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INTRODUCTION

The actuality of the subject: Burnout is a psychological condition that remains relevant not only in Azerbaijan but also in the world. This term was first coined in 1974 by Herbert Freudenberger. Especially recently, the stress associated with increased workload is a major contributor to burnout. Organization. Burnout, defined by Herbert Freudenberger as "a state of exhaustion that occurs in the internal resources of an individual as a result of failure, wear and tear, and a decrease in energy and strength", is a concept that has been extensively researched and developed since its first definition. The concept that was initially studied by Freudenberger has become the focus of discussions with Maslach's explanations and definitions. Burnout is included in the list of International Classification of Diseases by the World Health. A job is often the root cause of burnout. However, burnout may strike anyone who feels overworked and underappreciated, from the diligent office worker who hasn't had a holiday in years to the stressed-out stay-at-home mother taking care of the family, the house, and an aging parent. However, having too many obligations or a stressful job are not the only factors that lead to burnout. Your lifestyle and personality qualities are among the other elements that can lead to burnout.

Burnout syndrome is a common psychological disorder in teachers as well as in various professions. The situation of burnout among teachers has started to be seen more often since the 1980s. Their burnout level increases every year due to the influence of both their work life and social relationships. Factors such as interpersonal relationships at work, dissatisfaction with tasks, experience of high levels of stress, feeling of insensitivity and inadequate support significantly affect teachers' burnout.

Burnout can also vary by academic year. At the beginning and end of the year, the degree of burnout may increase or decrease. At the beginning of the year, teachers feel stressed about starting a new school year. Additionally, teachers have high expectations of students. Instructors are supposed to help students succeed academically, maintain order in the classroom, and provide support. Teachers may feel stressed out as a result of these demands and expectations. Similarly, at the end of the year, different events can cause burnout. Teachers frequently have a lot on their plates after school ends, including scheduling tests, writing reports, and assessing student achievement. Teachers often have other responsibilities, like planning final classes, setting up final tests, and giving feedback to pupils. The intensity of this process can potentially raise the possibility of burnout.

The object of the research : Teachers who work in school

The subject of research : The analysis of school teachers' burnout levels accordance with the beginning and end of the year.

The hypothesis of the study:

Main hypothesis:

H0: There's a negative relationship between teacher's demographic criteria and burnout

H1: There's a positive relationship between teacher's demographic criteria and burnout

Auxiliary hypothesis:

H0: Teacher's burnout decreases as their workload increases

H1: Teacher's burnout increases as their workload increases

H0: There's not relationship between teacher's burnout and job satisfaction

H1: There's relationship between teacher's burnout and job satisfaction

The purpose of the study:

1. Determining general demographic criteria of teachers working in schools
2. Determining burnout in teachers through the Maslach Burnout Inventory
3. Determining job satisfaction in teachers through Paul Spector's Job Satisfaction questionnaire
4. To compare and analyze the results based on the mentioned hypotheses

Methodological bases and methods of research: In order to collect data during the study, "Teachers' Demographic Data Form", "Maslach's Burnout Inventory" and "Paul Spector's Job Satisfaction Questionnaire" were used. The demographic information form was used to collect information about the demographic criteria of teachers such as age, gender, marital status, and education. Maslach's burnout inventory is a tool for determining burnout. Maslach's burnout inventory consists of 22 items and each item includes the following items: "never", "at least a few times a year", "at least once a month", "at least a few times a month", "once a week", "once a week". it is possible to choose one of the answers "how many times", "every day". Responses range from never (0) to every day (6). Paul Spector's job satisfaction survey, which is thought to be related to teacher burnout, was also used. Similarly, this survey has 35 items and for each item there is a choice of responses such as "strongly disagree", "disagree", "partially disagree", "partially agree", "agree", "strongly agree". The tests were conducted separately at the beginning and end of the academic year and compared at the end.

CHAPTER I . LITERATURE REVIEW

1.1. Definition of Burnout.

First proposed by Freudenberger (1974), then developed by Maslach, the concept of "burnout" has been identified as the biggest cause of negative events and source of unhappiness, in addition to increasing inefficiency in the workplace (KULUALP, H. G.,2019).“Burnout is a syndrome conceptualized as the result of chronic stress in the workplace that is not successfully managed (World Health Organisation , 2019). Burnout is a condition of extreme physical, mental, and emotional tiredness brought on by continuous, high levels of stress. Burnout diminishes your energy and decreases productivity, making you feel more and more hopeless, weak, cynical, and resentful. In the end, people can think that they are at your very limit. Freudenberger described those individuals susceptible to burnout as being dedicated and committed, but it is equally important to recognize that burnout is not an acute condition but rather a culmination of the effects of professional responsibilities and work environment (Bridgeman et al., 2018). K. Maslach, who is a leading expert in the study of this phenomenon, identified a triad of features that determine the presence of burnout in humans: 1) emotional exhaustion, 2) cynicism, 3) a sense of inefficiency, devaluation of personal achievements (Bocheliuk et al., 2020)

Although burnout is a complicated phenomenon in and of itself, it is sometimes divided into distinct categories according to a range of variables and symptoms. When you strive harder and more assiduously to succeed, frequently at the expense of your personal and physical well-being, overload burnout sets in. Occupational Burnout: Because of the nature of their jobs and workplaces, some professions may be more prone to burnout than others. For instance, because to the emotional demands, long hours, and exposure to stress or challenging situations, professionals in the healthcare, first responder, social work, and teaching fields are frequently more vulnerable to burnout. Academic Burnout: The demands of schoolwork or research, competitiveness, deadlines, and academic achievement can all lead to academic burnout in students and academics. Creativity Burnout: The strain to consistently generate original work, meet deadlines, and deal with the ups and downs of the creative process can lead to burnout among writers, artists, and other creative professionals.

Job burnout has a strong impact not only on a person's work life, but on his whole life in general. This situation is caused by many factors: long-term stress, excessive work load and emotional pressure can be attributed here. The signs of burnout include a decrease in motivation

towards work, a long-term feeling of fatigue, and a decrease in work performance. Researchers all over the world are registering an "epidemic" of burnout – general exhaustion, accompanied by severe emotional, cognitive and social disorders (Bocheliuk et al., 2020) Psychological problems such as depression and anxiety disorders are often found in people suffering from burnout syndrome. In order to cope with the problem, individuals must be able to maintain a work-life balance, use various stress management techniques, take time for themselves and seek professional support if necessary.

Incredibly, 77 percent of professionals polled in a 2015 Deloitte survey reported having burned out at their current job, and 91 percent concurred that excessive stress "negatively impacts the quality of their work". It is estimated that occupational stress and burnout cause about 120,000 fatalities and nearly \$190 billion in medical expenses annually. The Worldwide Classification of Conditions, Eleventh Revision includes an enlarged definition of burnout by the World Health Organization due to the widespread occurrence of burnout and occupational stress, as well as the significant negative effects it can have on health and productivity. It is now understood that persistent work-related stress that was not effectively controlled is the cause of this "occupational phenomena".

People who are burned out feel used and worn out by the same work that they used to be so passionate about. The likelihood of grave repercussions increases with the intensity of these emotions. The majority of research have been done on workers who have reported little to no burnout. The majority of research has been done on workers who report little to no burnout. Mild burnout complaints have been related to physical consequences such as an increased risk of cardiovascular diseases, type 2 diabetes, and all-cause mortality (Bakker & de Vries, 2021).

Job burnout is a prolonged response to chronic emotional and interpersonal stressors in the workplace and has a negative effect on physical and psychological health (Fangyuan Wu et al., 2021). Previous studies found that individual characteristics (e.g., age, gender, personality) and occupational exposures (e.g., job strain, low social support, effort-reward imbalance) are related to the increasing prevalence of job burnout (Fangyuan Wu et al., 2021). The susceptibility of an individual to burnout at work can differ. While some people might be more sensitive, others might be more resistant. A number of factors, including hostile work environments, unrelenting criticism, harassment, and unjust management, can lead to employee burnout. These dangers can be decreased by having a supportive work environment and a positive workplace culture.

Technology's quick advancement has an impact on job burnout as well. Employees may find it simpler to carry work home with them during their free time thanks to technology. Employees may find it challenging to distinguish between work and relaxation periods as a result. Employees who are unable to step away from their work may experience ongoing stress and eventually burnout. Workers may feel pressure to do more all the time due to competitiveness and innovation. High pace and performance expectations can raise stress levels and raise the risk of burnout among workers.

1.2. Symptoms of burnout syndrome

Even while burnout isn't a psychiatric illness that can be diagnosed, it still needs to be treated properly. Burnout symptoms can have an impact on your emotional and physical health.

Physical Burnout Symptoms:

When you go through burnout, your body will frequently show certain symptoms. Recent studies describe the positive association of the regular practice of physical exercise and burnout symptoms in several professions, and indicate in their results a decreased risk of exhaustion; reduced levels of anxiety, stress and depression; improvement of mood; increased physical wellbeing; improved work performance, physical, and mental disposition; and increased physical fitness (De Moraes et al., 2019). **Chronic Fatigue:** Individuals who suffer from burnout at work frequently feel worn out and overworked all the time. Regardless of the amount of sleep they receive, they feel as though they have limited energy. The ability to work and one's general quality of life can both be severely impacted by chronic weariness. The symptoms of this ailment include low energy levels during the day, trouble waking up in the morning, and a persistent feeling of exhaustion when carrying out everyday tasks. **Sleep issues:** Burnout is a common occurrence for those who encounter sleep issues. Issues like trouble falling asleep, waking up a lot, or having unrefreshing sleep can happen. **Tension and Muscle Aches:** Excessive tension in the body's muscles can result from job burnout. Pain and strain in the neck, shoulders, back, and waist are possible symptoms of this illness. **Chronic stress and tense muscles can cause physical illness.** **Headaches:** Work-related strain and long-term stress can cause headaches. **Weaker Immune System:** Due to ongoing stress, individuals who are suffering job burnout may have weaker immune systems. They might thus have a higher propensity to become ill frequently and be more vulnerable to diseases such as the flu and colds. **Problems with the Digestive System:** Stress can also negatively affect the digestive system. Individuals who are burnt out from their jobs may get heartburn, stomach troubles, digestive issues, or even irritable bowel syndrome.

Mental Burnout Symptoms:

Burnout also influences you mentally. Someone suffering from burnout syndrome initially does not see the problem as a problem and does not accept it. However, as the problem progresses, it becomes more and more complicated and the person becomes aware of its essence sooner or later. Just as we do not express the feelings we experience as a community, the state of exhaustion is also ignored. **Negative Thought Patterns:** Pessimism, cynicism, and self-doubt are examples of negative thought patterns that are frequently associated with burnout. People could grow pessimistic about their jobs, their coworkers, and their own skills. **Emotional tiredness:** A common sign of burnout, emotional tiredness is characterized by a feeling of being emotionally spent, empty, and overwhelmed. It is possible for someone to feel numb, detached, or empty. **Decreased Enthusiasm and Motivation:** Burnout frequently leads to a decline in zeal, enthusiasm, and motivation for work-related tasks. People may get disinterested in what they are doing and develop apathy or indifference toward their work obligations. They might also emotionally and socially distance themselves from their coworkers and the objectives of the company. **Emotions of Hopelessness and Helplessness:** Burnout can exacerbate emotions of hopelessness and helplessness regarding one's capacity to handle the demands and difficulties associated with the workplace. Some people could feel trapped in their current circumstances and think there are no workable answers or opportunities for progress.

Behavioral Burnout Symptoms :

Another symptom of burnout is behavioral. Since humans are social beings by nature, any problem experienced directly affects the person's immediate surroundings. **Social Isolation:** Burnout can cause people to distance themselves from relationships and social interactions outside of the workplace. An inability to connect with friends and family and a decline in social connections might be caused by work-related stress and emotional fatigue. **Emotional Outbursts and Irritability:** Uncontrollable emotional reactions and emotional outbursts can result from burnout. The individual could exhibit increased levels of irritability and impatience, as well as emotional outbursts in interpersonal or professional contexts. **Avoidance of Work:** People who are burnt out sometimes steer clear of tasks connected to their jobs. They might exhibit actions like skipping work, failing to finish assignments, or retreating from the workplace. **Decline in Work Performance:** A decrease in work performance may result from burnout. Work productivity can be significantly impacted by emotional fatigue, inattention, and lack of motivation.

1.3. Stages of burnout syndrome

Burnout usually goes through a number of stages, and while not everyone goes through them all, these can provide a general framework for understanding how burnout progresses.

Stage 1: Honeymoon phase

The honeymoon phase is the name given to the initial phase. It is especially crucial when taking on additional responsibilities or responsibilities at work. Currently, there are no indications of burnout whatsoever. Individuals may voluntarily devote a great deal of time and effort to their tasks. At this stage, people show high motivation. People in this stage are very driven and ready to take on new tasks. They might have hope for their objectives and undertakings. But the honeymoon period is usually short-lived, and symptoms may worsen or reappear over time if the underlying reasons of burnout are not successfully treated. People may eventually face a recurrence of burnout symptoms if they don't make consistent attempts to manage stress, create boundaries, and prioritize self-care. This could have more detrimental effects on their health and well-being. People may address the causes of their burnout during the honeymoon phase by cutting back on their work, taking time off, reaching out to friends, or altering their way of life. As a result, their performance and general well-being may temporarily improve. It's critical for those going through burnout to understand that the honeymoon period is only a brief reprieve and to keep looking for help and putting long-term burnout prevention and management techniques into practice.

Stage 2: Onset of stress phase

The point at which people start to feel more and more pressure from their jobs or duties is known as the "onset of stress" in burnout. At this point, their level of stress is starting to become more obvious and is beginning to impair many elements of their life and well-being, rather than being more manageable. People could have to deal with heavier workloads, more responsibility, or shorter deadlines. Feelings of being overburdened and running out of time to finish things can result from this. People may become more withdrawn from social contacts or hobbies as their stress levels rise. They could feel more like isolating themselves rather than interacting with friends, family, or coworkers. Increased emotional distress may also be a consequence of burnout's stress-induced start. People may go through emotional ups and downs, feel depressed or hopeless, and feel emotionally spent.

Stage 3: Chronic Stress phase

A crucial stage of burnout known as the chronic stress stage occurs when people endure protracted, high levels of stress that start to negatively affect their physical, emotional, and mental

health. From the earlier stages of burnout, when stress levels were controllable and symptoms were milder, this stage shows a progression. Strong emotional tiredness is a result of ongoing stress. People may experience emotional exhaustion, depletion, and exhaustion, which makes it hard for them to be motivated or find joy in their everyday activities or employment. Chronic stress can have a physical toll that includes headaches, tense muscles, digestive problems, and exhaustion. The quality of life and day-to-day functioning are greatly impacted by these symptoms. Burnout's ongoing stress can cause social disengagement and loneliness. People may become more reclusive, favoring isolation, or steer clear of circumstances that could make them feel more stressed. Persistent stress negatively affects one's ability to perform at work or in other spheres of life. People could find it difficult to stay productive, do things quickly, and meet deadlines. This makes you feel even more frustrated and inadequate. Prolonged stress can negatively impact cognitive performance, resulting in issues with focus, memory, and mental clarity. It can be difficult for people to concentrate, make choices, or discover effective solutions to issues.

Stage 4: Burnout phase

Burnout is the state that it is in. In this phase physical (disease), mental and emotional collapse occur; the situation is an absolute emergency (Ponocny-Seliger & Winker, 2014). Critical weariness levels can arise from procrastinating to address the earlier phases and symptoms, which will make it difficult to handle work expectations. Desperation and disillusionment are the last results of a persistent sense of failure and helplessness. You lose interest in your work since you can't see "a way out" of the situation. Burnout phase is the result of extreme weariness and protracted stress, which causes a major deterioration in one's emotional, mental, and physical health. A strong sense of disillusionment, detachment, and inefficacy with regard to one's work or responsibilities characterizes this phase. The burnout phase is when emotional tiredness peaks. People may experience extreme emotional exhaustion, low energy levels, and overwhelm from even the most basic chores. During this stage, burnout's physical symptoms become increasingly noticeable. People may suffer from persistent exhaustion, migraines, stomach issues, tense muscles, and other illnesses linked to stress. Relationships with coworkers, acquaintances, and family members may suffer as a result of burnout. People can get agitated, reclusive, or emotionally aloof, which makes it challenging to keep up positive and wholesome relationships. Extended periods of burnout heighten the likelihood of experiencing severe mental and physical health issues, such as immune system failure, depression, anxiety disorders, and cardiovascular disease. If burnout is not handled, it can have a significant and lasting impact on general health and wellbeing.

Stage 5: Habitual phase

A phase of burnout known as "habitual burnout" is when people go through a prolonged period of experiencing chronic and persistent burnout symptoms. The habitual burnout phase is distinguished from the honeymoon phase by persistent feelings of tiredness, cynicism, and diminished effectiveness in one's personal and professional life. The honeymoon period, on the other hand, may provide brief respite and hope. The physical, emotional, and mental tiredness that plagues people in the habitual burnout phase does not go away with sleep or time away. Their capacity to perform everyday chores and activities effectively may be impacted by this tiredness. Cynicism, disengagement, and pessimism toward one's job, coworkers, and obligations are on the rise. People may experience an emotional disengagement and withdrawal, which lowers their motivation and feeling of purpose. The physical, mental, and total well-being of an individual can all be significantly impacted by habitual burnout, as well as their quality of life. Chronic burnout can lower one's sense of overall contentment and satisfaction and raise the risk of more significant health issues if left untreated. Many medical and psychological symptoms, including as headaches, gastrointestinal problems, insomnia, anxiety, and depression, might be indicators of habitual burnout. These symptoms have the potential to worsen people's general feelings of exhaustion and anxiety. Relationships with coworkers, acquaintances, and family members may suffer as a result of burnout. People who are in the chronic burnout phase struggle to communicate with others, show empathy, and uphold appropriate limits in their partnerships. The physical, mental, and total well-being of an individual can all be significantly impacted by habitual burnout, as well as their quality of life. If left untreated, chronic burnout can lower one's sense of overall contentment and satisfaction and increase the likelihood of more significant health issues.

1.4. Risk factors triggering burnout

Maslach, Leiter emphasized that burnout is not limited to professional scope. A complicated condition, burnout is caused by a confluence of organizational, interpersonal, and individual elements. It is affected by various factors that increase the risk of burnout. To date, the focus has been on occupational variables, which are generally regarded as being most related to the syndrome - such as work experience, monthly income, working hours or job security (Cañadas-De la Fuente et al., 2018).

The risk factors of burnout most often studied are related to the workplace environment , but in the last 10 years, there have been an increasing number of studies on the association of burnout with psychological variables (Gómez-Urquiza et al., 2017). There are a number of different

facets of a person's mental and emotional health that can either cause or exacerbate psychological risk factors for burnout. Burnout risk may be increased by the interaction of these risk variables with organizational and environmental factors. One of the factors that cause burnout is high level of responsibility. Individuals who hold positions of great responsibility, like educators, healthcare providers, or business executives, could feel more pressure and stress than usual. Burnout is more likely when one feels overburdened and exhausted from carrying too much duty.

An excessive and compulsive need to work and disregard other aspects of life, including hobbies, connections with others, and self-care, is known as workaholism. Although workaholics may feel proud of themselves when they finish a task, continued overwork can result in burnout and decreased wellbeing. Workaholism is a term used to describe an excessive and compulsive pattern of working that interferes with relationships, health, and leisure activities. According to Temel's study (2006), it has been stated that employees who are overly committed to their jobs and overwork have problems with their colleagues and superiors, and have conflicts with their families because they spend time at work that should be devoted to their families (Özkul & Cömert, 2021). It is sometimes referred to as work addiction or work fixation. It entails an insatiable drive to work and an incapacity to stop engaging in work-related activities, even when doing so has unfavorable effects.

Absence of social support is a significant psychological risk factor for burnout. Social support is the web of connections, understanding, and assistance that people may rely on when things are tough. Increased teacher social support also leads to increases in students' liking of school and improves students' achievement outcomes (Wang & Eccles, 2012). When people feel alone or without the crucial support from friends, family, or coworkers, they are more vulnerable to the negative effects of stress and fatigue. Social support serves as a stress-reduction barrier. People who don't have a strong support system in place may feel more stressed. When there's no one with whom to confide, ask for guidance, or find support, the effects of stressors can worsen. An absence of social support may contribute to feelings of loneliness and isolation. This isolation can increase stress and create a sense of separation, which makes it harder for people to deal with problems at work. Based on its definition of loneliness, professional isolation can be defined as the unpleasant experience that occurs when a person's network of social relations at work is deficient in some important way, either quantitatively or qualitatively (Dussault, 1997)

Ineffective coping mechanisms do provide a serious psychological risk for burnout. The cognitive, behavioral techniques people use to deal with stress, hardship, and the demands of

everyday life are referred to as coping strategies. People may find it difficult to manage work-related stressors when their coping mechanisms are inadequate or maladaptive, which makes them more susceptible to burnout. Some people try to ignore or avoid the things that are making them anxious in order to manage their stress. To momentarily escape the demands of their jobs, they could resort to actions like substance abuse, distraction, or procrastination. Avoidance tactics can help temporarily, but they don't deal with the root causes of stress and eventually make feelings of overwhelm and burnout worse. The most prominent risk factor was found to be the teaching tenure even though some authors consider it to be a neutral factor (Zivcicova & Gullerova, 2018).

Irrational ideas or flawed thought processes, sometimes referred to as cognitive distortions, are in reality important risk factors for due to burnout. These mental distortions entail automatic, unfavorable, and frequently unrealistic methods of thinking. Cognitive distortions cause people to see the environment, other people, and themselves in skewed and exaggerated ways, which increases burnout. It is necessary to encourage cognitive flexibility, question illogical beliefs, and support adaptive thought patterns in order to address cognitive distortions. Cognitive restructuring methods, mindfulness-based therapies, and cognitive-behavioral therapy (CBT) can assist people in recognizing and correcting cognitive distortions, developing self-awareness, and creating more robust and balanced thought patterns. People can improve their ability to cope, lessen the effects of stress, and lower their chance of burnout by correcting cognitive distortions.

1.5. Differences between burnout and other disorders

1.5.1. Depression

Many studies have shown a positive correlation between burnout and depression in several professional groupings and by using different measures of depression and burnout (Wurm et al., 2016). Freudenberger stated that people suffering from burnout appear to be like depressed patients in terms of appearance, behavior and feeling (VERIMER, 2016). Although it is accepted that burnout shares features with depression, there is a growing consensus that burnout is irreducible to a mere depression subtype and presents a specific clinical picture (Bianchi et al., 2013). Given that each depression and burnout have similar signs and warning signs, their connection is complicated and frequently entwined. In fact, the main point that differentiates them from each other is that burnout is a condition related to the work people do, while depression is not only related to work but can occur for different reasons in different areas of life (Gezer & Yenel, 2009). The same signs, like fatigue, anger, trouble paying attention, as well as shifts in sleep habits, may be seen in both

depression and burnout. Because of the similarity of signs, it may be difficult to differentiate among both diseases, and people can develop both at the same time. Burnout and job-related pressures including an overwhelming stress, inadequate acknowledgment, and relationships that fail while working are frequently linked. In addition to raising the possibility of depression, these elements can exacerbate emotions of exhaustion, particularly in those who believe that their workplace is unfriendly.

Numerous reasons, such as family history, brain chemistry inequalities, severe or prolonged stress, and medical problems, can lead to depression. Unlike burnout depression might happen without any connection with stress in job. Long-term experience with associated with work stresses, like excessive job expectations, little authority on duties, an absence of peer support, and a mismatch between an individual's values and the needs of their job, is the primary contributory factor of burnout. It is frequently expressly connected to the job situation.

Many studies have shown that many problems such as depression, It shows that it is due to dissatisfaction with his job and working conditions (Sağır, 2015).The hallmarks of depression are enduring signs which extend lasting a minimum of a couple of weeks. Depression is such a psychological problem that it is possible to see its various episodes. Sometimes it even lasts for months or years, which indicates that it has a chronic form. Feelings of skepticism and tiredness that arise slowly as time goes on in reaction to ongoing associated with work pressures are commonly associated with burnout. It is frequently thought to be a response to extended stress, and it could become better with improvements to one's habits or place of employment

In a somewhat similar vein, Leiter and Durup (1994) noted that the distinction between burnout and depression is related to “differences in their attributional patterns, and their context specificity (Bianchi & Brisson, 2013). Depression and burnout differ from each other according to their symptoms. Depression manifests as enduring melancholy, feeling powerless, despair, frustration, decrease of curiosity in or enjoyment from actions, fluctuations in desire or weight, difficulties sleeping, exhaustion or lack of power, trouble focusing, emotions of regret or blame themselves, and thoughts of self-harm. Burnout manifests as feelings of mental and physical tiredness, disengagement compared to job-related obligations, decreased personal effectiveness or efficiency, heightened pessimism agitation or frustration to colleagues or customers and altered rest or dietary habits brought on by stressful situations at work.

Psychotherapy (like CBT) and medicine (like antidepressants) are commonly used in the cure of depression. Modifications in routine, such as consistent physical activity, a balanced diet,

stress reduction methods, and relationships with others, can be advantageous. Making adjustments workplace conditions as well as treating fundamental workplace stresses are common treatments for burnout. Setting limits, assigning responsibilities, enlisting the help of others, engaging in taking care of oneself thinking about changing careers, and adjusting the balance between work and private life are a few examples of what this could entail. After having examined each dimension of the MBI in relation to depression, Bianchi et al. (2017a) concluded that emotional exhaustion, depersonalization, and reduced personal accomplishment refer to depressive signs and symptoms under non-psychiatric terms (Bianchi, 2018).

1.5.2. Anxiety

Job burnout differs from anxiety because job burnout originates from an accumulation of work-related stressors (Zhou et al., 2016). Frontline health during the 2004 SARS outbreak in Hong Kong in a study where employees were evaluated, higher levels of anxiety and burnout were found compared to controls, and anxiety scores and burnout levels were correlated has been identified (Türkili et al., 2022). Employees who feel emotional burnout think that they are overloaded and exhausted by their work and cannot devote themselves emotionally to their work (Akyüz, 2015) Anxiety and burnout have a complicated, mutually beneficial connection in which both may have an impact on one another. Freud defined the concept of anxiety as a mechanism that helps functions such as warning the individual against stimuli that may be physically or socially dangerous, ensuring the necessary adaptation to the environment and maintaining existence (Eken & Ebadi, 2020). The lifetime prevalence of anxiety disorders is 31% and this prevalence is higher than the prevalence of mood disorders and substance use disorder (Şengül H. et al., 2019).

Anxiety and burnout may lead to signs like fatigue, mood swings, trouble paying attention, disturbed sleep. Particularly in situations where they mix together, this combination can occasionally make it difficult to discern among the two states. The signs of burnout are mostly connected to the workplace and may involve diminished occupational effectiveness, emotions of disconnection about employment, and mental tiredness. Although indicators of burnout are usually caused by pressures connected to the workplace, they can also have an impact on connections and one's individual wellness. Persistent worry, anxiousness, irritability, tense muscles, difficulty paying attention, and trouble falling asleep are common signs of anxiety. Those signs are not exclusive to employment; they can appear in a variety of contexts and with varying degrees of severity.

Persistent stressful circumstances at work, like a demanding job, little authority on work responsibilities, an absence of social assistance, and an imbalance among a person's principles and the needs that accompany their job, are the main causes of burnout. It grows gradually as a consequence of continual contact to such pressures at workplace. Numerous variables, including inheritance, chemical makeup of the brain, behavioral characteristics, experiences with trauma, or particular tensions, might cause anxiety. It isn't exclusive to employment that can happen in every aspect of society. Although anxiety can be exacerbated by pressures in the workplace, anxiety isn't unique to job-related stress.

Improving adjustments to the burden or workplace conditions as well as treating fundamental stressors associated with work are common treatments for burnout. It could entail establishing limitations, looking for companionship, engaging in self-care practices, thinking about changing careers, or adjusting the balance between work and personal life. Anxiety can be treated with medicine (like anxiety drugs), therapies (like CBT), methods for relaxing, stress-reduction tactics, and modifications to one's habits.

Burnout typically occurs gradually and is frequently brought on by constant pressure at work. In contrast, anxiety frequently starts quicker and without warning, based on a sequence of precipitating circumstances or occurrences. They can differ from each other according to risk factors. Although anxiety may involve a broader spectrum of causes, burnout is frequently caused by circumstances relating to the workplace.. Anxiety is frequently linked to excessive alertness and attempts to boost inspiration, whereas burnout is frequently linked to indifference and an absence of ambition.

1.5.3. Chronic Stress

The problem with conceptualizing burnout within the framework of stress research, as noted by Schaufeli and Enzman, is that the concept of stress is plagued by the same sort of definitional ambiguity as burnout (Keinan & Pines, 2005). Although they are two different though very similar principles, burnout and long-term stress frequently interact and may make one another worse. Chronic stress is a term used to describe a protracted physiological and mental condition of strain that results from people believing that they're unable to effectively handle the expectations imposed onto it. Emotional exhaustion is the feeling of extreme fatigue with draining of emotional resources due to repeated exposure to workplace stressors (Pokhrel et al., 2020).A condition of extreme personal, bodily, and cognitive tiredness brought due to ongoing or significant stress, especially while working, is known as burnout. Cynicism, aloofness, and a sense of futility or

absence of success are its defining characteristics. Burnout may involve multiple causes, one of which is ongoing stress. People can develop burnout if they're under constant stress and lack the tools or techniques needed to handle it. Consequently, chronic stress might get worse due to burnout. Fatigue signs, like mental tiredness and decreased effectiveness, may render it much harder for people to handle constant pressures, creating a recurrent pattern of rising stress levels and burnout.

An organism is chronically stressed when there is long-term activation of the hypothalamic–pituitary–adrenal axis (HPA) caused by unpredictable or uncontrollable stimuli (stressors) in its environment (Boonstra, 2013). They may differ from each other depending on their duration. Chronic stress frequently builds up gradually and lasts for a long amount of times. Burnout may happen when someone is subjected to over time pressures because both their minds and bodies are always working to deal through the tension. On the other hand, typically, burnout has a distinct approach. Overwork-related stress and strain saps one's enthusiasm and vitality, eventually resulting in burnout.

Stress and burnout are primarily distinguished by the fact that it is a reaction to an external danger. On the other hand, burnout is a condition of extreme psychological, mental, and physical tiredness brought on by ongoing or high stress levels. Burnout can result from long-term stress, even though certain stress has its benefits. Feeling burned out is only one aspect of burnout. It is a total tiredness. In contrast, chronic stress may contribute to burnout, particularly in circumstances where you're feeling overburdened and underappreciated. It goes above merely staying overworked; that's a state that leaves one physically and mentally void, and powerless to meet the expectations of life. Burnout is similar to a totally dead power source, whereas stress corresponds to a battery that is getting close to empty. You may have feelings of hopelessness, demotivation, and emptiness as a result.

These two phenomena differ according to treatment methods. Different methods for decreasing stress are applied in the management of chronic stress. These techniques are able to be combined or applied singly, depending on the demands of the user. Methods for reducing tension including gradual muscular unwinding, respiration awareness, and meditating. These methods are able to help an individual in de-stressing, improving mental sharpness, and relaxing. Countering chronic stress additionally calls for regular exercise, a balanced diet, adequate sleep, and abstaining from items like caffeine and alcoholic beverages that can exacerbate stress. Obtaining peer assistance is another useful strategy for stress management.

The goal of job-related burnout management is to reduce workplace anxiety and assist the patient in managing their mental burnout caused by their job. Preventing occupational burnout may be achieved by actions including restructuring the workplace, lowering job stress, improving workplace structure, and enforcing time off regulations. Having interests, taking frequent breaks, and showing passion for things outside of working are all ways to lessen job burnout. It's essential to have expert assistance. Seeking treatment from the services of a counselor or psychologist is beneficial in regaining balance between work and private life, managing mental weariness, and developing strategies for compensating for stressful situations at work.

1.6. Burnout syndrome in school teachers by academic year

1.6.1. The problem of burnout in school teachers

The increasing interest in the conditions and principles of the educational process in educational institutions of all levels shows that the dynamics of this problem have changed (Jabbarov et al., 2023). Although instruction is one of the essential pillars of the community, it isn't without limitations. Instructors operate with a lot of stress, strain, due to they assist students' growth and academic achievement. That may lead to regular burnout among teachers. Teaching is considered one of the professions with the highest potential for stress that reduces psychological well-being. Most studies describe teachers with burnout symptoms as dogmatic about their teaching practices, cynical, indifferent persons with negative self-evaluation which suffer from mental and physical tension (Gavrilyuk et al., 2013). In fact, in Sweden teaching is one of the professions with most long-term sick-leave and Johnson et al. compared 26 different occupations and found that teachers scored among the lowest on physical health, psychological well-being and job satisfaction (Arvidsson et al., 2019). Mayben (2008) contends that teaching can be considered a high-stress occupation because the education system exhibits all the elements associated with stress: a bureaucratic structure, continuous evaluation of its processes and outcomes, and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community (Subon&Sigie, 2016).

Llorens-Gumbau and Salanova-Soria (2014) suggest that the development of burnout may start with chronic job demands or stressors, which in turn may deplete employees' energy resources and lead to burnout(Skaalvik, E. M. & Skaalvik, S, 2020). Daily, teachers must do labor-intensive duties including organizing classes, preparing for exams, evaluation of pupils, including marking. Teachers spend a lot of energy working through all one of those assignments, and they

also frequently call in additional labor. Thus, classroom setup entails a thorough including laborious procedure that includes choosing the instructional resources, getting tasks ready, making sure students are familiar of the topic, and coming up with methods for instruction.

According to Ağaoğlu et al.'s (2004) study, age, marital status, number of children, excessive commitment to work, personal expectations motivation, personality, performance, stresses encountered in personal life, job satisfaction, reasons such as the individuals with whom he has informal relationships and the support he receives from his superiors are examined under the heading of personal reasons (OTACIOĞLU, 2008). According to the study of Izgarın (2001), the nature of the work done, the type of profession, the working time, the characteristics of the workplace, the intensity of the workload, job tension, role ambiguity, educational status, inability to participate in the decision, intra-organizational relations, economic and social factors affect the organizational burnout (OTACIOĞLU, 2008). While a teacher's career is described, an expert team that forms deep bonds with pupils immediately springs to thoughts. According to the study of Avci and Seferoğlu (2011) for this reason, the problematic behavior of students, who are the group with which teachers communicate most within the school, is considered one of the most important causes of burnout (YILMAZ et al., 2014).

Pupil conduct and workplace disciplinary issues are a few of among the most difficult obstacles that instructors confront. It is the practice of restraint, which may be self-imposed. With reference to the school, Adesina (1980) described it as a situation whereby students are taught to respect the school authorities, to observe the school laws and regulations and to maintain established standard of behavior (Lukman&Hamadi, 2014). Instructors frequently experience a broad range of actions due to everyone's distinctive character, instructional method, and history. This type of conduct may appear in a variety of methods, including disorientation, inattention, inappropriate actions, talking in the classroom, and social interaction. Managing any number of actions taken by pupils in the learning environment may use up instructors' precious resources, preventing courses from being presented successfully. It has been suggested that teachers link the growing problem of indiscipline in schools to the banning of corporal punishment in schools (Moyo et al., 2014).

Occupational separation refers to instances where instructors lack the ability to successfully communicate. As a result, instructors might be compelled to simply perform what they are doing without receiving any assistance. There can be various reasons why instructors suffer occupational separation. Instructors might not get enough opportunity to interact and exchange ideas owing to

an absence of connection. Sharing and cooperation are discouraged or overlooked in certain educational institutions due to the atmosphere of the institution. Educators practicing in this kind of a setting may face psychological separation.

Occupational separation may keep instructors from accessing help for career-related problems or challenges. It may add to instructors' tension and cause frustration with their jobs. Interaction among coworkers promotes instructors' growth as educators. Occupational seclusion could stop individuals from taking advantage of such developmental possibilities. Educators who experience occupational solitude can sense ignored and misunderstood.

Insufficient supplies and assistance could render it challenging for instructors to perform what they do efficiently, resulting in unhappy employees. It might make it difficult for instructors to provide adequate help for kids while still maintaining professional growth for themselves. Instructors have to have the ability to use suitable tools and supplies in order to give proper advice and assistance to pupils in the learning environment. But a lack of instruments and assets could restrict what educators can do to give pupils any help suited to his or her particular requirements.

According to the study of Sears et al. (2000), burnout, which is seen as a syndrome that directly affects the physical, academic and social performance of teachers, is a process that occurs as a result of appropriate or inappropriate reactions to stressful situations brought by the job (Gündüz, 2005). A burnt-out individual not only sets a bad example for her family by being unhappy, angry, careless, and even addicted to addictive substances, but she can also harm family members (Altıntop&Aydıntan, 2021). Instructors who are experiencing burnout typically experience persistent weariness. This situation might not improve with relaxation or relaxation and might last forever. Instructors develop chronic fatigue as a result of their hectic schedules, anxiety, and mental exhaustion. Burnout result in migraines. Educators who are under a lot of tension or psychological strain have pains. if the tensions are lessened, the migraines could persist. Another typical physiological indication of burnout is tense muscles. Because of their heavy workloads and high levels of stress, educators can frequently experience stiffness in their tendons, arms, and backs.

Sleep habits are also frequently impacted by burnout. At present, sleep disorders affect a high proportion of the population and are known to be correlated with decreased performance and well-being, increased sleepiness and fatigue (Souza et al., 2012) .Instructors could have issues with sleep deprivation difficulty falling asleep, or disturbed sleep. Instructors may find it difficult to sleep as a result and experience fatigue during the entire day. Lastly, there is a chance that burnout will negatively affect the gastrointestinal tract. Teachers may experience stomach issues as a result

of both physical and psychological stress. Those issues could involve gas, feeling sick, stomach discomfort, and gastrointestinal issues.

Teachers who experience burnout may have a wide range of mental problems. Hence it is essential to deal with the problems concerning mental health at an early stage of onset and to consider young people as an important target group for prevention and early treatment of mental health disorders (Sisask et al., 2014). Instructors who experience burnout may experience a range of mental challenges. Occupational stress and mental health-related difficulties experienced by teachers have been found to influence the growing teacher attrition within school settings (Mérida-López et al., 2017). Teachers who are burned out frequently exhibit signs of depression. Depression signs include persistent exhaustion, attention sadness, despair, inadequacy and pessimistic ideas about what's to come. Intensive timetables, exceptionally high standards, and stressful circumstances at work may also make instructors experience more anxious. Among the mental consequences that burnt-out educators endure include stress, inability to handle ambiguity, and concern about what's to come.

Instructors who are burned out can often get uneasy within. Those psychological issues may include signs like persistent worry, anxiousness, and difficulty relaxing psychologically. Teachers who are burnt out might show greater irritation. It is common to see signs like irritability, temper tantrums, overreaction to little issues, and communication difficulties.

The state of burnout has a detrimental effect on instructors' ability to do their jobs. When instructors burnout, there are several possible social repercussions. These involve a decline in the caliber of the courses, issues with pupil interactions, apathy toward the task at hand, and an absence of drive. An instructor's capacity to prepare and present courses is impacted when the standards of the teachings declines. Being physically and mentally spent could render it harder to oversee lessons well, which will lower the quality of the sessions.

Teachers who are burned out might also grow disinterested and unmotivated. Instructors' enthusiasm for what they do can be weakened by demanding work environments, ongoing stress, and mental tiredness. This may have a detrimental effect on how well instructors execute their jobs and keep them from loving what they do.

Treatment and prevention of burnout in teachers is one of the important issues. It is far better if the roots of teacher burnout are identified and eliminated before the syndrome develops, rather than treating it after it has already occurred (Wood & McCarthy, 2002). According to the study of Mimura et al., (2003) interventions that promote personal well-being and adaptive coping

mechanisms are associated with reduced stress and risk of burnout and are effective at reducing DP and enhancing feelings of PA (Kravits et al., 2010). Instructors who maintain a balance between work and life are able to manage their professional and personal lives simultaneously, despite the demanding nature of what they do. Being a teacher entails a variety of tasks, including engaging among learners, arranging lessons, preparing for tests, evaluation of pupils, and involvement in outside interests. However, it is also frequently linked with extended periods as well as elevated amounts of stress.

The most common recommendations have included: a) changing work patterns (e.g., working less, taking more breaks, avoiding overtime work, balancing work with the rest of one's life); b) developing coping skills (e.g., cognitive restructuring, conflict resolution, time management); c) obtaining social support (both from colleagues and family); d) utilizing relaxation strategies; e) promoting good health and fitness; and f) developing a better self-understanding (via various self-analytic techniques, counseling, or therapy) (Leither&Maslach, 2016). Educators ought to have access to materials to assist them manage their responsibilities and an encouraging working atmosphere in order to accomplish this kind of equilibrium. But it's equally critical that educators look after oneself and satisfy their requirements. Educators may manage both their personal and professional lives by taking advantage of adaptable schedules and vacation policies. Furthermore, educators may handle their responsibilities with greater effectiveness by developing efficient time administration abilities as well as ways to cope with stress. Instructors can split the burden and give encouragement to one another in an encouraging workplace.

Making sure instructors have a healthy work-life balance improves their overall health and has a beneficial impact in the way they do on job duties. Reaching this equilibrium may promote educators' over time professions, increase their motivation, and improve their performance. Thus, in order to assist educators' life outside of work, educational institutions and other partners ought to establish a variety of rules and procedures. Both educators and learners can succeed if a safe place to work is offered in this manner.

Another strategy is to manage workload. It is important to organize and share the responsibility among educators fairly. This makes it possible for educators to make the most out of their available time while planning classes, communicating with pupils, and carrying out other responsibilities associated with school. Educators are better able to concentrate on their main duties when they reduce or automate pointless paperwork. This frees up time for educators to work on

things like creating teaching resources, monitoring the advancement of pupils, and offering additional help to them.

Promoting instructors' resources may assist teachers manage the demands of their positions and lower the likelihood of burnout. A positive campus atmosphere ought to be established by the leadership team. It ought to encompass an atmosphere that promotes teamwork, fosters candid interaction, and is grounded on compassion. It is important for educators to be in a setting in which they may assist one another and exchange perspectives. Incentives to improve the bonds among coworkers ought to be offered. Instructors may develop relationships of support by interacting with one another through shared events, cooperative initiatives, and classroom instruction.

Instructors may obtain assistance and psychological assistance through the creation of support networks or mentorship schemes, for example. Such organizations or initiatives can provide educators the chance to discuss issues pertaining to their jobs, look for answers, and gain knowledge. Encouraging instructors to participate in educational initiatives is another key way to help them contact resources for support. Instructors might become happier at their job and be able to develop their career potential as a result. Instructors' job happiness and how to handle pressure while working may be enhanced by improving their networks of assistance. Thus, this may have a favorable impact on pupil achievement.

Self-care for social workers is an integral part of professionalism and is intricately tied to our ability to be fully present for our clients in order to deliver quality services (Lewis&King, 2019). It must be underlined how instructors may concentrate better on the work and avoid burning by making allowances for themselves. It is advisable to motivate educators to experiment with different ways to relieve tension. Techniques like meditating, practicing techniques for breathing, and outdoor excursions could be a part of such pursuits. It ought to be mentioned that engaging in creative endeavors and pastimes that are connected to one's likes may additionally be very beneficial in lowering stress.

It is important to educate educators that doing regularly exercising improves the way they feel physically and helps them manage anxiety. Encouraging instructors to have a healthy way of life might involve setting up fitness programs or giving them use to the institution's facility or nearby facilities. It is important to support educators in fortifying their relationships with others. By offering psychological assistance, hobbies like hanging out with loved ones, going to parties may lower tension and enhance the standard of existence in general.

Developing an encouraging educational setting may help educators in managing workplace anxiety and lower their chance of burnout. The leadership and staff of the educational institution ought to make an effort to give instructors the impression that what they do is appreciated. This may be accomplished by consistently praising, honoring, and recognizing the accomplishments and services of educators. Respecting the views of educators and appreciating their involvement is additionally crucial. An atmosphere of togetherness and an awareness of belonging ought to be fostered at the institution of learning. It's critical to boost a sense of cooperation, fortify resources, and promote cooperation between educators. It is important to stress the necessity of collaboration and the benefits of cooperating to accomplish shared objectives.

Evaluation to educators ought to be given on a frequent basis. Instructors may utilize such input to pinpoint their spots of weakness and improvement, as well as to assist their ongoing growth as people and professionals. Instructors ought to provide the materials and assistance that they require. The creation of a positive educational atmosphere must be modeled by educators. Individuals may serve as great role models for educators as well as staff members by acting with kindness, demonstrating understanding, and taking on an equal approach. It may boost collaboration and camaraderie while also enhancing the college's general environment.

Instructors that are having trouble managing the strain of working or suffer from psychological concerns relating to their jobs might benefit from psychological support. Through the help of these programs, educators may be able to better manage the pressure they face, deal with signs of burnout, and obtain psychological assistance. Counselling assistance to instructors ought to be freely available and provided by institutions. It entails setting up an arrangement in which assistance may be promptly acquired via a specific individual or procedure. It is crucial to guarantee anonymity and remove any barriers that educators may encounter while seeking advice solutions.

To satisfy diverse demands, individuals with a range of specializations ought to provide advice and assistance. As a result, educators may engage alongside an expert who's knowledgeable regarding their challenges and receive help for a variety of issues. It is highly advised to consult with therapists that expertise in topics related to managing tension, relationships, emotions, and careers. Companies that offer expert guidance are required to protect instructors' confidentiality and safety. During the evaluation procedure, safe conditions ought to be given and instructors' identities ought to remain private. This guarantees that educators can speak for emotions and readily obtain psychological support.

Instructors should have been routinely provided with assistance from consultants by the institution's management. It involves letting instructors understand the kinds of difficulties they are eligible for, how they can go for help, as well as how such resources could assist them. Instructors ought to receive assistance and motivation in order to take advantage of such programs. Instructors should have been routinely provided with assistance from consultants by the institution's management. It lets instructors understand the kinds of difficulties it involves, they are eligible for, how they can go for help, as well as how such resources could assist them. Instructors ought to receive assistance and motivation in order to take advantage of such programs.

It's critical to conduct routine assessments and provide input regarding instructors' mental health and fulfillment in their jobs in order to lower burnout rates and foster an encouraging workplace. In order to determine the psychological and academic demands of instructors, educators ought to schedule routine inspections and assessments. Evaluations, focus groups may be utilized to conduct these types of inspections. Teachers ought to give input regarding their work sales, mental health, levels of tension, and fulfillment with their work.

Teachers ought to get advice of the supplies and help they require throughout inspections. They could consist of therapy sessions, chances to grow professionally, stress management methods, or other forms of help. Making sure educators get all of the resources they require can enhance their mental health and sense of fulfillment in their work. Rules have to be viewed as a procedure that is always being enhanced. The leadership team of the institution ought to regularly evaluate the security measures and adjust them as needed in response to the requirements and input of the instructors. Furthermore, ongoing initiatives are needed to preserve instructors' mental health and to guarantee the availability of tools and assistance.

Additionally, consistent with this, researchers (e.g., Cherniss, 1993; Friedman, 1999) suggest that enhancing professional self-efficacy or teacher efficacy may decrease burnout (Jennet et al., 2003).

1.6.2. The Problem of Burnout due to the beginning of the year

Burnout can vary according to different periods of the year. Two different periods of the year (beginning and end of the year) have different characteristics. In some cases, these characteristics play a decisive role in the emergence of baldness. For educators in the classroom, the start of the academic session is a crucial time with a variety of characteristics. Teachers deal with a variety of issues throughout that time and run the danger of burning out. For educators, the start of the school year is an opportunity of immense enthusiasm and inspiration. At this time,

educators frequently rediscover their love for what they do and are able to know one another, mentor, and instruct new pupils with enthusiasm. Instructors can exercise their creativity and create cutting-edge methods of instruction by developing original plans for instruction. In order to help pupils study better, this enables instructors to experiment with various approaches and resources. Instructors may additionally take advantage of the start of the school year to design instructional materials that more effectively fit the hobbies and educational preferences of their pupils. Teachers are also motivated to engage with and comprehend new pupils as a result of the introduction approach. As a result, educators have become more able to identify every pupil's distinctive requirements and skills and provide more successful guidance. Instructors may become more devoted to their profession and have a better working environment as a result of all these connections. But before the school year, teachers' motivation for the new academic year may fade after a while, causing burnout. It is important to note that instructors are often highly emotionally invested in their pupils and driven to see them through to success. But this mental commitment might make educators feel more committed in their profession, which raises the possibility of burnout.

At the beginning of the year, teachers have high expectations for the new academic year, and in many cases, failure to meet these expectations is a key to burnout. According to the research of Good and Nichols(2001) teacher expectations for student success are important because they are deemed to have a self-fulfilling prophecy effect such that, when teachers have high expectations for student achievement they interact with their students in ways that cause their expectations to become realized (Rubie-Davies et al., 2015).

It is very important for teachers to establish a work-life balance without a beginning and end of the year, and failure to achieve this leads to burnout. Studies show that people with work-life balance have better mood and higher work performance (Polat, 2018). This imbalance of work-life relationships can lead to severe health problems and hamper job performance (Nayeem&Tripathy, 2012). It leads to the harmonious and holistic integration of work, family, social life and personal life and is the extent to which individuals are equally involved in, and equally satisfied with their professional role and their family role (Punia&Kamboj, 2013). According to Polat's study (2017), due to the abundance of roles in the teaching profession, the harmony or disharmony resulting from work-life balance or imbalance is important not only for teachers, but also for the individuals they train and the society they contribute to (Töre&Şen, 2022). Teachers may have greater success and happier experiences in their private as well as professional

lives by establishing a healthy equilibrium between work and life. It is crucial to try to keep this equilibrium, for this reason. Instructors can discover it difficult to find time for their own well-being at that period due to its hectic job schedules and preparing requirements. However, extreme work-related tension and strain may be detrimental to instructors' personal life. As job obligations and expectations can occasionally conflict with one's private life, keeping this equilibrium can be challenging. Teachers might discover it challenging to make leisure to devote to their activities, to unwind, or to take good care of oneself because of their busy work lives. It's critical that educators put certain procedures into place at this time to guarantee that there is harmony between job and personal life. Enhancing handling time abilities, establishing limits, prioritizing, and receiving help are a few examples. Furthermore, methods of self-care like scheduling leisure time, taking up a hobby, and getting proper rest might help lower the likelihood of burnout.

While beginning a new academic year, one of the most crucial processes that instructors go through is looking for creativity and creating targets. Recent research on the primary and secondary levels of education gives reason to pay greater attention to teachers' goals (Camp, 2017). Instructors have the chance to improve and upgrade their methods of instruction throughout this time. With the use of contemporary methods of instruction, educational theories, and technology aids, educators may improve student learning and their classroom experiences. Nonetheless, instructors may feel under strain and under stress as a result of this innovative discovery and setting targets process. Instructors may have worry, particularly when it comes to not knowing how to properly implement new techniques and adjust to it. Teachers may also find it difficult to bring themselves to review and alter their present methods due to time and resource constraints. This procedure may be made simpler and more by offering an encouraging atmosphere and making materials more accessible to instructors.

One of the issues that may arise at the beginning of the school year is for teachers to meet new students and understand new course materials. Meeting a new set of kids and getting to know their particular requirements, problems, and educational approaches may require some time. Similarly, mastering new information and imparting it to students successfully need patience and dedication. Instructors may not feel comfortable or be able to provide a productive atmosphere for instruction as a result of this process of transition. Difficulties in adaptation are frequently linked to tension and worry, and they may eventually result in exhaustion. As a result, in such transitional times, managers and institutions ought to initiate action to guarantee that freshly hired instructors get assistance and direction. Beginning educators may find it easier to transition if they have access

to assistance for instructors, like peer support networks, chances to develop their skills, and programs for mentorship. Managers who communicate openly and offer constructive criticism can also assist instructors in receiving the assistance they require. The general achievement of the educational environment may be raised by recognizing the difficulties associated with adapting and providing assistance to staff during it.

Burnout may occur from interpersonal relationships or challenges instructors face in their interactions with pupils and other educators. Negative disciplinary behaviors are more noticeable in the classrooms of teachers who do not have the skills to cope with classroom problems, have family problems and are professionally exhausted (Tümkiye, 2005). According to Karakelle and Canpolat's study (2008), When the relationships of teachers with high levels of burnout were examined with their students, it was determined that the majority of teachers did not know the students, did not spend time with their students outside of class, did not include current events during the lesson with the thought of not being able to control the class, and a significant part of them did not establish a friendly relationship with the students (Şahin&Şahin, 2012). Mobbing behavior by colleagues can lead to burnout. The research results revealed a significant and positive relationship between mobbing behaviors and burnout (Alkan et al., 2011). Specifically, circumstances like disciplining students or causing conflict between coworkers deplete educators' reserves of emotion. Instructors who struggle with their connections with pupils may find it hard to meet every pupil's requirements in an acceptable manner and create a positive atmosphere for learning. Educators who face pupil disagreements or disruptive conduct experience more pressure and mental fatigue. Similarly, coworkers' incompatibility or insufficient collaboration complicate instructors' duties. Instructors get demotivated and emotionally exhausted in the job due to a hostile environment or an absence of teamwork. Educators given resources like ways to resolve conflicts and efficient ways to communicate to help them cope with these psychological and social challenges. Establishing an inviting atmosphere among coworkers and the institution's management is also crucial. Opportunities for career growth and a community of colleagues who encourage one another can help instructors avoid mental fatigue and perform their professions more successfully.

According to research by Jax, Beehr, and Roberts (1992) stress is a condition that occurs as a result of a general reaction of the individual to an action or situation that has special physical and psychological demands (Günbayı&Tokel, 2012). As in every field, school teachers are also exposed to work stress. For example, in Meng and Liu's (2008) study, approximately 42% of the

teachers reported being very or extremely stressed (Liu&Onwuegbuzie, 2012). Kyriacou described teacher work-related stress in terms of unhappy negative feelings, such as pressure, hindrance, nervousness, and depression that teacher finds in some aspects of his/her work (Asaloei et al., 2020). Repeated insufficient recovery from work-related fatigue gives rise to an unfavourable vicious circle in which extra effort must be made at the beginning of every new working period in order to rebalance the suboptimal psycho-physiological state, and prevent performance breakdown (Guglielmi et al., 2012). Teachers lose a lot of their psychological and physical capacity working in a setting where pressure is a continuous. Teachers may find it difficult to carry out their duties well in an atmosphere of stress. Teachers want to offer their pupils with the strongest education possible, but working in an anxious environment makes it harder than usual to accomplish this. Coordination among instructors is challenging when there is an absence of working together, insufficient interaction, or disagreements. Teachers are less motivated in this environment and are unable to do their jobs as successfully. Moreover, problems with leadership can sometimes lead to instructors getting burned out. Instructors become less confident and motivated when they don't feel like they're getting enough encouragement and direction from leadership, or when they aren't involved in decision-making processes.

The work stress prevention approach consists of five successive steps aiming to facilitate the formulation, implementation and evaluation of specific work stress measures (Roozeboom et al., 2020). These steps are: 1) preparation, 2) risk assessment, 3) action planning, 4) implementation, and 5) evaluation (Roozeboom et al., 2020). It is crucial for school administrators to establish a healthy working atmosphere in order to help employees deal with interpersonal problems and professional stress. Instructors may do their duties with greater effectiveness if they foster mutually beneficial connections among themselves and their coworkers, communicate clearly, and operate fairly. Furthermore, it is essential to furnish educators with tools like methods of coping and psychological support.

Feelings of professional isolation and loneliness challenge teachers at the beginning of the year, especially when support systems are inadequate. As noted by Flinder (1988) in defining teacher isolation there are two different orientations: The first one views isolation as the conditions in which teachers work i.e., the characteristics of the teacher's workplace and the opportunities, or lack of opportunities, the teacher has for interacting with colleagues and The second orientation defines teacher isolation as a psychological state rather than as a condition of work (Ostovar-Nameghi&Sheikhahmadi, 2016). Instructors' seclusion can be caused by a variety of factors,

including inadequate managerial assistance or limited resources in educational institutions. Additionally, organizing, assessing, and coming to decisions frequently occurs alone while working with kids one-on-one in the learning environment. Teachers become worn out and devote much of their time isolated as a result of this circumstance.

Another problem frequently seen by teachers at the beginning of the year is financial difficulties. Increasing income polarization and cost escalations create particularly challenging economic conditions for teachers who need to live in such locations, but increasingly cannot afford to (Dizon-Ross et al., 2019). Considering the teachers' financial situation, the study indicated that it is not surprising that two-fifths of teachers (41%) engage in "sideline" (part-time or odd jobs) to boost their meager incomes (Ferrer, 2017). Teachers who deal with poor pay or unstable economies could find it challenging to manage every day of their lives. They struggle to satisfy their fundamental requirements and are insecure regarding their prospects because of their lack of money. This makes it difficult for instructors to concentrate on what they do since money concerns consume their thoughts all the time, which lowers their output in the learning environment as well as school. Managing money problems can sometimes make fatigue more intense. Instructors who are always struggling financially may become less motivated and begin to doubt their love for what they do. If they perceive an absence of stability in their finances or that their pay is unfair, instructors may be enticed to leave their jobs as educators.

Consequently, it's imperative to set up resources to assist educators in overcoming materials and economic obstacles. These assistance come in a variety of ways, such as increased pay or assistance for financial consulting. Teachers who feel adequately supported are more likely to concentrate on their work and provide better guidance to their pupils. Furthermore, supplying instructors with economic assistance as well as instruction may support their career advancement and enable them to establish more successful learning environments. Offering educators chances like meetings, seminars, and personal improvement programs may assist teachers concentrate more intently on their job and progress in their professions. Teachers may raise student achievement and deliver higher-quality instruction in this manner. It is therefore essential to offer instructors a variety of resources in order to help them deal with educational and economic obstacles. By guaranteeing the stability of their finances and assisting them in establishing a more productive atmosphere for instruction, these backings raise instructors' levels of fulfillment in their jobs.

The instructors' competition with others and their peers is additionally contributing to their tiredness. In classroom environments, competitiveness and comparative pressures among

instructors are commonplace. Instructors may experience anxiety and strain as a result of rivalry, particularly when it comes to things like performance reviews, incentives, chances for advancement, and additional benefits. Teachers can feel stressed and under strain if they are judged by their peers or perceive they have to contend with others. The capacity of educators to work together and foster a sense of teamwork might be weakened in an atmosphere of comparing and competitiveness. Teachers also experience fatigue as a result of always comparing or compete with another. Instructors may get demotivated and find it hard to take pleasure in their work if they are often comparing their own skills and accomplishments to those of others. Encouraging instructors to grow professionally and discover their unique abilities is also crucial. Continuing education and encouragement can boost instructors' job happiness and boost their self-assurance in a cutthroat setting. Lastly, to improve relationships and work among instructors, regular occurrences like conferences, group research sessions, and collaborative endeavors might be planned. By these kinds of events, educators may get more intimately connected to one another and share knowledge, fostering a culture of collaboration and unity rather than rivalry.

The interaction that instructors have with families is the other crucial topic that we must discuss. According to Henderson & Mapp's study (2002), when families, schools, and communities work collaboratively, the following outcomes have been documented: 1.Higher student achievement; 2.Improved student behavior and attendance; 3.More positive school climates (Sanders, 2009).Parents and educators frequently struggle to communicate, and there are a variety of factors why this can be the case. Instructors' inspiration and vitality are adversely affected by these challenges, which can stem from a multitude of sources. The first component consists of the variations in interpersonal approaches. Instructors may find it challenging to communicate successfully with parents who have diverse requirements and demands since every family member may have a distinct interaction approach. Certain parents place more value to knowledge than others, even though some parents demand a lot of it. Teachers must modify their interpersonal tactics to account for these variances. Second, unfavorable experiences might stem from earlier interactions. Instructors may have had difficulties in the past while communicating with parents, and these encounters may have a detrimental impact on their interactions going forward. It's conceivable in this instance that educators shy away from speaking with parents.

Appreciating teachers for their work in the workplace helps to increase their interest in their work and consequently reduce the risk of burnout. Teacher appreciation is one of the most important components that may impact teachers' competency (YOESTARA et al., 2020) .For

educators to boost their dedication to their jobs, it is crucial that instructors get praise and recognition for their accomplishments. Instructors are more motivated when they are appreciated and feel valued. Acknowledging and valuing what educators do makes them more dedicated to their profession and motivates them to continue working harder for the years to come. Acknowledging instructors' accomplishments is crucial for their personal development as well. Instructors work harder to develop oneself and the classroom when they are recognized for their accomplishments. This raises the standard of learning for everyone in the community and enables pupils to receive better educations.

Enhancing the standard of instruction involves avoiding an absence of respect and providing assistance to instructors. Schools have to offer the means by that educators may be supported and valued. These systems help educators grow professionally, give them all of the tools they require, and motivate them to succeed in their line of work. Teachers have the capacity to give their best work and help the advancement of learners more successfully in this manner. Therefore, a crucial component of the schooling system is providing instructors with encouragement and appreciation. This improves the classroom atmosphere, boosts instructors' enthusiasm, and fortifies their dedication to their jobs. Educational institutions must take the required actions to encourage and respect instructors if they are to be effective.

1.6.3. The problem of burnout due to the end of the year

Towards the end of the year, the risk of teacher burnout increases. Teachers experience burnout at the end of the year due to a variety of circumstances that have built up during a lengthy educational career. According to Turgut's study (2011), in addition to these, assigning unclear tasks, low level of social support, excess of information, incompatible and inappropriate training, tasks that require working in the evening or on weekends, and the large number of people you deal with are factors that reveal qualitative workload (Öztürk&Erdem, 2020). Teachers stated that they had to deal with new technological systems, new requirements for long term educational planning to align the teaching with the goals, new needs for grading and assessment of students' results, and extensive individual development plans for each student with increasing time pressure (Jomud et al., 2021). This intensification results in an ever-expanding teaching role, a significant increase in nonteaching-related (largely administrative) workload, and less time for social contact with colleagues and in private life (Droogenbroeck&Vanroelen, 2014). According to Easthope & Easthope (2000) if a teacher is teaching with heavy workload it might be reduced their commitment to their profession and they reduce their maximum input (Gull&Akhtar, 2019).

Teacher workloads are excessive and intensive, and the negative effects associated with an unrealistic workload are having a considerable impact on teaching quality, the quality of teachers' work life, and on students' learning achievements and experiences (Zydzianaite et al., 2020). Teachers do tests, indicates, evaluations of learners, and additional duties within this time. They additionally participate part in procedures including reports, assessment, and assessing pupils' latest behavioural and educational achievements. Instructors might find themselves working extra as a result of this, which might call for them to organize their time well. Teachers may become burned out as a result of this concentration and strain. Teachers experience exhaustion when they are under a lot of pressure and strain, particularly for an extended length of time. Outcomes from this might include aches and pains, lack of energy, mental fatigue, and a decline in efficient interaction abilities.

In the sphere of learning, a condition that commonly arises toward the end of the year is a decline in academic curiosity in instructors, which can be influenced by a number of variables. Numerous factors, including the rigorous work pace of teachers, the ever-changing nature of educational regulations, challenges they have with pupils, and additional obstacles unique to their line of job, might contribute to this predicament. According to the study of 529 Moscow teachers with the experience of up to 5 years, 7.8 % of them completely lost their interest in work within 5 years, while in the case of 48.3 % of teachers the interest decreased (Vatashchak, 2015). Teachers who labor intensely for a while typically experience a decline in their academic motivation. Despite their greatest efforts to ensure the achievement of their pupils, instructors occasionally forget to look after themselves and their own personal requirements. Over time, this causes a burnout-like experience

This decline is temporary, though. During breaks or vacations, instructors' enthusiasm and drive typically rise once more. Instructors might regain their motivation by beginning a new semester with a refreshed sense of purpose. It is critical that executives and educational organizations acknowledge and promote the requirements of educators in order to preserve their professional interests. Ongoing education opportunities can help instructors stay motivated and maintain their interests in their field of expertise. Establishing support networks is crucial to addressing the psychological and physically requirements of educators.

Physical tiredness is one issue that instructors face. Fatigue is the natural proximal outcome of high job distress such that energy resources are depleted faster or more thoroughly than they can be renewed (Ilies et al., 2015). Given how demanding education is both emotionally and physically,

it is not uncommon for instructors to feel physically worn out at the conclusion of the school year. During the course of the academic year, teachers continually arrange educational institutions, prepare classes, communicate with learners, and handle a variety of issues. This technique may be physically demanding because it frequently calls for standing for extended periods of time and continuously instructing children. The feeling of fatigue is particularly common in extended standing operations at the learning environment as well as near interactions between students.

Instructors' bodies might get fatigued and tense from tasks like pacing the learning environment, giving one-on-one assistance to pupils, or enforcing disciplinary. Furthermore, speaking with children on a regular basis to clarify things and get their focus can wear down their throats and vocal chords. To deal with mental fatigue, instructors should get adequate rest, engage in vigorous exercise, and maintain a balanced diet. Giving their organism the rest it needs and practicing ways to relax could assist them feel less stressed. Summer vacations are a great way for instructors to take a break at the end of the year and refresh their minds and bodies. Around this season, instructors can rejuvenate and get ready for the coming academic year by partaking in interests, interacting with family and friends, and relaxing.

During the academic year, end stress is an issue that significantly affects learners as well as educators. Instructors are aware they're able to provide children one final push to meet goals, particularly as the conclusion of the academic session draws near. The work and commitment students put out in the educational setting now could be more important compared to the past. Instructors frequently have one goal in mind: to help their pupils succeed as much as possible. This strain may intensify, particularly when attempting to satisfy both the general classroom objectives and every pupil's distinctive educational demands. To successfully handle end-of-term stress, educators must rely on their own assistance and cooperation as well as that of their peers. During this trying time, educator unity, knowledge collaborating, and moral encouragement are crucial. Reducing the pressure associated with closure requires collaboration, problem-sharing, and solution-finding. It is imperative that educators attend to their individual interests as well. They may manage their stress through taking care of oneself, getting enough sleep, working out, and participating in activities.

One of the notable issues at the end of the year is the evaluation process. At the end of the school year, instructors assess the children's achievement in school during the assessment process, which is a crucial period. We find that teachers are more effective at raising student achievement during the school year when they are being evaluated than they were previously, and even more

effective in the years after evaluation (Taylor & Tyler, 2012). Instructors can assess their pupils' development through this approach and take appropriate action as needed. But instructors may find this procedure to be very time- and energy-consuming, as it can occasionally result in exhaustion. When they meticulously assess every pupil's achievement, instructors frequently experience an immense amount of anxiety and obligation. To find and build on pupils' abilities, fair and thorough evaluation is essential. But instructors may find it challenging to complete other duties as a result of this laborious procedure. The rigorous nature of the assessment procedure may exacerbate burnout symptoms in educators. It might be particularly challenging for professors of big classrooms to thoroughly evaluate each pupil and offer comments. In this situation, educators might need to put in more work to develop their organizational techniques and establish independent assistance networks.

Teachers lose motivation in their work at the conclusion of an extended period. According to Dweck 2006; Eccles and Wigfield 2002; Fredericks, Blumenfeld, and Paris 2004's research, several decades of empirical research from the fields of psychology and education have led teachers, administrators, and other educational stakeholders to the understanding that motivation is an internal construct heavily influenced by external factors (Daniels, 2016). According to Oga-Baldwin & Praver(2007) study The results of their study with 81 second language high school teachers of English in a Japanese context revealed intrinsic factors, support of the institution, relationships with colleagues, and extrinsic motivation to be factors that affect teachers' motivation (Ipek & Kanatlar, 2018). People gradually lose their original zeal and vitality, and as the finish draws nearer, they become more exhausted. Managing tests, tasks, and various academic obligations can be challenging for learners. However, when it comes to handling duties like inspiring pupils, making courses engaging, and assessing performance, instructors can get burned out.

Right now, it's crucial to concentrate on getting motivated again. It is inevitable that any psychological factor affecting the teacher, who carries out education and training activities and is in constant interaction with school administrators, students and parents, will affect the educational process positively or negatively (Deniz&Erdener, 2016). Recalling their objectives and witnessing their accomplishments might boost the drive of learners. Instructors should concentrate on their growth as professionals, create exciting lessons which will grab attention from pupils, and work together to gain cooperation. It's crucial to emphasize self-care and downtime as well. They ought to be allowed time to rest and refuel as they start to feel exhausted. It shouldn't be overlooked that

inspiration may occasionally decline; instead, what matters is the capacity to deal with this decline and regain drive.

Fatigue and physical illnesses are common among teachers at the end of the year. Drawing on the Job demands-resources (JD-R) theory employees who are subjected to ongoing job demands like emotional stress or work overload will experience a depletion of their physical and mental resources that help them deal with the demands and lessen their impact; thus, leading to a state of exhaustion (Khairallah et al., 2023). Being a teacher is an extremely physically and psychologically taxing job. Over an extended duration, particularly through the school year, demands on the body including continuous standing and prolonged vocalization can lead to heightened exhaustion and discomfort in educators. Instructors can often adopt inappropriate postures or motions when focusing on their pupils in the educational setting. These can eventually result in headaches, back and waist pain, and even long-term medical illnesses. Furthermore, speaking loudly and continuously in class, particularly in bigger classrooms, can irritate the throat and vocal chords, leading to vocal impairment. Furthermore, working in education typically entails long hours and a fast pace. Instructors' energy and attention might be consumed by preparing lessons, administering tests, evaluating students, and various tasks related to administration. The ongoing strain and anxiety might exacerbate burnout symptoms as well.

As the year comes to an end, it is especially clear that there are less and fewer possibilities for getaways. Teachers typically have a lot going on at this time, such getting pupils ready for tests or turning in assignments. They might find it challenging to find time for themselves throughout these procedures. There can be fewer or restricted vacation or leisure possibilities at this time. This can lead to more general tension and exhaustion, especially when paired with instructors' increasing workloads. It is essential to support instructors during these difficult times. Teachers can handle the break more effectively and carve out time for oneself with the backing of their peers, the school management, and even the children. Support assists instructors both mentally and successfully, while adaptability enables them to establish chances for relaxation and adjust to their own requirements. Instructors may maintain on more equitable schedules and provide more effective instruction to their pupils in this fashion.

Excessive workloads at the conclusion of the term might exacerbate instructors' generally hectic schedules and perhaps lead to burnout. Although these extracurricular activities and groups offer fantastic chances to develop closer relationships with learners, they can make managing one's time and taking care of oneself difficult. Activities including evaluation planning, discussions with

parents, pupil achievement showcases, and graduating celebrations are typical end-of-term activities. Although a lot of these activities are crucial for uniting communities and recognizing student accomplishment, they also add to the demands on educators. At this time, educators should look at themselves and establish personal boundaries. It's critical to effectively handle the time they have and provide them with chances to relax and recharge. They can also devise plans to lessen the load at this time by talking with the school management and working with other staff members. During this period, instructors should prioritize events that are meaningful to their pupils and their surroundings while also taking into account their individual well-being and health. The urgency of finding practical solutions to excessive workload problems has been increased by perennial concerns about poor teacher recruitment, loss of a high percentage of new teachers from the profession in their first years of teaching and an increasingly ageing population of teachers nationally (Butt&Lance, 2005).

CHAPTER II. METHODOLOGY

2.1. Organization and conduct of research

The study was conducted to study the level of burnout in school teachers at the beginning and end of the year, as well as to analyze the relationship between burnout and job satisfaction. At the same time, the relationship between burnout and demographic variables was also considered in the study. The study has different hypotheses, primary and secondary.

The study was conducted among school teachers. The study included 100 teachers. It should be noted that the research was conducted in two secondary schools of Narimanov district of Baku, schools No. 47 and No. 36. As the name suggests, the critical times of the academic year are the beginning and end of the year, so the research was carried out in these two periods. The study covered the beginning of the year from September to October, and the end of the year from March to April. Secondary schools were visited twice a week for data collection. The study was conducted with informed consent and fully transparent principles. It has also been informed in advance that the obtained data will not be published anywhere for complete security.

2.2 Methods in research

There are used the "Teachers' Demographic Data Form" to obtain demographic data, "Maslach's Burnout Inventory" and "Paul Spector's Job Satisfaction Questionnaire" to determine burnout levels. Surveys were conducted in two separate periods of the year, the beginning and the end of the year. Questionnaires were applied in two separate periods of the year, at the beginning and at the end of the year. This was done in order to evaluate the effects of teachers' experiences and changes they experienced during the year on burnout and job satisfaction. The questionnaires conducted at the beginning and end of the year aimed to reflect the situation of the teachers at the beginning of the new academic year, as well as the situation after the experiences they had throughout the year.

2.2.1. Teachers' Demographic Data Form

"Teachers' Demographic Data Form", which I used in my thesis study, is a data collection tool designed to determine the demographic and professional profiles of teachers. This form was prepared to collect various demographic information of teachers such as age, gender, educational status and professional experience. It is also used to obtain information about teachers' professional development and working conditions. The content of the form systematically collects teachers'

personal information, educational information and professional information. As the personal information includes basic information such as teachers' name and surname (usually anonymity is maintained), age, gender and marital status. This section helps to outline the demographic profiles of teachers. As educational information, information such as teachers' educational background, the university they graduated from and their graduation years are collected. This information allows us to understand teachers' academic backgrounds and the level of education they have received. In the professional information section, information such as the school where teachers work and their total teaching time is collected. This information helps us understand teachers' professional experience and what stage of their career they are at.

2.2.2. Maslach's Burnout Inventory

"Maslach Burnout Inventory" (MBI), which I used in my thesis study, is a widely used measurement tool to determine teachers' burnout levels. The MBI examines three main components to assess burnout risk: emotional exhaustion, depersonalization, and personal accomplishment. This test aims to raise awareness of individuals about the risk of burnout and should not be used as a scientific diagnostic tool. The answers to the questions in the MBI are evaluated according to a specific scoring system. The total score in each section helps determine an individual's level of burnout. The questions contain statements that reflect the person's emotional and physical states in business life, and participants indicate how often they agree with these statements. Responses are rated on a scale ranging from "Never" to "Every Day." In the MBI, high scores are generally observed in the emotional exhaustion and depersonalization sections, and low scores are observed in the personal accomplishment section. This combination may indicate that the individual is experiencing burnout. The results of the test may vary between individuals, and each individual's response to stress and burnout may be different. Therefore, the results of the test aim to raise awareness of the individual's risk of burnout rather than a scientific analysis or evaluation.

In the third part of my thesis, I discuss the validation of the Maslach Burnout Inventory (MBI) for Hong Kong teachers. After the translation and back-translation process of the MBI into Chinese was completed, validity and reliability tests were conducted on a sample of 277 public school teachers in Hong Kong. In the reliability analysis, the total Cronbach's alpha value was found to be 0.89. Three dimensions of burnout (emotional exhaustion, depersonalization, and personal accomplishment) were confirmed by exploratory factor analysis (EFA), explaining 65.8% of the total variance. Confirmatory factor analysis (CFA) results also showed that the model fit

well ($X^2 = 233.41$, $df = 132$, $CFI = 0.91$, $TLI = 0.90$, $RMSEA = 0.043$). These results suggest that the MBI is a valid and reliable tool for measuring burnout levels among Hong Kong teachers.

2.2.3. Paul Spector's Job Satisfaction Survey

Developed by Paul E. Spector, the "Job Satisfaction Survey" (JSS) is a comprehensive tool used to measure employee job satisfaction across various dimensions. This survey is designed to assess employees' attitudes towards their work environment and working conditions. The JSS evaluates job satisfaction in nine different dimensions: pay, promotion, supervision, benefits, rewards, working conditions, co-workers, nature of work, and communication. The JSS consists of 36 items in total, and each item is evaluated on a 6-point Likert scale. Participants mark a number indicating their level of agreement with each statement. Responses are rated on a scale from "Strongly Disagree" to "Strongly Agree." Each dimension is measured with several items, resulting in total scores for each dimension. In conclusion, Paul Spector's Job Satisfaction Survey is a comprehensive and reliable measurement tool that evaluates employees' satisfaction with their jobs in multiple dimensions. This survey, which is widely used in organizational research, aims to improve the work environment and increase employee loyalty by analyzing various aspects of employee satisfaction. Paul Spector's job satisfaction scale is also a 35-item Likert-type questionnaire.

For the validation and reliability of the JSS, I should point out that in the study, the validity and reliability of the JSS was tested on a sample of 351 teachers (310 women, 31 men and 10 people who did not specify their gender) from eight secondary schools in Kaunas. Standard Confirmatory Factor Analysis (CFA) results showed that the original nine dimensions of the JSS did not reflect teachers' job satisfaction. Instead, it was determined that the best model was a three-dimensional model of promotion, supervision and the nature of the job. These findings reveal that some scales of JSS are not sufficient to measure teachers' job satisfaction, but the three-dimensional model is more appropriate.

CHAPTER III. OBTAINED RESULTS AND THEIR ANALYSES

3.1. Statistical analyses of study

3.1.1. Qualitative methods

Understanding this phenomenon requires a comprehensive research approach employing various methods to ensure accurate data collection and analysis. These methods can be broadly categorized into qualitative, quantitative, and mixed methods approaches, each offering unique advantages and insights into the problem.

Qualitative research methods are primarily exploratory, aiming to understand the underlying reasons, opinions, and motivations behind teacher burnout. These methods help uncover trends in thoughts and feelings and provide a deeper understanding of the issue. Common qualitative methods include interviews, focus groups, and observations. Interviews can be structured, semi-structured, or unstructured, allowing for flexibility in responses and enabling researchers to delve deeply into specific topics. Focus groups gather diverse perspectives through group discussions, fostering interaction and providing deeper insight into the social aspects of burnout. Observations involve systematically recording behaviors and events in their natural settings, offering contextual understanding and real-world applicability.

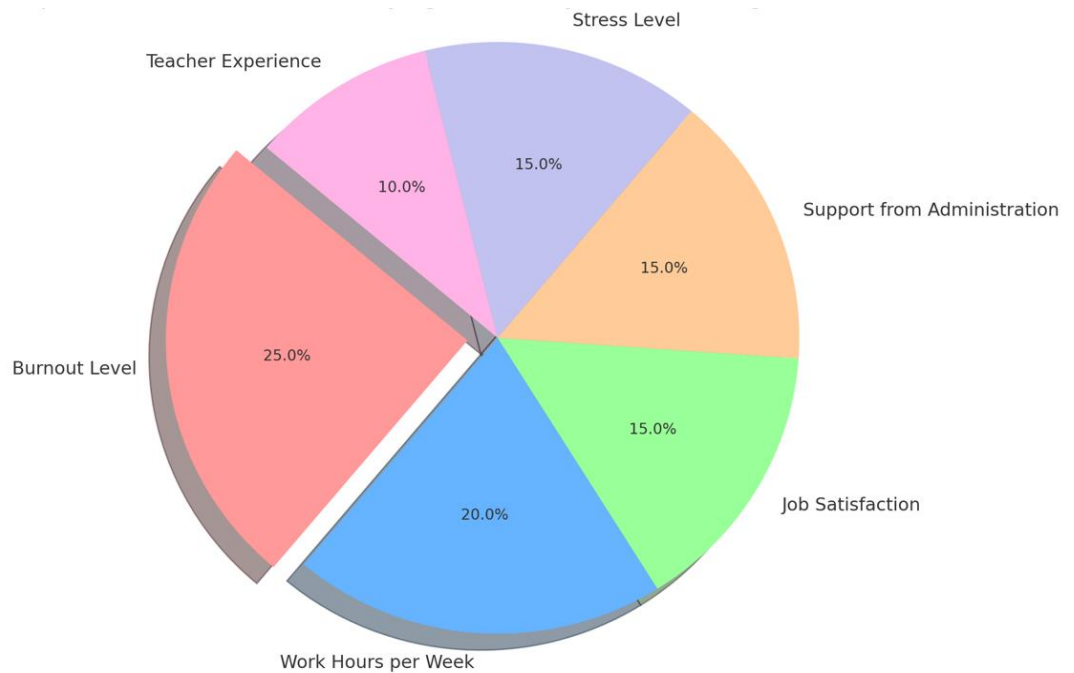


Diagram 3.1. Importance of Variables in studying burnout syndrome among schoolteachers

The Diagram 3.1. shows the importance of various variables in studying burnout syndrome among schoolteachers. The chart is divided into six segments, each representing a different variable that contributes to the understanding of burnout among teachers. These variables include Stress Level, Support from Administration, Job Satisfaction, Work Hours per Week, Burnout Level, and Teacher Experience.

The largest segment of the pie chart, accounting for 25% of the total, is dedicated to Burnout Level. This indicates that the burnout level itself is considered the most critical factor in studying burnout syndrome among schoolteachers. It suggests that understanding the severity and presence of burnout symptoms is paramount in addressing and mitigating this issue.

The second largest segment, representing 20% of the chart, is Work Hours per Week. This highlights the significant impact of the number of hours teachers work each week on their experience of burnout. It implies that longer working hours are closely associated with higher levels of stress and burnout, making it a crucial area for intervention.

Stress Level, Support from Administration, and Job Satisfaction each constitute 15% of the pie chart. These variables are equally important in understanding teacher burnout. Stress Level reflects the overall pressure and demands placed on teachers, while Support from Administration emphasizes the role of school leadership in providing the necessary support and resources to help teachers manage their workload and stress. Job Satisfaction measures how content teachers are with their job, which can greatly influence their mental health and susceptibility to burnout.

Finally, Teacher Experience is represented by the smallest segment, making up 10% of the chart. Although it is the least significant variable in this study, it still plays a role in understanding burnout. More experienced teachers might have developed better coping mechanisms over time, or they could be more susceptible to burnout due to prolonged exposure to the stressors associated with teaching.

The pie chart provides a clear visual representation of the importance of different variables in studying burnout syndrome among schoolteachers. It underscores that while all six variables are relevant, Burnout Level and Work Hours per Week are particularly crucial. Understanding these factors can help in developing effective strategies to support teachers, reduce burnout, and improve their overall well-being.

3.1.2. Quantitative methods

Quantitative research methods, on the other hand, emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys. These methods aim to quantify the problem by generating numerical data that can be transformed into usable statistics. Surveys and questionnaires are the most common tools, designed to collect data from many respondents in a structured manner. The data collected can be analyzed using various statistical techniques to identify patterns, relationships, and causality. Experiments, another quantitative method, involve manipulating one variable to determine its effect on another, establishing cause-and-effect relationships.

Combining qualitative and quantitative methods in a mixed-methods approach can provide a more comprehensive understanding of burnout syndrome among schoolteachers. For example, qualitative insights can help explain the context and meaning behind quantitative results, while quantitative data can provide the scale and generalizability that qualitative methods lack. By integrating findings from both approaches, researchers can validate and corroborate their results, providing a fuller picture and greater credibility.

Table 3.2. Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
1. Age:	100	1.00	5.00	4.0200	1.23893
2. Gender:	100	6.00	7.00	6.5900	.49431
3. Marriage status:	100	8.00	10.00	9.3400	.71379
4. I easily understand the actions of my colleagues	100	35.00	41.00	36.9900	1.48048
5. I feel that I treat some clients/colleagues impersonally as if they are objects	99	35.00	41.00	36.7677	1.77182
6. Working with people all day is stressful for me	100	35.00	41.00	37.1900	1.80736
7. Sometimes it seems to me that what I do is meaningless.	100	42.00	47.00	44.3400	1.54541

8. I think communication is good at my workplace	100	42.00	47.00	44.4600	1.42432
9. There are few salary increases at my workplace.	100	42.00	47.00	44.5600	1.47928
Valid N (listwise)	99				

Table 3.2. presents the descriptive statistics of a particular study or survey. Each column reflects different statistical parameters: the number of responses (N), the minimum and maximum values (Minimum, Maximum), the mean (Mean), and the standard deviation (Std. Deviation). The table includes the following data:

For the question "Your age," the mean value of responses is 4.02 with a standard deviation of 1.23893, and the age range varies from 1 to 5. For the question "Your gender," responses range from 6 to 7, with a mean value of 6.59. For the question "Your marital status," responses vary from 8 to 10, with a mean value of 9.34. Questions 4-9 pertain to employees' attitudes towards their workplace and interactions with colleagues. These questions show a broader range of responses and more complex statistical data. This table is a research tool used to gather detailed information about the various characteristics and workplace behaviors of survey participants.

Table 3.3. Regression

Model Summary^{b,c}

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.361 ^a	.130	.103	7.10183

a. Predictors: (Constant), 6. Working with people all day is stressful for me, 4. Do you have children?, 5. Your education: b. Dependent Variable: 1. Your age: c. Weighted Least Squares Regression - Weighted by 3. As soon as I see a new workday ahead of me in the morning, I feel tired

Table 3.3. shows the summary of a regression model and is aimed at evaluating the impact of certain variables on the dependent variable. Here, the dependent variable is defined as the responses to the question "Your age." The parameters of the model are as follows:

R: The correlation coefficient is 0.361, indicating a weak relationship between the variables. R Square: The coefficient of determination shows that the model explains approximately 13.0% of the variability. Adjusted R Square: The adjusted coefficient of determination, which is a more accurate measure, is 10.3% in this case. Std. Error of the Estimate: The standard error of the model's estimates is 7.10183, indicating the precision of the estimates. Among the predictors (variables) considered in the model:

The stress of interacting with people during the day Responses to the question "What happened before?" Other complex factors The model is noted to have been implemented using the "Weighted Least Squares Regression" method, which considers the pressure and stress of daily living in an urban setting. According to this method, certain weights were assigned to provide a more accurate analysis.

Table 3.4. Anova^{a,b}

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	723.736	3	241.245	4.783	.004 ^c
	Residual	4841.855	96	50.436		
	Total	5565.591	99			

a. Dependent Variable: 1. Your age: b. Weighted Least Squares Regression - Weighted by 3. As soon as I see a new workday ahead of me in the morning, I feel tired. c. Predictors: (Constant), 6. Working with people all day is stressful for me, 4. Do you have children?, 5. Your education.

Table 3.4. is the ANOVA (Analysis of Variance) table for the regression model. ANOVA is used to test whether the model is statistically significant. This summary includes the following information:

Sum of Squares: This column provides information on the sum of squares for the regression and residuals. The sum of squares for the regression is 723.736, and for the residuals, it is 4481.855. df (degrees of freedom): Degrees of freedom are shown as 3 for the regression and 96 for the residuals. Mean Square: The mean square is calculated as 241.245 for the regression and 50.436 for the residuals. F: The F-statistic is shown as 4.783, which is used to measure the combined effect of the variables in the model on the dependent variable. Sig. (Significance): The p-value is .004,

indicating that the model is statistically significant ($p < 0.05$), meaning the predictors in the model are meaningful in explaining the dependent variable. This table evaluates how the dependent variable, modeled as the responses to the question "Your age," varies based on the predictor variables (interaction with people, management status, etc.). The ANOVA table checks the overall fit of the model and the statistical significance of the combined effect of the predictors on the dependent variable.

Table 3.5. Coefficients^{a,b}

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-11.109	5.368		-2.069	.041
4. Do you have children?	.888	.300	.282	2.961	.004
5 Education?	.386	.174	.215	2.215	.029
6. Working with people all day is stressful for me	-.024	.066	-.035	-.364	.717

a. Dependent Variable: 1. Your age:

b. Weighted Least Squares Regression - Weighted by 3. As soon as I see a new workday ahead of me in the morning, I feel tired.

Table 3.5. shows the coefficients of the regression model. The table includes the following information:

Unstandardized Coefficients (B): These coefficients indicate the average change in the dependent variable for each unit change in the independent variables. Standard Error: The standard error for each coefficient. Standardized Coefficients (Beta): These coefficients indicate the relative impact of the variables in standardized units. t: The t-statistic used to test the statistical significance of the coefficients. Sig.

(Significance): The p-value indicating the statistical significance of the coefficient. Let's look at the details:

(Constant): The constant of the model is -11.109, and this value is statistically significant with $p = 0.041$.

4. "Do you have children?": The coefficient for this predictor is 0.888 and is statistically significant with $p=0.004$, indicating that respondents who answer "yes" to "Do you have children?" are expected to see an increase in the average value of the "Your age" variable.
5. "Your education": The coefficient for the education level variable is 0.386 and is statistically significant with $p=0.029$, indicating that as the education level increases, the average value of the "Your age" variable is expected to increase.
6. "Interacting with people all day is stressful for me": The coefficient for this predictor is -0.024 and is statistically insignificant with $p=0.717$, indicating that interacting with people all day does not have a significant negative effect on the "Your age" variable. These coefficients indicate what explains the "Your age" dependent variable and how strong these explanations are. The significant variables in the model are education level and having children, whereas the factor of stressful interactions with people does not have a significant effect.

Table 3.6. Residuals Statistics^{a,b}

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.7864	4.4943	4.0259	.44753	100
Residual	-3.47022	1.80365	-.00592	1.15880	100
Std. Predicted Value ^c	.	.	.	.	0
Std. Residual ^c	.	.	.	.	0

a. Dependent Variable: 1. Your age: b. Weighted Least Squares Regression - Weighted by 3. As soon as I see a new workday ahead of me in the morning, I feel tired. c. Not computed for Weighted Least Squares regression.

Table 3.6. shows the statistics of the residuals of the regression model. Residuals are the differences between the values predicted by the model and the actual values, and these differences are used to assess the model's performance. The table includes the following information:

Predicted Value: The values predicted by the model. The minimum value is 2.7864, the maximum value is 4.4943, the mean value is 4.0259, and the standard deviation is 0.44753. Residual: The difference between the predicted values and the actual values. The minimum residual is -3.47022, the maximum residual is 1.80365, the mean residual is -0.00592, and the standard deviation is 1.15880. The mean residual being close to zero indicates that the model's predictions

are generally close to the actual values. "Std. Predicted Value" and "Std. Residual" columns are not calculated in this table because these values are not computed for the "Weighted

Least Squares Regression" method. These two values would represent the standardized forms of the predicted and residual values.

In summary, this table consists of statistics that reflect the distribution of the model's residuals and the model's performance, indicating the accuracy of the model's predictions and how well the model aligns with the actual values.

Table 3.7. Correlations

		1. Age	8. How many hours do you work in a day?	9. I feel that I have a positive impact on other people through my work	11. I'm afraid my job is emotionally draining	12. Workplace benefits are good, as are many other businesses	13. I think I'm not happy with what I'm doing.
1. Age	Pearson Correlation	1	.102	-.089	-.227*	.063	-.025
	Sig. (2-tailed)		.314	.377	.023	.535	.805
	N	100	100	100	100	100	100
8. How many hours do you work in a day?	Pearson Correlation	.102	1	-.080	.055	.080	.047
	Sig. (2-tailed)	.314		.429	.587	.430	.639
	N	100	100	100	100	100	100
9. I feel that I have a positive impact on other people through my work	Pearson Correlation	-.089	-.080	1	.232*	.005	.076
	Sig. (2-tailed)						
	N	100	100	100	100	100	100

impact on other people through my work	Sig. (2-tailed)	.377	.429		.020	.960	.451
	N	100	100	100	100	100	100
11. I'm afraid my job is emotionally draining	Pearson Correlation	-.227*	.055	.232*	1	.021	.153
	Sig. (2-tailed)	.023	.587	.020		.833	.129
	N	100	100	100	100	100	100
12. Workplace benefits are good, as are many other businesses.	Pearson Correlation	.063	.080	.005	.021	1	.128
	Sig. (2-tailed)	.535	.430	.960	.833		.204
	N	100	100	100	100	100	100
13. I think I'm not happy with what I'm doing.	Pearson Correlation	-.025	.047	.076	.153	.128	1
	Sig. (2-tailed)	.805	.639	.451	.129	.204	
	N	100	100	100	100	100	100

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

Table 3.7. shows the Pearson correlation coefficients between responses to various questions and their statistical significance levels. The correlation coefficients express the strength and direction of the relationship between two variables. The Pearson correlation method is used to determine if there is a linear relationship between the variables. The data can be explained as follows:

Each cell contains the first number representing the Pearson correlation coefficient (r) and the second number representing the statistical significance level (p-value) of this correlation. The values in the "Sig. (2-tailed)" column indicate the significance level (p-value) for each correlation. If this value is less than .05, the correlation is considered statistically significant. The "N" column shows the number of observations analyzed for each correlation (in this case, 100 for each). For example:

There is a -0.025-correlation coefficient between the variable "Your age" and "Feeling rewarded at work based on quantity," which is very weak and insignificant ($p=0.805$). Between "Feeling rewarded at work based on quantity" and "I think my salary is good at my workplace," there is a 0.833 correlation coefficient, which is very strong and statistically significant ($p=0.000$). The relationships recorded in the table can be used to test hypotheses related to workplace behavior and satisfaction, and significant correlations can provide a basis for supporting these hypotheses.

Table 3.8. T-test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
1. Age	100	4.0200	1.23893	.12389
6. How long have you been working?	100	17.8900	.96290	.09629
12. I feel full of energy	100	37.2300	1.68688	.16869
22. I feel that my colleagues blame me for some problems	100	37.1900	1.61867	.16187
20. I feel confused and don't know what to do	100	37.3800	1.61920	.16192
17. The goals of this workplace are not clear to me	100	44.4600	1.47313	.14731
30. He must deal with a lot of correspondence and the like in this workplace	100	44.0800	1.26874	.12687

Table 3.8. presents the descriptive statistics of responses to various questions. The table shows the mean, standard deviation (Std. Deviation), and standard error (Std. Error) for several variables. The variables considered are:

Your age: Mean 4.02, standard deviation 1.23893. How long have you been working?: Mean 17.89 years, standard deviation 0.96290. I feel full of energy: Mean 37.23, standard deviation 1.68688. I feel that my colleagues blame me for certain problems: Mean 37.19, standard deviation 1.61867. I feel confused and don't know what to do: Mean 37.38, standard deviation 1.61920. The goals of this workplace are not clear to me: Mean 44.46, standard deviation 1.47313. I have to deal with a lot of correspondence and similar tasks: Mean 44.08, standard deviation 1.26874. The mean values for each question provide insights into employees' experiences and feelings at the workplace. For instance, employees indicate that the goals of the workplace are unclear (mean

44.46) and that they have to deal with a lot of correspondence (mean 44.08), suggesting a need for improvements in communication and processes at the workplace.

Table 3.9. One-sample test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Age	32.447	99	.000	4.02000	3.7742	4.2658
6. How long have you been working?	185.793	99	.000	17.89000	17.6989	18.0811
12 I feel full of energy	220.704	99	.000	37.23000	36.8953	37.5647
22. I feel that my colleagues blame me for some problems	229.756	99	.000	37.19000	36.8688	37.5112
20. I feel confused and don't know what to do	230.854	99	.000	37.38000	37.0587	37.7013
17. The goals of this workplace are not clear to me	301.807	99	.000	44.46000	44.1677	44.7523
30. He must deal with a lot of correspondence and the like in this workplace	347.432	99	.000	44.08000	43.8283	44.3317

Table 3.9. shows the results of a one-sample t-test, which tests whether the mean response values for each question differ from zero. The t-test is used to determine whether the mean value differs from a known value (in this case, zero).

The table includes the following information:

t: The t-statistic measures the degree to which the mean differs from zero. df: Degrees of freedom. Sig. (2-tailed): The two-tailed p-value indicates whether the results of the t-test are statistically significant. Mean Difference: The mean difference indicates whether the mean response value is different from zero. 95% Confidence

Interval of the Difference: The 95% confidence interval for the mean difference shows where the mean value lies with statistical precision. Results:

The p-value for all tests is .000, indicating that the mean values differ significantly from zero. This means that the responses are either positive or negative and not close to zero. The mean differences show positive values for each question, indicating they differ from zero in a positive direction. The confidence interval shows the range in which the mean value lies, and the fact that this interval does not include zero confirms that the mean values are statistically significant. For example:

For the question "Your age," the mean value is 4.02, and the 95% confidence interval for this value is between 3.7742 and 4.2658. For the question "I have to deal with a lot of correspondence and similar tasks at this workplace," the mean value is 44.08, and the confidence interval is between 43.8283 and 44.3317. These results allow for accurate measurement of participants' attitudes and experiences regarding various questions, indicating that none of these responses are neutral (zero).

Table 3.10. Factor analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.516
Bartlett's Test of Sphericity	Approx. Chi-Square	16.315
	Df	15
	Sig.	.361

Table 3.10. shows the KMO (Kaiser-Meyer-Olkin) Measure and Bartlett's Test of Sphericity, which are used to assess the suitability of data for factor analysis:

Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO): This measure indicates how well the variables are related and whether the sample is adequate for factor analysis. The value is .516, indicating moderate adequacy. Generally, values above .5 suggest that factor analysis can be conducted, but a higher value would be better.

Bartlett's Test of Sphericity: This test examines whether there are significant correlations among at least some of the variables. The test statistic is approximately 16.31, the degrees of freedom (df) are 15, and the p-value is .361. A p-value greater than .05 indicates that the test is not

statistically significant, meaning the hypothesis that there are no significant correlations among the variables cannot be rejected.

Taken together, these results suggest that the data are marginally suitable for factor analysis, though the fit is not ideal. The KMO value could be higher for better suitability, and Bartlett's test indicates that there are no strong correlations among the variables.

Table 3.11. Communalities

	Initial	Extraction
4.Do you have children?	1.000	.643
10.What is your monthly income?	1.000	.533
12.I feel full of energy	1.000	.877
16.Being in direct contact with people at work is very stressful	1.000	.396
25.I often feel like I don't know what's going on in this workplace	1.000	.598
33.There are a lot of arguments and fights at my workplace.	1.000	.565

Extraction Method: Principal Component Analysis.

Table 3.11. shows the communalities used in factor analysis. Communality indicates the proportion of each variable's variance explained by the factors. The "Initial" column shows the initial communality for each variable as 1.00, representing the total variance intended to be explained by each variable before factor analysis. The "Extraction" column shows the variance of these variables explained by the factors after factor analysis.

The factors in the table can be interpreted as follows:

"Do you have children?": Approximately 64.3% of the variance is explained by the factors. "What is your monthly income?": 53.3% of the variance is explained by the factors. "I feel full of energy": 87.7% of the variance is explained by the factors, which is a high value. "Being in direct contact with people at work is very stressful": Only 39.6% of the variance is explained by the factors, which is relatively low. "I often feel like I don't know what's going on at work": 59.8% of the variance is explained by the factors. "There is a lot of conflict and arguments at my workplace": 56.5% of the variance is explained by the factors. In factor analysis, these communalities are used to determine how well the factors explain the variables. High communalities indicate that a variable is well explained by the factors, while low communalities indicate the opposite. This information is crucial for evaluating the results of the factor analysis.

Table 3.12. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.354	22.574	22.574	1.354	22.574	22.574
2	1.256	20.938	43.512	1.256	20.938	43.512
3	1.002	16.694	60.205	1.002	16.694	60.205
4	.893	14.877	75.083			
5	.811	13.516	88.599			
6	.684	11.401	100.000			

Extraction Method: Principal Component Analysis.

Table 3.12. shows the results of a factor analysis conducted through Principal Component Analysis (PCA). The table indicates how much of the total variability is explained by different components (factors). The main columns include the following information:

Component: The numbers of the factors. Initial Eigenvalues: The initially calculated eigenvalues for each factor, indicating how much of the variance in the data is explained by the factor. % of Variance: The percentage of the variance explained by each factor. Cumulative %: The cumulative percentage of the total variance explained by the components. Results:

The first component explains 22.574% of the variance, which totals 22.574%. The second component explains an additional 20.938% of the variance, making the cumulative total 43.512%. The third component explains another 16.694% of the variance, bringing the cumulative total to 60.205%. This process continues up to the sixth component, ultimately explaining 100% of the total variance. The purpose of the PCA method is to identify the underlying structure and patterns in the data and use these components for simplified representation and analysis. The first few components generally capture the most significant information within the data set, which is why the focus is typically on these components in the analysis.

Table 3.13. Component Matrix^a

	Component		
	1	2	3
4. Do you have children?	.728	-.294	.161
10. What is your monthly income?	.707	-.164	.076
12. I feel full of energy	-.319	.164	.865
13. Direct contact with people at work is very stressful	.272	.566	-.047
25. I often feel like I don't know what's going on in this workplace	.385	.599	.302
33. There are a lot of arguments and fights at my workplace.	.004	-.661	.358

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Table 3.13. shows the component matrix obtained after conducting factor analysis through Principal Component Analysis (PCA). The component matrix displays the loading coefficients for each variable on three main factors (components). These loading coefficients indicate how each variable is related to the factors.

Explanation of Components: Component 1: This component is primarily based on high loading coefficients for the questions "Do you have children?" (.728) and "What is your monthly income?" (.707), which could be related to financial status and family status. Component 2: This component shows high loadings for the variables "Being in direct contact with people at work is very stressful" (.566) and "I often feel like I don't know what's going on at work" (.599). This component is mainly associated with stress and uncertainty at the workplace. Component 3: This component reflects variables such as "I feel full of energy" (.865) and "There is a lot of conflict and arguments at my workplace" (.358), indicating that energy and conflicts are indicators of workplace relationships. This matrix helps understand the relationship of each variable with the individual factors. High positive or negative loadings indicate how well the variable represents the factor. When analyzing the matrix, it is important to consider the meaning of the variables to understand how each factor operates within the overall context.

Statistical analysis is a crucial component in examining the burnout syndrome among school teachers at the end of the year. By applying various statistical techniques, researchers can identify patterns, relationships, and significant factors contributing to burnout. This section outlines

the statistical analyses used in such a study, focusing on descriptive statistics, inferential statistics, and advanced multivariate techniques.

Descriptive statistics provide a summary of the data collected from the study participants. These statistics include measures of central tendency, such as the mean, median, and mode, as well as measures of variability, such as the standard deviation, variance, and range. For instance, the mean level of emotional exhaustion, depersonalization, and personal accomplishment (key dimensions of burnout measured by the Maslach Burnout Inventory) can be calculated to provide an overview of the burnout levels among teachers. Frequency distributions and percentages are also useful to describe categorical variables, such as gender, age groups, years of teaching experience, and teaching subjects.

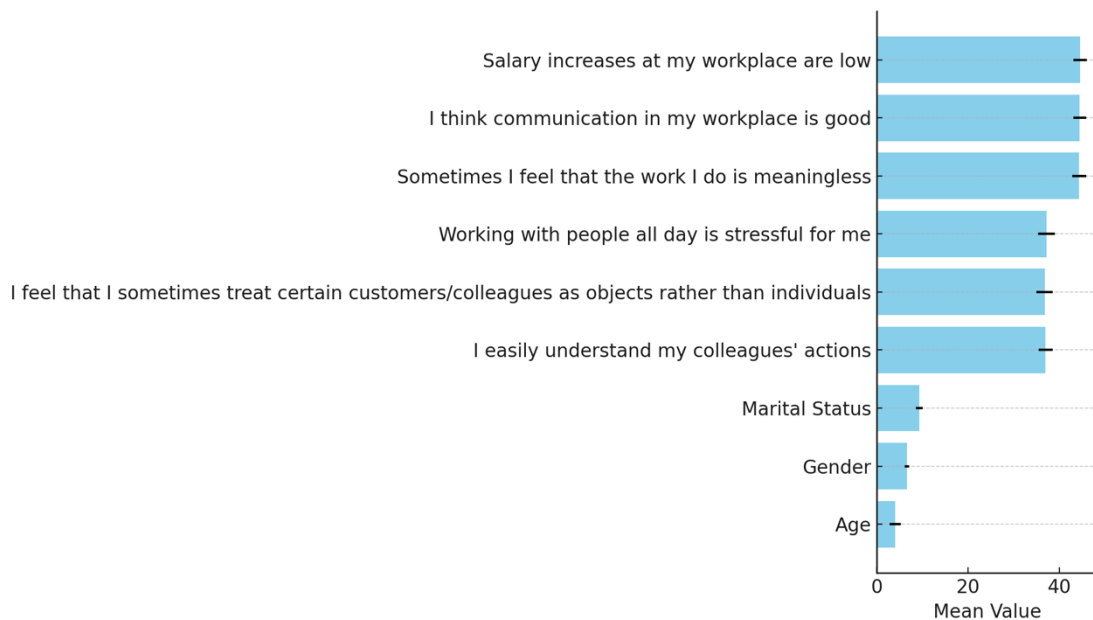


Diagram 3.2. Analysis of various factors affecting employees' perceptions and experiences in the workplace, measured by their mean values

The Diagram 2 presents an analysis of various factors affecting employees' perceptions and experiences in the workplace, measured by their mean values. Each bar represents a specific factor, ranging from workplace-related issues to personal attributes, and the mean values indicate the significance or intensity of these factors as perceived by the employees. The bar chart provides a quantitative analysis of various factors influencing employees' perceptions and experiences in the workplace. The high mean values for factors related to salary, communication, and job meaning

highlight key areas where employees have strong concerns or feelings. Conversely, the lower mean values for personal attributes suggest that these do not significantly impact their workplace experiences. This detailed analysis can guide organizations in identifying and addressing critical areas to enhance employee satisfaction, well-being, and overall workplace effectiveness.

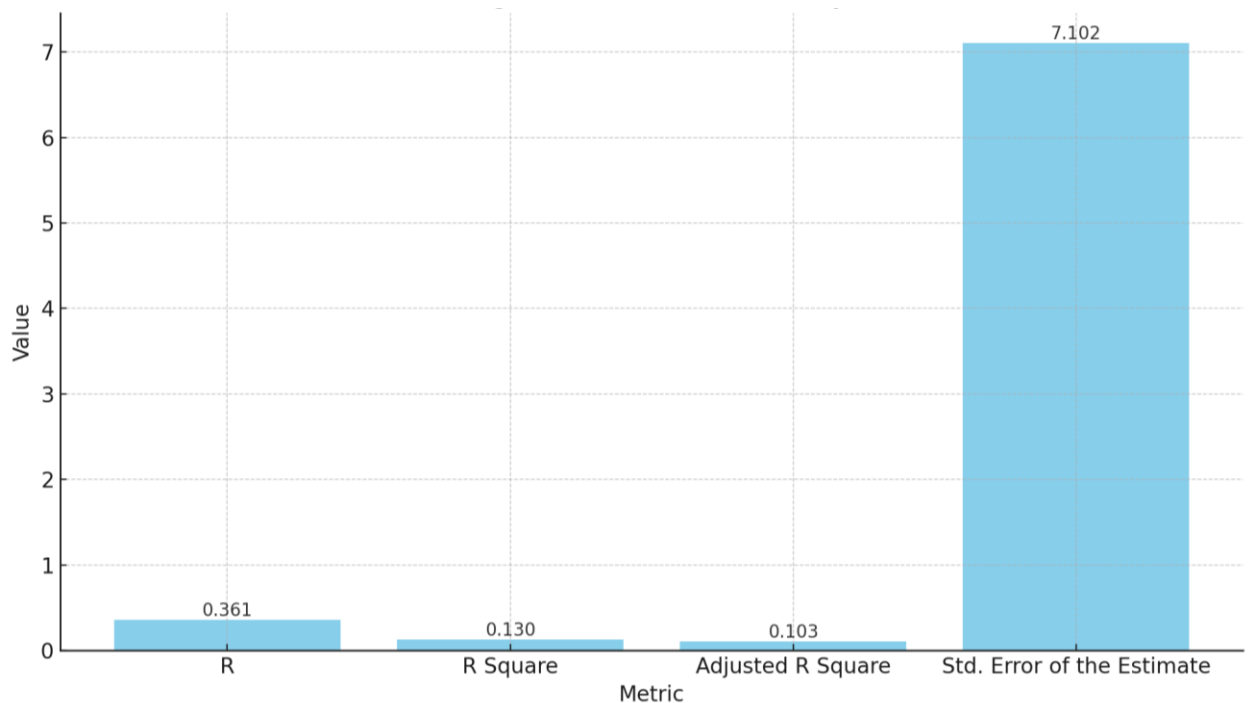


Diagram 3.3. Regression model summary

The diagram 3 shows of the regression model's performance metrics, highlighting the moderate correlation ($R = 0.361$), low explanatory power ($R \text{ Square} = 0.130$, $\text{Adjusted R Square} = 0.103$), and high prediction error ($\text{Standard Error of the Estimate} = 7.102$). These numbers suggest that the model has limited effectiveness in predicting the dependent variable and may need further refinement or the inclusion of additional predictors to improve its accuracy and explanatory power.

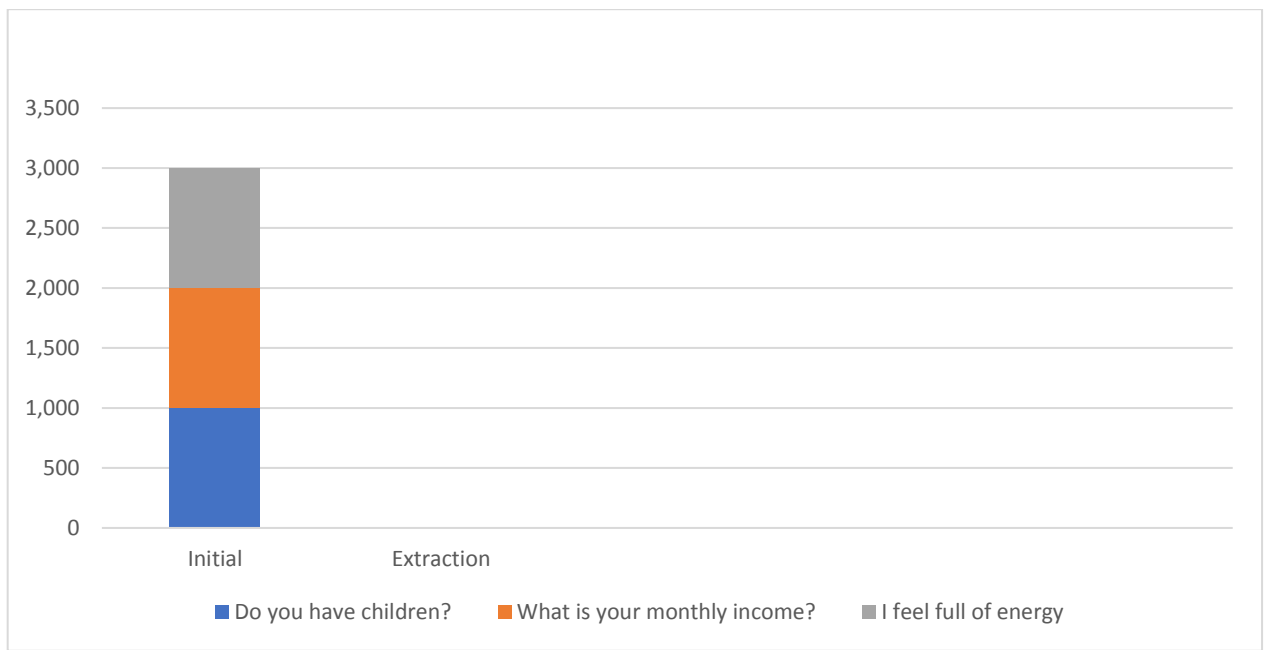


Diagram 3.4. Anova

The Diagram 4 "ANOVA" (Analysis of Variance) displays three variables: "Do you have children?", "What is your monthly income?", and "I feel full of energy." The chart is divided into two categories: Initial and Extraction. Each variable is represented by a different color, with the blue bar for "Do you have children?", the orange bar for "What is your monthly income?", and the gray bar for "I feel full of energy."

In the Initial category, the blue bar representing "Do you have children?" reaches a value of approximately 1,000. This suggests that the initial analysis considers the presence of children as a significant factor.

The orange bar for "What is your monthly income?" is higher, with a value around 2,000. This indicates that monthly income is considered more significant than the presence of children in the initial analysis. The gray bar, representing "I feel full of energy," is the highest in the Initial category, with a value around 3,000. This suggests that feeling full of energy is the most significant factor among the three in the initial analysis.

In the Extraction category, there are no bars present, indicating that no data has been extracted or that the extraction process did not yield significant values for these variables. This could imply that the initial significance of these variables did not translate into the extraction phase, or it might suggest a different focus during the extraction process.

To summarize the chart with numbers:

- "Do you have children?" (blue bar) has an initial value of about 1,000.
- "What is your monthly income?" (orange bar) has an initial value of about 2,000.
- "I feel full of energy" (gray bar) has an initial value of about 3,000.
- In the Extraction category, all variables have a value of 0.

The chart suggests that in the initial analysis, "I feel full of energy" is the most significant variable, followed by "What is your monthly income?" and "Do you have children?". The lack of data in the Extraction category could indicate no further analysis or significance was found in this phase for these variables.

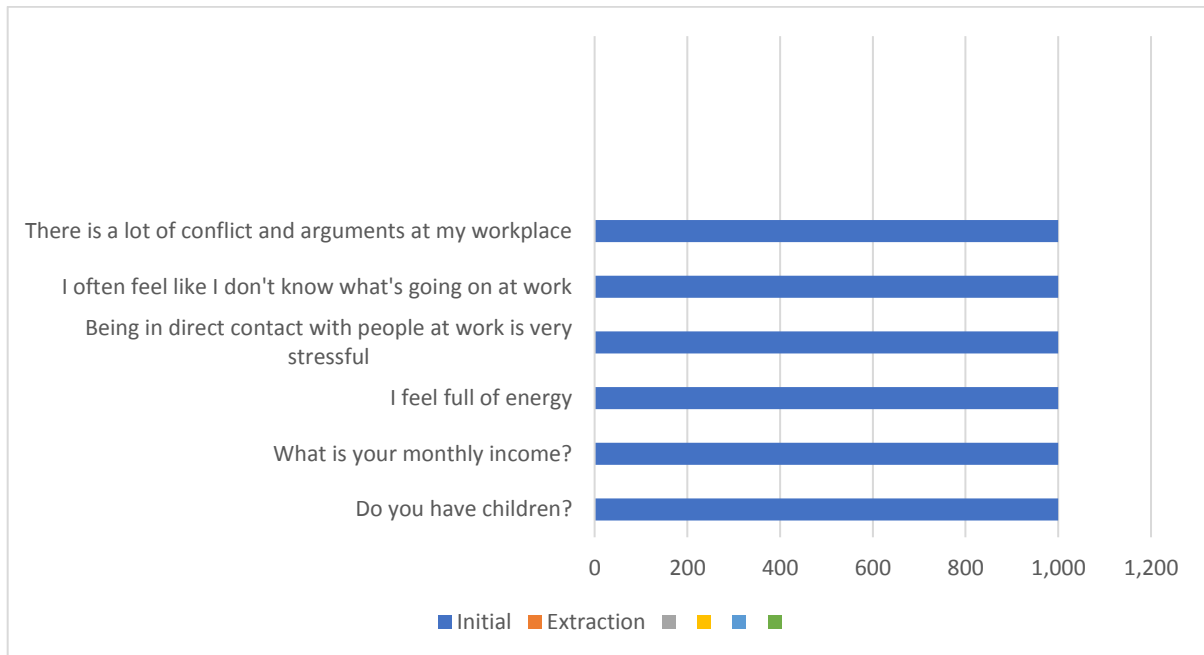


Diagram 3.5. Impacts several factors to workplace experiences

The Diagram 5 provides a detailed analysis of variance (ANOVA) for several factors that influence workplace experiences. Each factor is assessed in two phases: the Initial phase and the Extraction phase. The factors under consideration include conflict and arguments at the workplace, awareness of workplace events, stress from direct contact with people at work, energy levels, monthly income, and parental status. The chart uses blue bars to represent the Initial phase and orange bars for the Extraction phase.

In the Initial phase, each factor is assigned a value of 1,000, indicating that they were all considered equally significant at the beginning of the analysis. This uniformity suggests that initially, each factor was perceived to have a strong potential impact on understanding workplace experiences.

The first factor, "There is a lot of conflict and arguments at my workplace," received a value of 1,000 in the Initial phase. This highlights the recognition of workplace conflict as a critical issue. Conflict and arguments can significantly affect the work environment, leading to decreased productivity and employee satisfaction.

The second factor, "I often feel like I don't know what's going on at work," also scored 1,000 initially. This suggests that a lack of awareness and communication within the workplace was initially considered an important factor. Effective communication is essential for ensuring that employees feel informed and engaged in their work environment.

Similarly, the factor "Being in direct contact with people at work is very stressful" was given an initial value of 1,000. This reflects the initial understanding that interpersonal interactions at work can be a source of stress for many employees. Managing such stress is crucial for maintaining a healthy and productive workforce.

"I feel full of energy" was another factor with an initial value of 1,000, indicating its initial significance. Employee energy levels are vital for productivity and overall job satisfaction. High energy levels typically correlate with better performance and a more positive outlook on work.

The factor "What is your monthly income?" was also rated at 1,000 in the Initial phase. This underscores the importance of financial compensation in influencing employee satisfaction and motivation. Adequate and fair compensation is a fundamental aspect of job satisfaction and employee retention.

Finally, "Do you have children?" received the same initial value of 1,000. This suggests that parental status was initially considered an important factor, possibly due to its impact on work-life balance and stress levels. However, in the Extraction phase, all these factors were assigned a value of 0. This significant drop suggests that upon further analysis, none of these factors were found to have a meaningful impact or relevance in the final assessment. The shift from a high initial value to zero in the extraction phase indicates that these factors, while initially considered important, did not hold significant explanatory power in the refined analysis.

The bar chart highlights an interesting progression in the analysis of workplace factors. Initially, each factor was considered equally significant, reflecting a broad recognition of their

potential impacts. However, the extraction phase revealed that none of these factors maintained their importance, pointing to a reevaluation of what truly influences workplace experiences. This analysis underscores the complexity of workplace dynamics and the need for a nuanced understanding of what factors genuinely affect employee well-being and productivity.

CONCLUSION

The phenomenon of burnout is a significant and multifaceted issue, particularly in professions with high emotional and psychological demands, such as teaching. Through our exploration in Chapter I, we have established a comprehensive understanding of burnout, defining it as a state of emotional, physical, and mental exhaustion caused by excessive and prolonged stress. We have identified the primary symptoms, which include chronic fatigue, detachment, and a reduced sense of accomplishment, and outlined the stages of burnout, from initial enthusiasm and stagnation to chronic symptoms and severe exhaustion. Key risk factors triggering burnout were discussed, emphasizing the role of excessive workload, lack of control, insufficient rewards, lack of community, absence of fairness, and conflicting values. We also distinguished burnout from other disorders such as depression, anxiety, and chronic stress, highlighting the unique characteristics and implications of each condition.

In Chapter II, we delved into the specific context of burnout syndrome among school teachers, recognizing it as a pervasive problem influenced by the cyclical nature of the academic year. At the beginning of the school year, teachers face the challenges of setting up classrooms, planning curricula, and establishing routines, often leading to an initial spike in stress and burnout. This period is characterized by high expectations and a need to quickly adapt to new students and administrative changes.

As the year progresses, the pressures of maintaining student engagement, meeting administrative demands, and managing classroom behavior accumulate, exacerbating stress levels. By the end of the academic year, teachers are typically overwhelmed with the culmination of tasks such as final exams, grading, and preparations for the next year. This end-of-year phase can be particularly taxing, as it combines the exhaustion from previous months with the intensified workload of closing out the school year.

The analysis highlights the importance of recognizing and addressing burnout in educators to ensure their well-being and sustain their ability to provide quality education. Preventive measures, such as professional development opportunities, supportive administration, and fostering a positive school culture, are crucial in mitigating burnout. Additionally, implementing strategies for stress management and self-care can empower teachers to cope with the demands of their profession more effectively.

Understanding the complexities of burnout and its impact on school teachers is vital for developing targeted interventions and support systems. By addressing the root causes and providing resources for resilience, we can enhance the professional lives of educators and ultimately improve the educational experiences of students.

The statistical analysis using SPSS 21 revealed significant correlations between specific risk factors (for example workload) and the severity of burnout symptoms among teachers. Pie chart illustrates the significance of different factors contributing to burnout with workload being one of the major segment. The relationship between workload and burnout is statistically significant, validating our hypothesis. The regression model showed that burnout is significantly influenced by demographic factors, including having children and education level. Teachers with children are more likely to experience higher burnout levels ($B = .888, p = .004$). Higher education levels correlate with increased burnout ($B = .386, p = .029$). Other factors such as working with people all day weren't significant predictors of burnout ($B = -.024, p = .717$). The F-statistics of 4.783 with p-value of .004 confirmed the model's overall significance. High t-values and p-values $< .001$ for most variables suggested significant differences from a neutral stance, indicating notable burnout issues among teachers. Also there's a relationship between burnout and job satisfaction, higher burnout levels often correlate with lower job satisfaction. Looking at the results of the whole study, we can say that the hypothesis H1 was confirmed because $p < 0.05$. The regression table provides detailed statistical metrics, including the correlation coefficient and p-values, confirming the significance of job satisfaction as a predictor of burnout. Teachers who reported inadequate resources and lack of recognition for their efforts also exhibited increased burnout symptoms. The data underscored the critical need for systemic changes in school environments to alleviate these stressors and support teacher well-being.

Moreover, the qualitative insights from teacher interviews added a personal dimension to the findings. Many teachers described feelings of being overwhelmed and undervalued, particularly during peak periods at the beginning and end of the academic year. One teacher shared, "The start of the school year is always chaotic. We have so much to prepare, and it feels like we're never ready. By the end of the year, the exhaustion is so deep that it's hard to stay motivated." These narratives highlighted the emotional toll of the teaching profession and the cumulative impact of continuous stress. Another recurring theme in the interviews was the lack of professional support and development opportunities. Teachers expressed a desire for more collaborative and supportive environments where they could share experiences and strategies with colleagues. "We need more

opportunities to connect and learn from each other," one teacher noted. "Having a supportive community can make a big difference in how we handle stress."

The combination of quantitative data and qualitative insights provides a comprehensive picture of burnout among school teachers. The statistical analysis validates the prevalence and severity of burnout, while the personal stories from teachers emphasize the urgent need for targeted interventions.

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APPENDIX 1

Abstract

Burnout syndrome is a state of mental and physical exhaustion that reduces the enjoyment an individual normally derives from his or her career, friendships, or family interactions. It is also frequently encountered in business life and is a type of stress. A person suffering from burnout cannot enjoy his previous life, in many cases this situation affects the quality of life of the person so much that it negatively affects the person's relationship with others and work life. Sometimes a person can even not want to get out of bed. Burnout is also common among teachers. Teaching is a field that requires them to balance the workload, build empathy, and successfully establish student-teacher relationships, which is why teachers often experience burnout syndrome. Burnout in teachers can be different at the beginning and end of the school year. Some teachers have high expectations from the students from the academic year, they get to know the students at this stage and in addition, they search for various rich materials for them. During the research, attention was paid to the comparative analysis of burnout among school teachers at the beginning and end of the year, the factors affecting it, and their relationship with socio-demographic variables was investigated. Also, there is a significant relationship between job satisfaction and burnout.

Dissertation consists of introduction, three chapters, used literature and conclusion. In the first chapter of the dissertation, we get acquainted with general information about the phenomenon of burnout, where the features of burnout, risk triggering factors, and prevention ways are mentioned.

In the chapters II and III of the dissertation the burnout syndrome in school teachers is discussed and it was experimentally studied what differences people suffering from burnout show at the beginning and end of the year. By determining the results, it was determined that there is a relationship between some of the demographic criteria and the increase or decrease in burnout. At the same time, the main hypothesis of the study "The burnout level of teachers at the beginning of the academic year is more satisfactory than at the end of the year, and job satisfaction has a significant impact on it." In addition, the relationship between job satisfaction and burnout was also considered. The study used comparative analysis to understand the comparison and a significant increase was observed at the end of the year. The dissertation ends with a conclusion and a list of used literature

APPENDIX 2

Xülasə

Tükənmişlik sindromu, bir insanın öz karyerası, dostluqları və ya ailə münasibətlərindən aldığı həzzi azaldan əqli və fiziki tükənmə vəziyyətidir. İş həyatında da tez-tez rast gəlinir və bir stress növüdür. Tükənmişlikdən əziyyət çəkən insan əvvəlki həyatından həzz ala bilmir, bir çox hallarda bu vəziyyət insanın həyat keyfiyyətinə o qədər təsir edir ki, insanın ətrafdakılarla münasibətinə və iş həyatına mənfi təsir göstərir. Bəzən insan yataqdan qalxmaq belə istəmir. Tükənmişlik müəllimlər arasında da yaygındır. Müəllimlik onlardan iş yükünü tarazlaşdırmağı, empatiya qurmağı və şagird-müəllim münasibətlərini uğurla qurmağı tələb edən bir sahədir, buna görə də müəllimlər tez-tez tükənmişlik sindromu ilə qarşılaşırlar. Müəllimlərdə tükənmişlik dərəcəsinin əvvəlində və sonunda fərqli ola bilər. Bəzi müəllimlər tədris ilindən tələbələrə böyük gözləntilər bəsləyir, tələbələr bu mərhələdə tanıyır və əlavə olaraq onlar üçün müxtəlif zəngin materiallar axtarırlar. Tədqiqat zamanı məktəb müəllimləri arasında ilin əvvəli və sonunda tükənmişliyin müqayisəli təhlilinə diqqət yetirilib, ona təsir edən amillər, onların sosial-demoqrafik dəyişənlərlə əlaqəsi araşdırılıb. Həmçinin, işdən məmnunluq və tükənmişlik arasında əhəmiyyətli bir əlaqə var.

Dissertasiya giriş, üç fəsil, istifadə olunmuş ədəbiyyat və nəticədən ibarətdir. Dissertasiyanın birinci fəslində tükənmişlik fenomeni haqqında ümumi məlumatla tanış oluruq, burada tükənmişliyin xüsusiyyətləri, riski tetikleyen amillər, qarşısının alınması yolları qeyd olunur.

Dissertasiyanın II və III fəsillərində məktəb müəllimlərində tükənmişlik sindromundan bəhs edilmiş, tükənmişlikdən əziyyət çəkən insanların ilin əvvəlində və sonunda hansı fərqlər göstərdiyi eksperimental şəkildə öyrənilmişdir. Nəticələrin müəyyən edilməsi ilə müəyyən edilmişdir ki, bəzi demoqrafik kriteriyalar ilə tükənmişliyin artması və ya azalması arasında əlaqə mövcuddur. Eyni zamanda, araşdırmanın əsas fərziyyəsi “Müəllimlərin tədris ilinin əvvəlində tükənmişlik səviyyəsi ilin sonuna nisbətən daha qənaətbəxşdir və işdən məmnunluq buna ciddi təsir göstərir”. Bundan əlavə, işdən məmnunluq və tükənmişlik arasındakı əlaqə də nəzərdən keçirilmişdir. Tədqiqatda müqayisəni başa düşmək üçün müqayisəli təhlildən istifadə edilib və ilin sonunda əhəmiyyətli artım müşahidə olunub. Dissertasiya nəticə və istifadə olunmuş ədəbiyyat siyahısı ilə başa çatır.

APPENDIX 3

Müəllimlərin Demografik Məlumatlar Formu

1. Yaşınız :

18-24 () 25-34 () 35-44 () 45-54 () 55 və üzəri ()

2. Cinsiyyətiniz :

Qadın () Kişi ()

3. Ailə vəziyyətiniz :

Subay () Evli () Dul ()

4. Övladınız varmı?

Bəli () Xeyr ()

5. Təhsiliniz :

Bakalavr ()

Magistratura ()

Doktorantura ()

6. Nə qədər müddətdir çalışırsınız?

1 ildən az () 1-5 il arası () 5-10 il arası () 11 il və üzəri ()

7. İşləmə üsulunuz necədir ?

Tamamilə üzbəüz şəkildə çalışıram ()

Tamamilə distant şəkildə çalışıram ()

Bəzən üzbəüz , bəzən distant şəkildə çalışıram (hibrid) ()

8. Gün ərzində neçə saat işləyirsiniz ?

1-4 saat () 4-6 saat () 6-8 saat () 8-10 saat () 10 saat və üzəri ()

9. Hansı sektorda işləyirsiniz?

Dövlət () Özəl ()

10. Aylıq gəliriniz nə qədərdir?

400 – 600 azn () 600 – 900 azn ()

900 və üzəri ()

Maslachın “Emosional yorğunluq”un qiymətləndirilməsi cədvəli

Aşağıdakı ifadələrin sizə nə qədər uyğun olduğunu göstərin və müvafiq xananın üzərində qeyd edin :

0 = Heç vaxt

4 = Həftədə bir dəfə

1 = İldə ən azı bir neçə dəfə

5 = Həftədə bir neçə dəfə

2 = Ayda ən azı bir dəfə

6 = Hər gün

3 = Ayda ən azı bir neçə dəfə

	0	1	2	3	4	5	6
01 - İşimlə əlaqədar özümü emosional olaraq yorğun hiss edirəm							
02 - İş gününün sonunda özümü yorğun hiss edirəm							
03 - Səhər duran kimi qarşımda yeni bir iş gününün uzandığını görən kimi özümü yorğun hiss edirəm							
04 - Həmkarlarımın hərəkətlərini asanlıqla başa düşürəm							
05 - Mən hiss edirəm ki bəzi müştərilərə / həmkarlara qeyri - şəxsi yanaşıram sanki onlar obyektidir							
06 - Bütün günü insanlarla işləmək mənimçün stressli haldır							
07 - Başqalarının problemlərini uğurla həll edirəm							
08 - İşimə görə özümü tükənmiş hiss edirəm							
09 - İşimlə digər insanlara müsbət təsir etdiyimi hiss edirəm							
10 - Bu işə başlayandan bəri insanlara qarşı daha sərt oldum							
11 - Qorxuram ki işim məni emosional olaraq çətinləşdirir							
12 - Mən enerji ilə dolu olduğumu hiss edirəm							
13 - İşimdən məyus oluram							
14 - Mən çox işlədiyimi hiss edirəm							
15 - Bir çox həmkarlarımla nə baş verdiyi məni maraqlandırmır							
16 - İş yerində insanlarla birbaşa təmasda olmaq çox stresslidir							

17 – İş mühitimdə rahat bir atmosfer yaratmağı asan hesab edirəm							
18 – Həmkarlarımla sıx əməkdaşlıq edəndə özümü yaxşı hiss edirəm							
19 – İşimdə bir çox mükafatlandırıcı məqsədlərə nail olmuşam							
20 – Özümü çaşqın hiss edirəm nə edəcəyimi bilmirəm							
21 – İşimdə emosional problemlərlə məşğul olanda çox rahat oluram							
22 – Mənə elə gəlir ki həmkarlarım bəzi problemlərə görə mənə günahlandırırlar							

Paul Spectorun İş Məmnuniyyəti Anketi

Hörmətli iştirakçı, aşağıdakı ifadələrlə razılaşmağınızdan asılı olaraq; 1) qətiyyənlə razı deyiləm, 2) razı deyiləm, 3) qismən razı deyiləm, 4) qismən razıyam, 5) razıyam, 6) tamamilə razıyam seçimlər arasından seçin və işarələyin.		Tamamilə razı deyiləm	Razı deyiləm	Qismən razı deyiləm	Qismən razıyam	Razıyam	Tamamilə razıyam
1	Gördüyüm işə görə ədalətli əmək haqqı aldığımı düşünürəm.	1	2	3	4	5	6
2	İşimdə yüksəlmə şansım çox aşağıdır.	1	2	3	4	5	6
3	İşimin müqabilində mənə verilən hüquqlar və müavinətlər mənə qane etmir.	1	2	3	4	5	6
4	İşimi yaxşı görəndə təqdir olunuram.	1	2	3	4	5	6
5	İş yerimdəki qaydalar işimi düzgün yerinə yetirməyimi çətinləşdirir.	1	2	3	4	5	6
6	Mən işlədiyim insanları sevirəm	1	2	3	4	5	6
7	Bəzən mənə elə gəlir ki, gördüyüm iş mənasızdır.	1	2	3	4	5	6
8	Düşünürəm ki, iş yerimdə ünsiyyət yaxşıdır	1	2	3	4	5	6
9	İş yerimdə maaş artımları azdır	1	2	3	4	5	6
10	İşini yaxşı görənlərə layiqli yüksəliş şansı verilir	1	2	3	4	5	6
11	Direktor mənə qarşı ədalətli deyil.	1	2	3	4	5	6
12	İş yerindəki müavinətlər bir çox digər müəssisələr kimi yaxşıdır.	1	2	3	4	5	6

13	Düşünürəm ki, gördüyüm işdən razı deyiləm.	1	2	3	4	5	6
14	Mənim yaxşı iş görmək cəhdlərimin qarşısı çox nadir hallarda alınır	1	2	3	4	5	6
15	İşimdə daha çox işləməliyəm, çünki işlədiyim insanlar qeyri-adekvatdır.	1	2	3	4	5	6
16	İş yerimdə gördüyüm işdən zövq alıram.	1	2	3	4	5	6
17	Bu iş yerinin məqsədləri mənə aydın görünmür.	1	2	3	4	5	6
18	Mənə ödədikləri maaş haqqında düşünəndə özümü lazımınca qiymətləndirilmədiyimi hiss edirəm.	1	2	3	4	5	6
19	Bu iş yerindəki insanların vəzifələri digər iş yerlərindəki kimi tez yüksəlir	1	2	3	4	5	6
20	Direktor işçilərinin hisslərinə az diqqət yetirir.	1	2	3	4	5	6
21	İş yerində aldığımız müavinətlər ədalətlidir.	1	2	3	4	5	6
22	Bu iş yerində işçilər çox az mükafatlandırılır.	1	2	3	4	5	6
23	İşdə çox işim var	1	2	3	4	5	6
24	İş yoldaşlarımı bəyənirəm	1	2	3	4	5	6
25	Mən tez-tez hiss edirəm ki, bu iş yerində nə baş verdiyini bilmirəm	1	2	3	4	5	6
26	Gördüyüm işlə fəxr edirəm.	1	2	3	4	5	6
27	Maaşlarımın artımından razıyam.	1	2	3	4	5	6
28	İşdə almalı olduğumuz, lakin almadığımız əlavə müavinətlər və hüquqlar var	1	2	3	4	5	6
29	Direktor yaxşı idarəçidir	1	2	3	4	5	6
30	Bu iş yerində çoxlu yazışmalarla və buna bənzər işlərlə məşğul olmalıyam.	1	2	3	4	5	6
31	Düşünürəm ki, söylərim lazım olduğu qədər mükafatlandırılır	1	2	3	4	5	6
32	Düşünürəm ki, yüksəlmək üçün kifayət qədər şansım var.	1	2	3	4	5	6
33	İş yerimdə çox mübahisə və dava var.	1	2	3	4	5	6
34	İşimdə həzz alıram.	1	2	3	4	5	6
35	Görməli olduğum iş kifayət qədər aydın deyil.	1	2	3	4	5	6