

PROFESSIONAL BURNOUT IN TEACHERS AND ITS IMPACT ON CLASSROOM EFFECTIVENESS AND STUDENT ACHIEVEMENT**Askaraliev Mushtariybonu Alisher kizi**

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Abstract: *This thesis examines the nature, causes and consequences of professional burnout syndrome among teachers, analyzing its relationship with classroom teaching effectiveness and student academic achievement. Based on research findings, practical recommendations for preventing burnout and ensuring teacher well-being are provided.*

Keywords: *professional burnout, burnout, teacher effectiveness, student achievement, emotional exhaustion, depersonalization, psychological well-being.*

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In the 21st century, the rapid development of the education sector, technological changes and the growing demands of society place a great burden of responsibility on teachers. The intellectual and personal development of students, the high expectations of parents, administrative requirements and the necessity of professional growth — all of these become sources of chronic stress for teachers. If this pressure is not managed in time, it leads to professional burnout syndrome.

The concept of burnout was first introduced into scientific discourse in 1974 by the American psychologist Herbert Freudenberger, and subsequently the research of Christina Maslach and Michael Leiter made it possible to systematically study this syndrome across three dimensions — emotional exhaustion, depersonalization and a decline in personal effectiveness. It has been established that teachers are among the professional groups most susceptible to burnout in the labour market. In the course of educational reform in Uzbekistan, issues related to the mental health and professional well-being of teachers have not yet received sufficient attention. This study, conducted within the framework of the Master's programme at New Uzbekistan University, synthesises the experience of a private school in the Olmazor district of Tashkent and is aimed at analysing the problem from a practical and theoretical standpoint. The aim of the study: to determine, empirically and theoretically, the relationship between burnout symptoms in teachers and their classroom pedagogical effectiveness and student achievement.

The multidimensional model developed by Maslach and Leiter (the Maslach Burnout Inventory — MBI) remains to this day the most widely used methodological basis for measuring burnout. According to the model, the syndrome consists of three components:

- 1. Emotional Exhaustion** — the state in which the teacher is unable to give of their emotions and becomes mentally drained. This component is the most severe and the most easily diagnosed part of burnout.
- 2. Depersonalization** — the emergence of indifference, aloofness and even a negative attitude towards students. The teacher begins to perceive students not as human subjects, but as a source of problems.
- 3. Reduced Personal Accomplishment** — a loss of confidence in one's pedagogical work, the feeling that results are unsatisfying, hopelessness and low professional self-evaluation.

Researchers divide the causes of burnout into two groups. External (organisational) factors include: excessive teaching hours and additional responsibilities, low pay and lack of recognition, strong administrative pressure and supervision, shortage of resources, and disciplinary problems in the classroom. Internal (personal) factors include: perfectionism, the feeling of working to the point of exhaustion, difficulty asking for help, a low level of emotional resilience, and underdeveloped stress management skills.

A 2021 meta-analysis by Duke University consolidated the results of 109 studies conducted across 57 countries. According to the analysis, 35–50% of teachers experience moderate or high levels of emotional exhaustion. In developing countries, this figure is even higher due to a lack of systemic support. Pedagogical effectiveness is not merely the transfer of knowledge — it encompasses the ability to motivate students, provide emotional support, ensure an individual approach and create a creative environment in the classroom. Burnout is the syndrome that damages precisely these delicate skills first.

A teacher experiencing emotional exhaustion conducts lessons in a formal manner: makes no effort to introduce new methods, avoids individual communication with students and delivers lessons mechanically. Depersonalization, meanwhile, cools the student-teacher relationship and destroys the atmosphere of trust. As a result, a motivational vacuum forms in the classroom. Observations and interviews conducted at Al Jabr al-Khorazmiy Private School within the framework of the Master's practical research (n=18 teachers, October–December 2024) showed that: among teachers whose average MBI scores corresponded to a high level of emotional exhaustion, the number of questions posed to students during lessons decreased by a factor of 2.3, and the proportion of creative assignments decreased by a factor of 1.8. These teachers also displayed a tendency to finish lessons before time (ending lessons an average of 6.4 minutes early). The number of empirical studies demonstrating a link between teacher burnout and student achievement has increased sharply over the past decade. Hamre and Grunert (2019) noted that a study conducted across 312 schools in the USA identified a negative correlation ($r = -0.41$, $p < 0.001$) between the level of teacher burnout and students' standardised test results. When a teacher is not emotionally present for a student — that is, when they do not listen to the student's questions, do not identify their strengths and weaknesses, and do not apply a tailored approach for each lesson — the student is unable to retain knowledge in either short-term or long-term memory. On one hand, a teacher working under chronic stress finds it difficult

to give clear explanations and to re-explain topics that are not understood. On the other hand, students, sensing the teacher's condition, refrain from approaching them — which leads to an accumulation of gaps in knowledge.

According to school data (Al Jabr al-Khorazmiy, academic year 2023–2024): in classes taught by 5 teachers in whom clear signs of emotional exhaustion were observed, the average end-of-year grade was 4.12, whereas in classes taught by 13 teachers with moderate or low levels of burnout, this figure reached 4.51. The difference is statistically significant ($p = 0.03$). Not all teachers experience burnout to the same degree even under identical conditions. Research shows that psychological resilience, social support (from colleagues and management), a sense of professional autonomy and independence, and the use of mindful stress management (mindfulness) techniques serve as important protective factors against burnout. In our study, teachers capable of self-management and of setting professional boundaries were found to experience burnout less frequently. It was also noted that teachers receiving emotional support from school management showed burnout indicators 31% lower.

Professional burnout is not an individual weakness — it is a systemic problem. Burnout syndrome has a direct negative impact not only on the teacher's mental and physical health, but also on the classroom environment, the student-teacher relationship and, ultimately, on students' academic outcomes.

On the basis of the research, the following recommendations were developed:

For school management: regularly monitor the psycho-emotional state of teachers; apply MBI or similar diagnostic tools on an annual basis; distribute workload fairly and minimise the non-professional duties that have historically been imposed on teachers.

For teachers: establish and protect professional boundaries; apply mindfulness, breathing exercises and stress management strategies in daily life; regard seeking help from colleagues and specialist psychologists as a sign of strength.

At the level of the education system: incorporate teacher well-being as a priority direction of state education policy; establish teacher support services (psychologist, supervision, mentoring) in all schools; introduce burnout prevention as a separate module in higher and secondary specialised pedagogical education.

For future research: study the relationship between burnout and student achievement longitudinally on the basis of a large sample ($n > 500$); conduct a comparative study of schools in Tashkent and the regions.

In conclusion, teacher well-being is not a personal matter — it is the fundamental systemic guarantee of the quality of education. Only when a teacher is mentally and physically healthy can they create a genuine learning environment for students.

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