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Professional burnout of teachers: Causes, consequences and ways of prevention

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Abstract. In the context of a modern educational system undergoing constant reforms and transformations, the issue of professional burnout among educators is becoming increasingly relevant. This article was dedicated to a comprehensive study of the relationship between teachers' salary levels and the degree of their professional burnout. The growing workload, high expectations from administration, parents, and society, as well as the need for continuous professional development and adaptation to digital technologies, significantly intensify stress-inducing factors in teachers' professional activities. Against this backdrop, the role of material factors-particularly salary level-in the development and progression of burnout syndrome becomes especially critical. The purpose of this article was to thoroughly examine the correlation between teachers' wages and the level of their professional burnout, as well as to identify the influence of financial factors on teachers' psycho-emotional state, motivation, and professional effectiveness. The study employed methods such as analysis and synthesis of scientific literature, sociological surveys (questionnaires), interviews, and statistical analysis. The research yielded significant findings that confirm a stable correlation between teachers' salary levels and the degree of their professional burnout. More than 70% of surveyed teachers reported low salary levels; correlation analysis revealed a direct dependence between the level of financial remuneration and the severity of burnout symptoms. It was also found that motivation for professional activity and job satisfaction are influenced not only by salary, but also by other factors. The results of this study have both practical and theoretical value and can be used by various categories of specialists and institutions in the field of education and human resource management: school administrators, educational authorities, researchers, university lecturers and graduate students, psychologists, and burnout prevention specialists

Keywords: emotional exhaustion; depersonalisation; stress; motivation; working conditions; psychological support

■ INTRODUCTION

The relevance of the research topic is due to the growing attention to the mental and physical health of teachers in the context of modern educational realities. In a rapidly changing educational environment, professional burnout among teachers is becoming one of the most pressing issues requiring comprehensive study and effective solutions. Rapid reforms, increasing qualification requirements, an increase in administrative work, and pressure from parents

and society create significant psychological and physical stress for education workers. These factors have a particularly acute impact on teachers' emotional state, motivation and professional effectiveness, which directly affects the quality of the educational process and the success of students. In light of these challenges, studying the causes, mechanisms and consequences of professional burnout, as well as the factors influencing its development, is

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becoming critically important for the development of preventive measures and support for teachers.

Thus, J. van Zyl & P. Clarke (2024) determined that teaching is an important profession, but it is precisely in this profession that burnout is commonplace and there is a lack of flexibility, which is increasingly expected in most professions. The authors thus emphasised the specificity of the burnout process among teachers. L. Kollerová *et al.* (2023) noted that teachers more often than other working adults cite low pay, paperwork and behavioural problems with students as causes of stress. Renowned journalist M. Madigan (2024) also wrote about the alarming reason why an entire Australian industry could be threatened by mass exodus, as workers increasingly report burnout. I. Groza (2009) emphasised that in educational institutions, teachers often face the problem of emotional burnout, and not everyone can cope with it on their own. Moreover, burnout is contagious: teachers who are susceptible to this process can quickly turn an entire group into a collection of “burnouts”.

Finding ways to address this problem is of fundamental importance for such areas of psychology as personality psychology and related social and educational psychology (Pazukhina, 2022). According to a study by S. Evstafyeva *et al.* (2016), after 20 years of working in schools, the vast majority of teachers experience emotional burnout, and by the age of 40, all teachers are emotionally exhausted. In a certain sense, according to E. Sokolova (2024), professional burnout is a protective mechanism of the human psyche that is triggered as a defensive reaction to potentially psychologically traumatic events. The work functions of teachers imply not only the transfer of knowledge, but also require emotional commitment to students, being more sensitive when interacting with children and their parents for the effective implementation of educational tasks (Kruzhkova *et al.*, 2025). To this end, it is important that teachers have sufficient psychological resources and physical and emotional strength for open pedagogical interaction. However, as pointed out in the work of E. Senatorova *et al.* (2024), among the causes of professional burnout among teachers are also violations of the safety of the educational environment: coercion to work through threats against their will, unsatisfactory relations between teachers and their superiors or members of the work collective, and the inability to express their point of view.

Professional emotional burnout in teachers can lead to various negative consequences. Firstly, it can lead to a decline in the quality of their lectures (lessons) and a deterioration in students' learning outcomes. Second, it can cause health problems such as depression, anxiety, insomnia and other disorders (Cherkasova, 2024). According to N. Paudel *et al.* (2024), emotional exhaustion refers to experiencing severe fatigue and low energy levels. Depersonalisation or dehumanisation, which can arise as a result of burnout, include adopting negative and cynical views, loss of interest and enthusiasm, and a lack of empathy towards others. Personal achievements, on the other hand, lead to the

ability to solve new problems and experience a sense of satisfaction. M. Burykina *et al.* (2024) identified several stages in the development of professional burnout: (1) the stress stage-increased demands on work performance, expansion of job responsibilities; (2) resource depletion stage-exhaustion of adaptive capabilities, appearance of the first signs of emotional burnout; (3) internalisation of negative attitudes and cynicism stage.

Thus, contemporary research demonstrates the multifaceted nature of professional burnout among teachers and its close connection to salary levels and working conditions. However, despite the significant amount of work done, questions remain regarding the optimal models for preventing burnout, taking into account the regional and institutional characteristics of educational systems. This requires comprehensive empirical research aimed at identifying the specific influence of material factors on the psycho-emotional state of teachers in various social and economic conditions. This study aimed to analyse the correlation between the size of remuneration of employees in the education sphere and the severity of their professional burnout syndrome, while also determining the impact of economic conditions on psychological well-being, work motivation and the effectiveness of teaching activities.

■ MATERIALS AND METHODS

The study was conducted between February and April 2025 at the Jusup Balasagyn Kyrgyz National University. The object of the study was university teachers. The study included 50 teachers aged between 30 and 60 with at least three years of teaching experience. Inclusion criteria: permanent employment at an educational institution (at least 0.5 FTE), participation in educational activities at the time of the study. Teachers who were temporarily not working, as well as specialists performing exclusively administrative functions (department heads, directors), were excluded in order to maintain focus on teachers. The sample was formed purposefully (target selection) taking into account the diversity of salary levels and working conditions. At the same time, a balance was ensured in terms of age, gender and specialisation. The study included teachers with different working conditions and income levels.

The survey included several thematic blocks and was conducted anonymously and voluntarily in an online format (Google Forms). All participants provided informed consent, which specified the objectives of the study, confidentiality guarantees, and the right to withdraw from participation at any stage. The questionnaire contained both closed and open-ended questions, using a Likert scale to assess subjective feelings and attitudes towards working conditions. Table 1 presents the main sections and examples of questions. Wage levels were measured based on the participants' own subjective assessments. Respondents classified their income as low, average or high compared to the regional average. This decision was made because absolute figures can distort perceptions due to regional differences and individual expenses.

Table 1. Main sections and examples of questions in the questionnaire

Questionnaire section	Question type	Examples
General information	Closed	Age, experience, subject taught, school type
Financial situation	Likert scale subjective assessment	Assess your salary level (low/average/high). Is your salary sufficient to meet your basic needs?
Emotional state	Likert scale, open-ended	Do you feel tired at the end of the working day? Do you feel less motivated to work?
Psychological support	Closed	Do you have a psychological support service for teachers at your university?
Assessment of professional motivation	Likert scale	Do you feel satisfied with your profession? How motivated are you to continue working in education?

Source: compiled by the authors

A comprehensive methodological approach was used to obtain reliable data. First, participants filled out a questionnaire containing questions about their level of satisfaction with their salary, working conditions, availability of professional and psychological support, degree of fatigue, and motivation to work. Next, the MBI – Maslach Burnout Inventory (Maslach & Jackson, 1981) methodology was applied. Adapted for Russian-speaking participants, this methodology made it possible to quantitatively assess the severity of three components of burnout: emotional exhaustion, depersonalisation, and personal accomplishment. The validated Russian adaptation of the Maslach Burnout Inventory questionnaire included 22 statements grouped into three scales:

1. Emotional exhaustion (9 points) – for example, “I feel emotionally drained from work”.
2. Depersonalisation (5 points) – for example, “I have become more callous towards my students”.
3. Reduction in personal achievements (8 points) – for example, “I feel that I have achieved a lot in my profession” (inverse scale).

Responses were rated on a seven-point Likert scale ranging from “never” to “daily”. Data collection was carried out by the authors of the study in collaboration with coordinators. All questionnaires were coded and anonymised. Full confidentiality of the data obtained was ensured in accordance with the Guidance Note of the European Commission on Ethics and Data Protection (2021).

Within the empirical part of the study, an important addition to the questionnaire was semi-structured interviews with teachers aimed at deeper understanding of subjective experiences related to professional burnout and the impact of salary levels on emotional state and motivation. The use of interviews made it possible to obtain qualitative data that supplemented and refined the quantitative results collected through questionnaires and surveys. The interviews were conducted in person, individually, and lasted between 25 and 40 minutes. To ensure reliability and enable subsequent analysis, all interviews (with the consent of the participants) were recorded on a voice recorder and then transcribed manually. Confidentiality was strictly observed: the names of the participants were not disclosed, and the recordings were stored in encrypted form. The structure of the interviews included the following thematic blocks:

- Perception of salary level and fairness;
- Emotional experiences related to professional stress;
- Feeling tired, burnout, loss of interest in work;
- Sources of support (from the administration, colleagues, family);
- Motivation to continue working at school;
- Opinions on possible measures to improve working conditions and prevent burnout.

Examples of questions: How do you assess your salary compared with the amount of work you do? Do you ever feel tired, apathetic or irritable after a day at work? Do you feel that your work is undervalued? What forms of support do you consider most effective in reducing burnout?

The analysis of the interviews was conducted using qualitative content analysis: key themes, recurring meanings, emotional emphases, expressions of dissatisfaction, anxiety or, conversely, satisfaction were identified. Based on the data obtained, typical scenarios of burnout were formulated, and differences in emotional attitudes towards work between groups with different income levels were identified. IBM SPSS Statistics 27.0 software was used for statistical analysis of the data obtained during the study. Descriptive statistics (averages, medians, standard deviations), Pearson’s correlation analysis, analysis of variance (ANOVA) and Student’s t-test were used to identify significant differences between groups with different income levels and severity of burnout symptoms. The empirical research methodology was aimed at ensuring high data validity and representativeness, while a multi-level approach allowed for covering both quantitative and qualitative aspects of the problem under study.

■ RESULTS AND DISCUSSION

The results of the study showed that teachers with low salaries were significantly more likely to demonstrate high levels of emotional exhaustion and depersonalisation, as well as reduced professional self-esteem. In contrast, among participants with higher incomes or access to psychological support programmes, the level of burnout was significantly lower. Thus, the empirical study confirmed the hypothesis of a significant influence of material factors on the development of professional burnout and emphasised the need for systematic measures to improve working conditions and the moral and psychological climate in the educational environment. The questionnaires and interviews conducted

during the study confirmed the significance of the relationship between teachers' salary levels and the degree of their professional burnout.

Data analysis showed that among the teachers surveyed, 70% receive salaries below the average for the region, with this group exhibiting higher levels of burnout symptoms, including emotional exhaustion and depersonalisation. The interview results confirmed the statistical findings: low salaries are often accompanied by feelings of helplessness, fatigue, and a lack of prospects. At the same time, teachers with higher incomes, especially those with internal motivation and professional recognition, demonstrated greater satisfaction with their work and were less susceptible to burnout.

During the study, the average emotional exhaustion score among teachers with low salaries was 28.7 points on the MBI scale (with a critical level of 27 and above),

while among teachers with above-average salaries, it was 19.3 points. Similarly, depersonalisation scores in the first group reached 12.4 points, which is significantly higher than the average scores in the second group (7.1 points). Personal effectiveness, on the other hand, was lower among teachers with low salaries, indicating a decline in professional satisfaction and a sense of success. Correlation analysis confirmed a statistically significant negative relationship between salary level and emotional exhaustion ($r = -0.62$, $p < 0.01$), as well as between salary and depersonalisation ($r = -0.54$, $p < 0.01$). Multiple regression results showed that salary level is one of the key predictors of professional burnout, along with work intensity and level of social support. In particular, a 10% increase in salary is associated with a decrease in emotional exhaustion by an average of 3.5 points. The results of the teacher survey are presented in Table 2.

Table 2. Results of the survey of teachers on signs of professional burnout depending on salary level ($n = 50$)

Indicator	Teachers with low salaries (below the regional average, 70% of the sample, $n = 35$)	Teachers with above-average salaries (30% of sample, $n = 15$)
Emotional exhaustion (according to the MBI scale, average score)	28.7	19.3
Depersonalisation (average score)	12.4	7.1
Personal effectiveness (trend downward, subjective)	Low satisfaction and sense of failure	Moderate/high satisfaction
Correlation between salary level and exhaustion	$r = -0.62$, $p < 0.01$	–
Correlation between salary level and depersonalisation	$r = -0.54$, $p < 0.01$	–
Expected reduction in depletion with a 10% increase in wages	by an average of 3.5 points	–
Quality comments (based on interview data)	“Feeling unappreciated, stressed, unfair”; “Financial difficulties worsen the quality of life”	“Greater stability and less psycho-emotional stress”

Source: compiled by the authors

During the interviews, teachers noted that low salaries create a sense of undervaluation and injustice, increasing stress and negatively affecting motivation. “When you feel that your work is not properly paid, it demotivates you and reduces your desire to give your all”, said one of the study participants. In addition, many respondents linked financial difficulties to a deterioration in their quality of life, which exacerbated their psycho-emotional state and contributed to the accumulation of stress.

The results of the study correspond to the conclusions of scientists from other countries, who emphasised the role of material factors in the formation of professional burnout syndrome. For example, in the work of J. Smith *et al.* (2022), it is indicated that low pay is one of the most significant stressors among teachers, affecting their emotional well-being and willingness to continue working. Similar data are presented in a study by S. Doan *et al.* (2024), where salary is identified as a critical factor influencing staff turnover and the overall effectiveness of the education system. However, as interviews and literature analysis have shown, material factors are not the only ones influencing burnout. Organisational and social aspects, such as

the quality of leadership, recognition of merit, opportunities for professional growth, and the level of support from colleagues, are also important. The results confirmed that high workloads and insufficient financial compensation create a vicious circle, increasing stress and contributing to burnout. Similar conclusions were reached in a study by S. Pakdee *et al.* (2025). In a context of constant reform and growing demands on teachers, it is important to consider the problem not only from the perspective of increasing salaries, but also from the perspective of comprehensively improving working conditions and creating a support system. In addition, there is a significant difference in the perception of burnout and salary between teachers with different lengths of service. Young professionals more often point to low salaries as the main stress factor, while experienced teachers emphasise the importance of recognition and working conditions. This indicates the need for a differentiated approach to burnout prevention depending on professional experience.

It should be noted that an increase in financial remuneration can have a positive impact not only on reducing burnout symptoms, but also on the overall motivation

and quality of teachers' work, which ultimately affects students' educational outcomes. Teachers who are satisfied with their working conditions show greater commitment, creativity and initiative, contributing to the creation of a favourable educational climate. Conversely, teacher burnout can be transferred to their students (Tikkanen *et al.*, 2021). According to the burnout theory of C. Maslach & S. Jackson (1981), professional burnout is a psychological syndrome that arises in response to prolonged professional stress and includes three key components: emotional exhaustion, depersonalisation, and reduced personal accomplishment. Contemporary research, including the present study, confirms that teachers are at increased risk because their work requires constant emotional involvement, high responsibility, and interaction with people, often in conditions of insufficient material and social support. According to A. Stol (2023), one of the key factors contributing to emotional exhaustion among teachers is the imbalance between work effort and remuneration. Most teachers in municipal schools, due to low salaries and a shortage of teachers, are forced to choose increased workload at school and tutoring to increase their income. Similar conclusions are presented in the work of S. Egoryshev (2023), which notes that chronic stress caused by underappreciation of work leads to the development of depersonalisation and a decrease in the sense of professional significance. Authors from other countries also emphasise the link between low wages and emotional burnout. For example, M. Leiter & C. Maslach (2024) presented the main conceptual changes relating to professional burnout, and in a study by E. Skaalvik & S. Skaalvik (2020) emphasise that low income reduces intrinsic motivation and increases feelings of injustice, which in turn accelerates emotional burnout.

The results obtained in the current study are also consistent with a broader understanding of the factors influencing teachers' occupational health. In particular, the study by N. Kotsur & L. Tovkun (2023) highlights the problem of the deterioration of teachers' psychosomatic health and the increase in the risks of occupational pathology. The authors emphasise that in modern conditions, the influence of such negative psychological factors as chronic stress, neuropsychological tension, fears, anxiety and depression is increasing. It has been found that these factors can lead to the development of emotional burnout syndrome, especially among teachers who are at risk. This confirms the observation that high levels of workload and stress, caused in part by external circumstances, are significant predictors of burnout. Authors R. Bianchi *et al.* (2013), I. Schonfeld & R. Bianchi (2016) also established a direct link between burnout and depression. A study by L. Kaskova & N. Morhun (2024) showed that indicators of life meaning also play an important role in the system of factors contributing to professional burnout among teachers. A link has been identified between the level of meaning in life and the characteristics of professional burnout. This complements the conclusion that a comprehensive approach to burnout prevention is

necessary, including the development of teachers' internal resources and the formation of a positive attitude towards their work. A study by N. Metelska (2023) focuses on the characteristics of self-esteem among teachers with varying levels of emotional burnout. Despite fairly high levels of self-approval and positive self-esteem, the teachers surveyed reported feeling that their personality was not interesting to those around them and their colleagues, which may indicate a certain emotional closedness and detachment characteristic of emotional exhaustion. This is consistent with the idea that recognition and support from colleagues and management are important factors in preventing burnout, as positive self-esteem and a sense of self-worth reduce the risk of emotional exhaustion and depersonalisation.

Thus, the results of this study emphasise the need for a comprehensive approach to addressing the problem of professional burnout among teachers. Increases in salaries should be accompanied by organisational measures aimed at optimising workloads, developing professional competencies and creating an effective system of social and psychological support. Based on the study, the authors formulated a number of comprehensive recommendations aimed at reducing the level of professional burnout among teachers and increasing their motivation to work.

One of the key areas is the development and of programmes that help strengthen professional motivation and reduce stress. Within such programmes, it is important to consider both internal and external motivational factors. Internal factors include opportunities for self-fulfilment, professional growth, recognition of achievements and autonomy in decision-making. External motivation can be enhanced through the creation of a fair bonus system, access to resources and support from management. In addition, corporate support practices, regular training on stress management and burnout prevention, as well as activities to foster a positive and respectful atmosphere in the workplace should be implemented.

The study confirmed the need for a systematic approach to the prevention of occupational burnout, which includes not only material measures, but also organisational, social and psychological components. To effectively reduce the level of burnout, the following is required:

1. Optimising workloads, including redistributing responsibilities and introducing flexible working arrangements to reduce the risk of chronic fatigue.
2. Implementation of professional development and training programmes aimed at developing stress resilience, self-regulation skills and emotional hygiene.
3. Creating conditions for career growth and development that foster a sense of professional success and recognition among teachers.
4. Improving working conditions for teachers, including providing them with the necessary teaching materials and modern technical equipment, as well as creating comfortable and safe conditions in the educational environment.

5. Organising systematic work on the professional development of teachers. Professional development should not be formal, but should take into account the real needs of teachers and be aimed at mastering modern educational technologies, developing digital competence and introducing innovative teaching methods.

6. Development of a psychological support system for education workers. Every educational institution should provide access to a professional psychologist who will work not only with students but also with teachers.

7. Financial remuneration should correspond to the level of responsibility, qualifications and significance of the teacher's work in society. In this regard, it is recommended to consider the possibility of a gradual increase in salaries, especially in regions where they are significantly below the national average.

The comprehensive implementation of these measures will contribute to the formation of a sustainable system of professional support for teachers, reduce burnout and increase the effectiveness of the educational process. In addition to the above measures, attention should be paid to the development of a system of mentoring and professional support for young specialists. Beginning teachers often face high levels of stress, lack of confidence in their abilities, and lack of practical experience, which can be a factor in early professional burnout. In this regard, it is recommended to introduce the institution of mentors-experienced teachers who will provide methodological and emotional support to young colleagues in the early stages of their professional careers.

It is also relevant to consider introducing regular monitoring of teachers' psycho-emotional state at the level of educational institutions, districts or regions. Timely identification of signs of professional burnout will allow for a rapid response to the problem by offering individualised support measures, such as participation in training, temporary reduction of workload, rotation of duties or referral to a specialist for consultation. Anonymous questionnaires or psychological testing conducted once or twice a year, as well as the creation of an internal database of recommendations and resources for self-regulation, can be effective tools. In addition, it is important to ensure that teachers are involved in decisions concerning the educational process and the organisation of work. A sense of involvement, the opportunity to influence work processes and be heard significantly reduces anxiety, fosters a sense of meaning in one's work and increases job satisfaction. The implementation of the proposed recommendations will improve the psychological and emotional well-being of teachers, increase their motivation and professional effectiveness, which, in turn, will have a positive impact on the quality of the educational process and reduce staff turnover in the education system. In conclusion, it can be concluded that

the close link between salary levels and the degree of burnout among teachers is a convincing argument in favour of implementing measures to improve the financial situation of education workers as an important component of a strategy to prevent professional burnout. In this regard, it can be argued that the results of the study can be used by heads of educational institutions and management bodies to develop programmes to support teachers and improve the quality of the educational process as a whole.

■ CONCLUSIONS

The study found a significant correlation between teachers' salaries and the degree of their professional burnout. Teachers with lower salaries demonstrate higher levels of emotional exhaustion, depersonalisation and reduced professional effectiveness. This indicates that financial factors play a key role in the formation and development of burnout syndrome among education workers. Apart from salary, this study showed that factors such as high workload, lack of social and administrative support, and limited opportunities for career growth and professional development have a significant impact on professional burnout. The presence of complex stressors creates a negative psycho-emotional background, leading to a decrease in motivation, deterioration in the quality of teaching and an increase in staff turnover.

Thus, the prevention of professional burnout requires a systematic approach that encompasses the material, psychological, organisational and social aspects of teaching. Only a comprehensive strategy, supported at all levels, from the collective to the state authorities, can lead to real improvement in the situation, the preservation of teachers' health and motivation and, as a result, to an improvement in the quality of education as a whole. Further research could focus on evaluating the effectiveness of preventive measures and developing tailored support models for teachers, taking into account regional and institutional characteristics.

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■ CONFLICT OF INTEREST

The authors declare that there is no conflict of interest related to the conduct and publication of this study.

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Мугалимдердин кесиптик чарчоосу: себептери, кесепеттери жана алдын алуу жолдору

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Аннотация. Туруктуу реформалар жана өзгөрүүлөр жүрүп жаткан заманбап билим берүү системасынын шарттарында педагогдордун кесиптик күйүп кетүү маселеси өзгөчө актуалдуулукка ээ болууда. Бул илимий макала мугалимдердин эмгек акысынын деңгээли менен алардын кесиптик күйүп кетүүсүнүн ортосундагы өз ара байланыштын комплекстүү изилдөөсүнө арналган. Жумуш жүгүнүн көбөйүшү, администрациянын, ата-энелердин жана коомчулуктун жогорку талаптары, квалификацияны тынымсыз жогорулатуу жана санариптик технологияларга ыңгайлашуу мугалимдин кесиптик ишмердүүлүгүндөгү стресске дуушар кылуучу факторлорду күчөтүүдө. Ушундай шарттарда материалдык фактордун, айрыкча, эмгек акынын кесиптик күйүп кетүү синдромуна тийгизген таасири курч маселе катары чыгууда. Бул илимий макаланын максаты – мугалимдердин эмгек акы деңгээли менен кесиптик күйүп кетүү даражасынын ортосундагы байланыштарды изилдөө, ошондой эле материалдык фактордун мугалимдердин психоэмоционалдык абалына, мотивациясына жана кесиптик ишмердүүлүгүнүн натыйжалуулугуна тийгизген таасирин аныктоо болуп саналат. Изилдөөнүн жүрүшүндө илимий адабияттарды талдоо жана жалпылоо ыкмасы, социологиялык сурамжылоо (анкета), интервью алуу жана статистикалык талдоо ыкмалары колдонулду. Аталган изилдөөнүн жыйынтыгында мугалимдердин эмгек акы деңгээли менен алардын кесиптик күйүп кетүү даражасынын ортосунда туруктуу байланыш бар экендигин тастыктаган маанилүү маалыматтар алынды. Башкы жыйынтыктар төмөнкүдөйчө жалпыланат: мугалимдердин 70 %дан ашыгынын эмгек акысы төмөн деңгээлде экени аныкталды, корреляциялык талдоо материалдык сыйлык деңгээли менен күйүп кетүү симптомдорунун күчтүүлүгүнүн ортосунда түз көз карандылык бар экенин көрсөттү. Ошондой эле, мугалимдердин кесипке болгон мотивациясы жана ишке канааттануусу жалаң эле эмгек акыга эмес, башка факторлорго да байланыштуу экени аныкталды. Изилдөөнүн жыйынтыктары билим берүү жана кадрлар менен иштөө тармагындагы ар кандай адистер жана мекемелер үчүн практикалык жана теориялык мааниге ээ. Изилдөөнүн жыйынтыктарын билим берүү мекемелеринин жетекчилери, билим берүү башкармалыктарынын адистери, илимий кызматкерлер, ЖОЖдордун окутуучулары жана аспиранттары, психологдор жана күйүп кетүүнүн алдын алуу боюнча адистер пайдалана алышат.

Негизги сөздөр: эмоционалдык чарчоо; деперсонализация; стресс; мотивация; эмгек шарттары; психологиялык колдоо

Профессиональное выгорание педагогов: причины, последствия и способы профилактики

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Аннотация. В условиях современной образовательной системы, находящейся в состоянии постоянных реформ и трансформаций, проблема профессионального выгорания педагогов приобретает все большую актуальность. Данная статья посвящена комплексному исследованию взаимосвязи между уровнем заработной платы педагогов и степенью их профессионального выгорания. Увеличение объема рабочей нагрузки, высокие требования со стороны администрации, родителей и общества, необходимость постоянного повышения квалификации и адаптации к цифровым технологиям значительно усиливают стрессогенные факторы в профессиональной деятельности учителя. На этом фоне особенно остро встает вопрос о роли материального фактора, в частности, уровня заработной платы, в формировании и развитии синдрома выгорания. Целью научной работы было изучение взаимосвязи между уровнем заработной платы педагогов и степенью их профессионального выгорания, а также выявление влияния материального фактора на психоэмоциональное состояние, мотивацию и эффективность профессиональной деятельности учителей. В ходе исследования были применены методы анализа и обобщения научной литературы, социологический опрос (анкетирование), метод интервью, статистический анализ. В результате были получены значимые данные, подтверждающие наличие устойчивой взаимосвязи между уровнем заработной платы педагогов и степенью их профессионального выгорания. Более 70 % опрошенных учителей сообщили о низком уровне заработной платы; корреляционный анализ выявил прямую зависимость между уровнем материального вознаграждения и выраженностью симптомов профессионального выгорания. В то же время установлено, что мотивация к профессиональной деятельности и удовлетворенность трудом напрямую зависят не только от заработной платы. Результаты исследования представляют практическую и теоретическую ценность и могут быть использованы различными категориями специалистов и учреждений в сфере образования и управления персоналом: руководителями образовательных учреждений, специалистами органов управления образованием, научными работниками, преподавателями вузов и аспирантами, психологами и специалистами по профилактике выгорания.

Ключевые слова: эмоциональное истощение; деперсонализация; стресс; мотивация; условия труда; психологическая поддержка