried out, for example, by colleagues or heads of departments. In order to avoid such situations as much as possible, the university administration should try to provide social and psychological support to teachers, develop and actively use a system of both moral and material rewards, and also organize all the various workloads that fall on the shoulders of a modern teacher. In addition, it is necessary to try to provide a favorable psychological climate in educational organizations.



Thus, to prevent and overcome the development of professional burnout among teachers, the university administration can use the following methods.

1. Regular training of employees
2. Developing and ensuring constructive assessment and recognition of teachers' merits.
3. Maintaining a favorable psychological climate in the team (at the department, faculty, university), including the development of traditions of joint recreation.

It is also important for the teachers themselves to carry out burnout prevention, which may consist of following the following recommendations:

- learn to prioritize work, if possible, that is, distribute tasks by importance;
- do not take on unnecessary workload, strictly adhere to the boundaries of professional responsibility, refuse the temptation to help someone who does not ask for it;
- try to relax actively and in a variety of ways, preferably together with other people, while completely disconnecting from professional problems;
- do not spare time for sleep, use relaxation techniques;
- devote attention and time to your personal interests and needs;
- do not neglect the help of colleagues (especially important for managers)

## References

1. Odiljanovna, N. N. (2023). Modern issues of the integration of pedagogy and psychology into the educational process of higher educational institutions. *International Journal of Pedagogics*, 3(04), 66-70.
2. Norova, N. O., & Bekmatov, B. D. (2021). Etnik psixologiya va milliy psixologik qiyofa. *Academic research in educational sciences*, 2(12), 1262-1270.
3. Mavlanova, Z. (2024). Organizational aspects of the development of a creative environment in management activities. *Talqin va tadqiqotlar*.
4. Mavlanova, Z. T. (2023). A sociolinguistic approach to the political competence of the leader. *SCHOLAR*, 1(33), 166-171.
5. Агзамходжаева, С., Исраилова, Ш., Абдуллаева, Д. (2023). Естественная установка сознания: схема универсальности и схема переживания. *Философский журнал*, 16(2), 40-46.
6. Абдуллаева, Д. Н. (2023). Жамиятда гендер таълим стратегияларини амалга ошириш имкониятлари. *Falsafa jurnali*, 1(3), 18-22.
7. Mavlanova, Z. (2023). Boshqaruv psixologiyasi, xodimlarni boshqarishning mohiyati va asosiy bosqichlari. *Talqin va tadqiqotlar*, 1(33).
8. Abdullayeva, G. (2022). Methodological competence of university teachers in the context of inclusive education. *Solution of social problems in management and economy*, 1(6), 58-65.
9. Turaqulovna, M. Z. (2024). Boshqaruv psixologiyasi, xodimlarni boshqarishning mohiyati va asosiy bosqichlari. *Boshqaruv va etika qoidalari onlayn ilmiy jurnali*, 4(3), 1-7.
10. Israil, M., Buranova, B., Shukurova, G., & Nazarova, M. *Harmony of Interpretation, Analysis and Criticism in Artistic Journalism. Analysis and Criticism in Artistic Journalism*.
11. Isroil, M. (2023). Sociolinguistic analysis of media language: publicistic text development. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 9(3), 166-168.



12. Baxromovna, B. M., & Gulsanam, K. (2023). Stressni-xomiladorlikni rejalashtirishga ta'siri. so 'ngi ilmiy tadqiqotlar nazariyasi, 6(1), 138-145.
13. Halimjanovna, A. M., & Baxromovna, B. M. (2023). Muammoli ta'lim mustaqil fikrlash omili sifatida. Science and innovation, 2(Special Issue 14), 266-270.
14. O'Lmasxanov, B., Badritdinova, X., & Isakdjanova, M. (2023). Ta'lim sifatini oshirishda bo'lajak pedagoglarda kasbiy sifatlarni shakllantirishning ahamiyati. In Oriental Conferences (Vol. 1, No. 1, pp. 418-424). OOO «SupportScience».
15. Nodira, M. (2022). Pedagogical bases of assessment in primary education. Asian Journal of Multidimensional Research, 11(5), 197-207.
16. Alisherovna, M. N. (2021). Pedagogical and Psychological Features Of The Small School Age.
17. Alisherovna, M. N., & Tokhirjonkyzy, G. G. (2020). The professional development of teachers of primary education, improvement of the professional qualifications and skills. Asian Journal of Multidimensional Research (AJMR), 9(3), 87-91.
18. Makhmudova, N. A. (2019). The role of innovation in primary education. Scientific Bulletin of Namangan State University, 1(11), 298-301.
19. Xalimjanovna, A. M. (2022). Theoretical and methodological fundamentals of preparing children for social life in disabled families. EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE, 2(5), 39-42.
20. Khalimjanovna, A. M. (2022). Problems of moral education in non-habel families. NeuroQuantology, 20(21), 489.
21. Asranbayeva, M. X. (2020). Notoliq oilalarda maktabgacha yoshdagi bolalar rivojlanishining oziga xos xususiyatlari. Scientific Bulletin of Namangan State University, 2(4), 532-535.
22. Фаизова, Ф. Ш. (2021). Вопросы изучения статейных списков. НЗ4 Наука и инновации в XXI веке: Материалы Международной, 126.

