Relationship between the Syndrome of Emotional Burnout and Characterological Qualities of a Person, Comparative Aspect

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Abstract: The article reviewed the specifics of the phenomenon of emotional burnout, the leading symptoms and phases of emotional burnout, characterological features that contribute to the emergence and development of a syndrome of emotional burnout.

The author analyzes emotional burnout as a complex multidimensional dynamic entity that manifests itself specifically and develops over a long time: the chronic state of emotional, mental, and physical exhaustion. Mathematical data processing and graphical presentation of the results were carried out using the computer software package of statistical software SPSS 11.5. The results of this study confirm the suggested assumptions about the existence of reliable statistically significant relationships between all the symptoms of the phenomenon of "emotional burnout" (with a probability $p < 0.01$), excluding the symptom of "emotional detachment", which has no correlation with the symptoms of "anxiety and depression", "expansion of the sphere of saving of emotions", "Psychosomatic and psycho-vegetative disorders".

Keywords: *interculturalism; intercultural education; European competence; curriculum documents.*

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1. Introduction

At the present time the problem of preserving the workforce in the social sphere is particularly acute. Most specialists do not work in their area of specialty. Those who devote themselves to study, education, treatment, counseling, etc., are usually helpless in situations of occurrence and formation of a phenomenon called the phenomenon of "emotional burnout", characterized by a combination of negative mental experiences, "emotional exhaustion" from prolonged stress, physical fatigue and, ultimately, the emergence of psychosomatic disorders, which negatively affects both personality and the effectiveness of professional activity. In order to withstand adverse factors and consequences individuals in different fields of activity need to have a certain amount of psychological knowledge, practical skills and abilities already in the first years of their professional activity. People often make a special effort and need the help of specialists of various spheres: medical, pedagogical, psychological to strengthen professional "endurance", adaptability, and for the promotion of professional activity and maximum full-fledged life.

As a rule, labor positively affects a person and his personality features. However, professional development can be destructive. The negative impact of the profession on the personality can be both partial and complete. With the partial regression of professional development only one element is affected. Full regression means that the negative processes affected a separate structure of the psychological system of activity, leading to its destruction, which in turn, can reduce the effectiveness of the activities. The sign of negative influence of the profession on the personality is the appearance of various professional deformations or specific states. The phenomenon of "emotional burnout", which is widely known abroad and is still not sufficiently investigated in the national science, is considered by a specific professional state of chronology (Ilyin, 2002).

The features of burnout syndrome are most clearly manifested in the so-called risk group - the profession in the "person-person" system. Workers in that area must demonstrate communicative competence, tolerate intensive communication with others, and be responsible. Daily emotional stress potentially enhances the difficult experiences associated with professional activity (Ilyin, 2002).

The process of professional burnout development is a gradual accumulation of negative emotions that do not have an adequate output; the person demonstrates increased tension in communicating with colleagues at

work, friends and acquaintances; gradually emotional chronic fatigue goes into physical; and sleep disorders may be the result – and consequentially a person has no strength to work. Gradually chronic fatigue causes a state of apathy and depression, flares of irritation, a sense of tension, and discomfort.

"Emotional burnout" is characterized by the simultaneous or sequential formation of the phases of "stress", "resistance" and "exhaustion" and the manifestation of symptoms: dissatisfaction with oneself, "trapping in a cage", the experience of traumatic situations, anxiety and depression, inadequate electoral emotional response, emotional and moral disorientation, expansion of the sphere of saving of emotions, reduction of professional duties, emotional deficit, emotional detachment, personal detachment, psychosomatic and psycho-vegetative violations. In the development of the phenomenon of emotional burnout, most researchers have distinguished from three to five stages, characterized by the expansion of the range of symptoms (signs) and an increase in the intensity of their manifestations (Plutchik, Kellerman, Conte, 1979).

2. Review of literature

The emergence of stress depends on the changing environment, and on the individual personality. One can say that professional stress is a phenomenon that affects the financial and socio-psychological stability of enterprises or organizations and the state of "human resources". Particularly striking effects of stress are manifested in pedagogical activity, the medical sphere due to their saturation with such stressors as: responsibility for the development of the younger generation, health, and often people's lives, active interpersonal interaction, increased emotional tension, insufficient social assessment, etc. One of the worst consequences of long-term professional stress is the burnout syndrome.

Note that the term "professional burnout" was first used by the American psychiatrist H. Freudenberger (1974) to refer to the mental state of healthy people who are constantly in an emotionally overloaded atmosphere due to the fact that their professional activities require intensive communication. Further research on this phenomenon concerned the professional activities of medical staff and social workers.

Studies of the phenomenon of "emotional burnout" are devoted to the research of many scholars: (Boyko, 1996; 2008), (Vodopyanova, 2000), (Ivleeva & Shatalova, 2003), (Kondo, 1991), (Maslach, 2001), (Orel, 2001), (Pines, 1988), (Formanyuk, 1994). Discovered in the medical profession, this

phenomenon continues to spread, crossing the boundaries of the social class.

The problem of "emotional burnout" does not have a single conceptual basis and there are many theories of the emergence of the phenomenon of emotional burnout. Among the various approaches can be distinguished three main ones depending on the source of its occurrence: individual, interpersonal, and organizational. However, this manner can add an insufficiently high level of professional competence (among young specialists) and psychological knowledge.

Studies that relate to an individual approach focus on the symptoms experienced by "burned-out" individuals. "Burnout" is considered as a syndrome consisting of many interconnected symptoms in which depletion prevails. Shattered expectations and goals are considered as the main cause of "burnout". This approach may include the work of (Plutchik, Kellerman, Conte, 1979), (Kondo, 1991), (Thornton, 1992), (Schaufeli, Yanczur, 1994), (Kondo, 1991). The main representative of this approach to the problem of "burnout" is A. Pines (1988). Based on existential psychology, the main cause of "burnout," A. Pines considers unsuccessful search for the meaning of life in the professional field (Pines, 1988). In her opinion, "burnout" is most likely to occur in social workers with a high level of aspirations. When highly motivated individuals who identify themselves with their work and consider it to be significant, socially useful, fail to achieve their goals and feel that they are not able to make a significant contribution, they experience "burnout". Work, which was the meaning of life for the individual, causes him disappointment, the development of which leads to "burnout" (Schaufeli, Yanczur, 1994).

At the first stage of the development of the phenomenon of emotional burnout, professional activity is the main value and meaning of the person's life: "the one who burns out, had to shine" once. This "flame" does not have any negative consequences, provided that there is proper satisfaction. In case of discrepancy between one's own contribution and the received or expected reward, the first signs of "burnout" appear. There is a depersonalization of the relationship between the participants in the process, which suppress manifestations of humane forms of behavior among people and poses a threat to the personal development of representatives in a social profession. At the same time, other researchers consider the more important personality characteristics (low self-esteem, high neuroticism, anxiety, etc.) (Maksimenko, Karamushka, Zaichykova, 2006).

Representatives of interpersonal approaches perceive the traditional cause of "burnout" in the asymmetry of relations between employees and

clients, which emphasizes the importance of interpersonal relationships in the event of a "burnout". Professor of the University of California K. Maslach (1997) interprets professional burnout as a syndrome of physical and emotional exhaustion, defines its components: the development of negative self-esteem, passive attitudes toward work, loss of understanding and compassion. The psychologist notes that professional burnout is not a loss of creative potential, but an emotional exhaustion that occurs on the background of stress in the process of interpersonal communication. In particular, K. Maslach (2001) believes that the main cause of "burnout" is a tense relationship between customers and employees. The psychological danger of such relationships is that professionals deal with human problems that carry a negative emotional charge, which is a heavy burden on their shoulders. Representatives of the interpersonal approach emphasize the fact that in most cases, emotional disturbances arise from everyday interaction with demanding and restless clients (Maslach, Schaufeli, Leiter, 2001).

In contrast to the above-mentioned approaches, the organizational approach focuses on the factors of the working environment as the main source of "burnout." These factors include a large amount of work and, above all, its repetitive component, narrowing the scope of contacts with customers, lack of autonomy in work. As pointed out by Thornton (1992), any factor leading to a lack of balance between requirements and personal resources may be a source of "burnout" (Thornton, 1992).

"Burnout" is also related to the fact that work may be: extra long hours, but not evaluated properly, has a complexity that requires exceptional productivity or appropriate training. The development of "burnout" is also promoted by uncertainty and lack of responsibility. This is a continuously high level of stress (stress); about over loading by hierarchical interactions in a team; about waiting for additional efforts from an employee with a minimum reward for it; the lack of concern for moral standards; the lack of participation of employees in the decision-making process (Maslach C, Schaufeli W., Leiter M. P., 2001).

E. Ilyin (2002) adds to organizational factors that contributing to the development of "burnout" conflicts in interpersonal relations, lack of support from colleagues (Ilyin, 2002). K. Leonhard indicates that access to adequate support of the team and leadership is a factor in the deceleration of "burnout" (Leonhard, 1989).

We would add to all of the above factors that sometimes low professional competence and lack of psychological knowledge could play a prophylactic role in the emergence and development of the phenomenon of "emotional burnout" (Ilyin, 2003).

On the one hand, the analysis of scientific literature and research thematically associated with it, shows the lack of a single point of view regarding the understanding of the essence and content of the phenomenon of "emotional burnout", factors of its origin, stages or stages of its development. To date, there is not enough research that has been systematic in nature to address the issues of this problem. Obviously there is a contradiction between the need of society to be professionally active, and driven while managing stress and the lack of a system of means aimed at maintaining the necessary level of efficiency of their professional activities.

Based on the foregoing, we will adhere to the idea that the phenomenon of "emotional burnout" is a complex multidimensional dynamic entity, which manifests itself as "a specific and developing for quite a long time, a chronic state of emotional, mental, physical exhaustion" (Maslach, Schaufeli, Leiter, 2001). The development of this phenomenon is characterized primarily by altruistic occupations, where care for people (social workers, doctors, nurses, teachers, etc.) prevails.

3. Design and methods

3.1. The aim of article

The purpose of our study is to explore the specifics of the phenomenon of emotional burnout, to identify the leading symptoms and phases of "emotional burnout", to identify the significance of characterological features in the emergence and development of the "emotional burnout" syndrome.

3.2. Participants

An analysis of the theoretical base made it possible to conduct an empirical study, which took place in two stages. A total of 110 people participated in the study. All subjects are representatives who work in professions requiring social interactions. Of these, two groups were formed:

- a group of pedagogical workers of the Pre-school institutors in city of Chernivtsi and the surrounding region - 50 people;
- a group of medical workers of medical institutions of the city of Chernivtsi and surrounding region - 60 people.

The criterion for the selection of these groups is specifically their professional activity: age categories that experts interact with, the nature and purpose of interaction, the psychological and pedagogical preparedness of employees. In turn, for solving individual tasks, each group was divided into subgroups in accordance with their professional experience: 1-5 years of

work, 6-12 years of work, over 12 years of work. The same sample of our study was made by specialists who had work experience from one to fifteen years in a certain field of activity.

3.3. Methods

Emotional burnout

The advantage of the technique "Diagnosis of the level of emotional burnout" by V. Boyko (2008) consist in a aggregate picture of the phenomenon of "emotional burnout", allows you to see the leading symptoms of "burnout". Operate the semantic content and quantitative indicators calculated for different phases of the construction of the "burnout" syndrome, one can give a sufficiently voluminous characterization of the personality, outline individual prophylactic measures and psycho-correction.

The method determines the degree of development of individual symptoms and phases of "emotional burnout". The purpose of using the technique in this research is to determine to what extent the individual (group) has formed the symptoms and phases of "emotional burnout," or he has a tendency to develop this phenomenon.

Accentuation of character

Method of determining the accentuation of the character of K. Leongard-Schmidek (1989). This tool can identify the dominant type of accentuation character of the subjects and determine the appropriate types of personality features.

Purpose of use: to identify the meaning of characterological features of the emergence and development of a syndrome of "emotional burnout".

Statistical Methods

Analysis of average values; method of percentage; analysis of rank correlation of Spearman, that allows to determine the quantitative measures of the relation between variables (between symptoms of the phenomenon of emotional burnout and certain individual psychological characteristics); non-parametric *U-value of Mann -Whitney* for defining authentic differences in one or more changes (symptoms of the discovering phenomenon) in the above mentioned groups and subgroups.

Mathematical data processing and graphical presentation of the results were carried out using the computer software package of statistical software SPSS 11,5.

4. The results of the research – statistic data and their interpretation

The first task was to determine the presence of "emotional burnout" and the significance of its impact on professional activities. Tasks of the second stage were: 1) studying the features of the phenomenon of "emotional burnout"; 2) identification of personal accentuations of representatives of various professional groups with different work experience and their role in the emergence and development of the phenomenon of "emotional burnout".

The result of the experimental study highlighted three levels of development of the phenomenon of emotional burnout. This criterion was the general score of points obtained as a result of the indicators of all the symptoms and testified to the level of formation of the phenomenon of emotional burnout in the subjects. According to the task of this stage, it was discovered how specialists with low, moderate and high levels of emotional burnout phenomenon among pre-school employees and health care workers are distributed.

In the group of employees of pre-school educational establishments there is a high phenomenon of emotional burnout - 37%, in the group of medical workers - 33%.

In the subgroups selected according to the criterion of professional experience (from 1 to 5 years of work, from 6 to 12 years and over 12 years of work), the distribution of specialists in preschool and medical institutions with a high, moderate and low level of development of the phenomenon of emotional burnout manifests itself similarly.

Regardless of the years of experience, the number of subjects, in which the phenomenon of emotional burning is a unformed $1/3$, with the phenomenon of emotional burn-out at the stage of formation at $1/2$, with the emerging phenomenon of emotional burn-out - $1/3$.

Employees who have high-level indicators of the phenomenon of "emotional burnout", regardless of the group (years of experience or field of activity), makes about $1/3$. The first conclusion, which can be made such relations of "burning out" and "burned out" are logical.

The results of the experimental study indicate that the most consistent and steady development of the phenomenon of "emotional burnout" occurs among employees of preschool institutions. Representatives of the medical group are distinguished by higher indicators and individual symptoms of "burnout", and the formation of phases and the phenomenon in general at the stage of the first five years of work, but then there is a tendency to decrease these indicators. In the opinion of S. Ivleeva & T.

Shatalova (2003), who study the phenomenon of emotional burnout in the field of medical workers, the signs of the phenomenon of "emotional burnout" may appear from the first months of work (Ivleeva & Shatalova, 2003). Indeed, the tendency of the younger to "burnout" is explained by the emotional shock they experience when faced with reality, which often does not meet their expectations (Schaufeli, Yanczur, 1994). As a rule, the risk of a phenomenon of emotional burnout increases in the 3rd-4th year of work, when the feeling of novelty is lost, and requirements increase. The requirements of others are becoming even greater. Those who overcome this border remain in the profession more calmly, although there may be exceptions, noted S. Ivleeva & T. Shatalova (2003).

Use of the U-criterion by Mann Whitney has allowed to reveal the significant differences in the samples with different experience for the following parameters:

- the workforce of the pre-school institutions, "the experience of psycho-traumatic situations" ($p < 0,05$), "dissatisfaction with themselves" ($p < 0,01$), "inadequate emotional response" ($p < 0,01$), "expansion of the sphere of saving of emotions" ($p < 0,01$), "reduction of professional duties" ($p < 0,05$), "psychosomatic and psycho-vegetative disorders" ($p < 0,05$) are significantly higher, where the professional experience is greater than 12 years. Such employees seek to spend as little time as possible on their professional duties, feel poor health, minimize emotional contributions to work and are dissatisfied with their professional activities and themselves as professionals.

Fig.1. Indicators of emotional burnout among preschool workers.

Note:* – there is a significant difference between the indicators ($p < 0,05$).

The medical workers, "emotional and moral disorientation" ($p < 0,05$) and "reduction of professional duties" ($p < 0,05$) are higher in persons with professional experience less than 5 years. Such individuals are indifferent and avoid professional duties.

Fig. 2. Indicators of emotional burnout of medical workers.

Note: * - there is a significant difference between the indicators ($p < 0,05$).

According to the criterion of belonging to a particular profession, irrespective of the length of work, the following significant differences were found:

- the level of symptoms of "dissatisfaction with oneself", "anxiety and depression" among preschool workers is significantly higher than that of medical workers, and the manifestations of the symptom "reduction of occupational responsibilities" are more pronounced in healthcare professionals.

The staff of preschool intuitions are more dissatisfied with their own professions, they show increased anxiety and irritability at work, but spend less time performing their professional duties than medical workers.

Fig.3. Symptoms of emotional burnout among preschool and medical workers. Note: * - there is a significant difference between the indicators ($p < 0,05$).

On the basis of the above material it can be concluded that the specifics of professional activity, as well as the professional experience and competence of employees acquired with experience, affect the nature of the formation of the phenomenon of "emotional burnout", contribute to the greater development of certain symptoms. However, common to all, and therefore logical is the equally intense development of the phenomenon of emotional burnout in both professional groups during the first five years of work.

According to the author of the method used by us "Diagnostics of level of "emotional burnout" V. Boyko (2008), some symptoms may be dominant in the "emotional burnout" syndrome, while others are not yet formed; phases are not necessarily formed sequentially, since they reflect fundamentally different phenomena: reactions to external and internal events, techniques of psychological protection and the state of the nervous system. However, there is a mutually positive correlation between all the symptoms of the phenomenon of "emotional burnout" (with a probability $p < 0.01$), excluding the symptom of "emotional detachment", which has no correlation with the symptoms of "anxiety and depression", "expansion of the sphere of saving of emotions", "Psychosomatic and psycho-vegetative disorders". This fact, as well as a careful study of the data of specific subjects, suggests that, as a rule, the rates of all individual symptoms, as well

as the aggregate indices of all phases, are within the same values, or low, moderate or high.

In other words, the emergence and development of several symptoms before or after, usually "pull" the development of all others. This is a rather valid basis for the allocation of our total indicator of the level of formation of the phenomenon of "emotional burnout."

Consequently, we can consider two phenomena logical:

1) about the same number of "burned out" individuals in the two professional groups;

2) the same intensity of the development of the phenomenon of emotional burnout in the first five years of professional activity.

Therefore, it is especially important for us to pay attention to the factors that determine the development of emotional burnout, in particular, personal, represented by three components: individual-typological, cognitive, and behavioral. The main individual-psychological characteristic that contributes to the emergence and development of the phenomenon of emotional burnout, we consider a certain type of accentuation of character, which means the excessive expressiveness of individual traits of character and their combinations.

Quantitative analysis of the data of the test by K. Leongard-Shmyshek (1989) showed that in the two groups and subgroups, based on work experience, representatives of the hypertensive, emotional, disturbing and demonstrative accentuation prevail (Leongard-Shmyshek, 1989). Let's pay attention to the fact that almost two thirds and slightly less than half of the sample population have an emotional type of accentuation of character - 52 out of 110, which is 43% of the total number of subjects (Table 1).

Table 1. The ratio of high-level indicators
"Emotional burnout" with the accentuation of character

Group	Number of who have a of subjects high level "emotional burnout"	Number of subjects which have an emotional level accentualist character (from the "burned out")	% ratio of investigated emotional accentualist character to "Burned out"
Workers of preschool Institutions	21	13	61,9%
Medical workers	25	11	44%

The data in Table 1 indicates that the most prone to "emotional burnout" are representatives of the emotional type of accentuation of nature. K. Leonhard (1989) notes that empathy, humanity, softness, introverted personality types - qualities that contribute to the emergence and development of a syndrome of "emotional burnout." These qualities, as well as extreme vulnerability, the need for a special style of relationships, forgiveness, and deep feelings for any reason are characteristic of people with an emotional type of accentuation of nature.

In our study, leadership is taken by preschool workers, and a lower percentage in healthcare workers. Such a result is quite logical, according to which medical workers should have a moderate level of "softness" and empathy for the efficiency of their professional activities.

Qualitative and quantitative analysis of the accentuation of the nature of the subjects in groups with low, moderate and high level of development of the phenomenon of emotional burnout (PEB) made it possible to conclude that the phenomenon of "emotional burnout" is practically incapable of representatives of hyperthymic accentuation, moderately inclined representatives of the jitter, pedantic, excitatory, exalted, distemper, cyclotamine types, and to a large extent demonstrative, anxiety and emotional types (Table 2)

Table 2. Accordance of character accentuation types to the levels of emotional burnout

Level of PEB	Accentuation of character.
Low level PEB	Hyperthymic, jittery, pedantic, excitatory, exalted types.
The average level of PEB	Intrusive, pedantic, excitable, exalted types. Dysthymic, cyclotyme types. Emotional, demonstrative, disturbing types.
High level PEB	Demonstrative, disturbing. Emotional (sensitive) type.

Thus, the emotional accentuation of character is the leading individual and psychological characteristic that affects the process of the emergence and development of the phenomenon of emotional burnout.

4. Conclusions

As a result of our research, we can draw the following conclusions:

1) The phenomenon of "emotional burnout" is a complex multi-level dynamic formation and includes three levels: low, moderate and high. These levels determine the degree of the formation of emotional burnout and are indicators of the dynamics of its development.

2) Work Experience and specifics of professional activity influence the intensity and specific of the phenomenon of emotional burnout in representatives of various social professions: according to the increase in length of service, quantitative indicators of emotional burnout increase; in accordance with the specifics of the profession, the priority and intensity of the formation and manifestation of some symptoms in comparison with others is determined. At the same time, none of the professional groups is safe from the emergence of the phenomenon of emotional burnout. The most important are the general laws of its origin and development, rather than the specific features of its manifestation in representatives of different professions.

3) The leading factor in the emergence and development of the phenomenon of emotional burnout is personal. The components of the persons emotional state determine the structure and content of the phenomenon of emotional burnout: an individual-typological (characterized by a certain combination of individual psychological features), cognitive (characterized by the level of knowledge and awareness of their personal characteristics and emotional states, the skills of objective analysis of professional psycho-traumatic situations) and behavioral (which is characterized by the level of self-regulation skills of the emotional state and self-organization of their work) components determine development and structure of the phenomenon of emotional burnout. Particularly to this phenomenon, the representatives of the "emotional accentuation" of character with all the characteristics inherent in this type are inclined: empathy, humanity, softness, introverts - qualities that contribute to the emergence and development of a syndrome of "emotional burnout". These qualities, like extreme vulnerability, the need for a special style of relationship, forgiveness, deep feelings for any reason are characteristic of people with an emotional type of accentuation of character.

In our study, leadership is taken by preschool workers, and a lower percentage is for healthcare workers. Such a result is quite logical according

to which medical workers should have a moderate level of "softness" and empathy for the efficiency of their professional activities.

The results of the study do not claim to be comprehensive coverage of the problem, but they are promising for further scientific research.

The scientific novelty and theoretical significance of work repose in elaboration of conceptions and contents the phenomenon of "emotional burnout" on the base of generalization of theoretical information with regard to the problem of phenomenon of "emotional burnout"; in emphasizing individual factor as the leading factor in forming the phenomenon of "emotional burnout"; in description comprised characteristics of the level of its development.

Practical significance repose in the material, obtained as the result of diagnostic, that qualify and codify the content of the phenomenon of "emotional burnout" as a sophisticated and multilevel dynamic formation.

Prospects for further research. The individual-typological component in this study includes the type of accentuation of nature, in future studies we plan to consider the socio-psychological adaptation (as a result of the corresponding process) and the individual system of mechanisms of psychological protection.

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