

**Madaliyeva Z.B.<sup>1</sup>, Tlebaldina A.E.<sup>2</sup>**

<sup>1</sup>Doctor of Psychology, Professor, Head of the Department of General and Applied Psychology,  
e-mail: madalievaz.b@gmail.com

<sup>2</sup>Master degree student, e-mail: tlebaldinasem@gmail.com  
al-Farabi Kazakh National University, Kazakhstan, Almaty

**STUDY THE ISSUE  
OF THE PROFESSIONAL DEFORMATION OF TEACHERS**

The article analyzes the current problem of professional deformation of teachers. This article discusses the factors of professional deformation and presents the results of the study of the influence of personal characteristics and strategies of interpersonal relations on the indicators of professional deformation of school teachers. The study allowed to test the hypothesis of the influence of personal characteristics and strategies of interpersonal relations on the development of professional deformation of teachers. The teachers were found to be unstable emotional state, manifested in frequent mood swings, increased excitability, lack of self-regulation, tendency to affective response. Neuroticism, irritability and emotional lability contribute to the emotional exhaustion of teachers. The lower the equilibrium rate leads to the higher depersonalization rate. Veiled and open cruelty towards people, negativity in judgments about people, grumbling lead to destructive interpersonal relations, therefore, it affects the development of professional deformation of teachers.

**Key words:** personal features, emotional exhaustion, professional deformation, emotional state of teachers, interpersonal relations.

Мадалиева З.Б.<sup>1</sup>, Тлебалдина А.Е.<sup>2</sup>

<sup>1</sup>психология ғылымдарының докторы, профессор, жалпы және  
қолданбалы психология кафедрасының меңгерушісі, e-mail: madalievaz.b@gmail.com

<sup>2</sup>магистрант, e-mail: tlebaldinasem@gmail.com  
әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ.

**Мұғалімдердің кәсіби деформациясын зерттеу мәселесі**

Бұл мақалада бүгінгі күнде өзекті мәселе боп отырған мұғалімдердің жеке тұлғасының кәсіптік деформациясы сарапталған. Аталған мақалада орта мектеп мұғалімдерінің кәсіби деформациясы факторы мен жеке тұлғалық ерекшеліктері мен тұлғааралық қарым-қатынастарының әсерін зерттеу қорытындылары қарастырылған. Жүргізілген зерттеу мұғалімдердің кәсіптік деформациясы дәрежесіне жеке тұлға ерекшеліктерінің, тұлғалар арасындағы қарым-қатынастың және өз жұмысына деген қанағаттану сезімінің әсері туралы гипотезасын тексеруге қол жеткізді. Мұғалімдердің көңіл-күйлерінің тез әрі жылдам өзгеруіне эмоциялық жағдайларының тұрақсыздығы, жоғары қызбашылықтың болуы, өз-өзін реттеудің жеткіліксіз болуы, аффект жағдайының әсер етуі анықталды. Жүйке тозушылығы, тітіркенушілік және эмоцияға берілуі мұғалімдердің эмоциялық тозуына әсер етеді. Өзін-өзі ұстау дәрежесі қаншалықты төмен болса, депрессияға түсу дәрежесі соғұрлым жоғары болады. Адамдарға деген ашық қатыгездік, олар туралы жағымсыз көзқарас, ызалану тұлға аралық қарым-қатынастың бұзылуына, сөйте келе мұғалімнің кәсіби тозуына әкеледі. Бүгінгі күнге дейін өте маңызды болғанымен, жеткілікті дәрежеде зерттелмеген. Мақалада орта мектеп мұғалімдерінің эмоциялық шаршау факторлары және олардың психологиялық ерекшелігін зерттеу нәтижелері келтірілген. Эмоционалды шаршаған мұғалімдердің барынша эмоцияға берілгіш, жүйкесі жұқарған, басқа адамдар туралы негативті пікірде болатыны, өте ашуланшақ болатыны анықталды.

**Түйін сөздер:** тұлғалық ерекшеліктер, эмоциялық тозу, кәсіби тозу, шаршау, мұғалімдердің эмоциялық жағдайы, тұлғааралық қарым-қатынас.

Мадалиева З.Б.<sup>1</sup>, Тлебалдина Ә.Е.<sup>2</sup>

<sup>1</sup>доктор психологических наук, профессор, зав. кафедрой общей и прикладной психологии, e-mail: madalievaz.b@gmail.com

<sup>2</sup>магистрант, e-mail: tlebaldinasem@gmail.com

Казахский национальный университет имени аль-Фараби, Казахстан, г. Алматы

### **К вопросу изучения профессиональной деформации учителей**

В статье проанализирована актуальная на сегодняшний день проблема профессиональной деформации учителей. Рассмотрены факторы профессиональной деформации и представлены результаты изучения влияния личностных особенностей и стратегий межличностных отношений на показатели профессиональной деформации учителей средней школы. Проведённое исследование позволило проверить гипотезу о влиянии личностных особенностей и стратегий межличностных отношений на развитие профессиональной деформации учителей. У учителей была выявлена неустойчивость эмоционального состояния, проявляющаяся в частых колебаниях настроения, повышенной возбудимости, недостаточной саморегуляции, склонности к аффективному реагированию. Невротичность, раздражительность и эмоциональная лабильность способствуют эмоциональному истощению учителей. Чем ниже показатель уравновешенности, тем выше показатель деперсонализации. Завуалированная и открытая жестокость в отношении к людям, негативизм в суждениях о них, брюзжание приводят к деструктивным межличностным отношениям, следовательно, это сказывается на развитии профессиональной деформации учителей.

**Ключевые слова:** личностные особенности, эмоциональное истощение, профессиональная деформация, эмоциональное состояние учителей, межличностные отношения.

### **Introduction**

The problem of increasing in efficiency of professional activity of the teacher has always been the center of attention of psycho-pedagogical science and practice. Today studying of emotional states of the teacher's personality in various processes of activity becomes very relevant. The teacher has high expectations in the field of education. It is known that the professional activity of a teacher has a significant impact on his personality. Such manifestations as: the shortage of teachers in educational institutions and the lack of professionalism, the long-term performance of the same professional duties leads to the emergence of chronic fatigue, callousness, the emergence of emotional barriers when communicating with pupils and colleagues, indifferent attitude towards students and colleagues, professional deformation, imperfection of theoretical knowledge and practical skills of professional pedagogical activity, negative personality traits that are becoming more stable, deforms of the teacher's personality, provides more opportunities to researchers to address the issues of overcoming of professional deformation of the teacher, presented in the form of professional burnout. (Pushkina, 2016:13)

Professional deformation – it is professional destruction, which appears because of continuous influence of external and internal factors of professional pedagogical activity and has negative impact on its development.

E.I. Rogov proposes to mean the professional deformation of the personality by the changes that arise under the influence of the professional activity that can be manifested in the absolutization of labor as the only worthy form of activity, as well as in the emergence of rigid role stereotypes that are transferred from the labor sphere to other conditions when a person is not able to rebuild his behavior adequately changing conditions (Rogov E.I., 1998:14).

K. Maslach stressed that «professional burnout» is a syndrome of «mental burnout», considered in the aspect of personal deformation of a professional under the influence of occupational stresses (K. Maslach, 1993:12).

Despite the fact that the phenomenon of «professional deformation» it is considered in different branches of science (Dion G., 1989; Bennet L., Kelaher M., Ross M.W., 1994 : 3; 4) until now there is no clear and exact definition of the specifics and various deviations in the work of specialists both in general and in terms of the development of the teacher's personality.

It should be noted that currently there are many close concepts that reflect deviations in the development of the employee's personality, for example, «professional degradation», «conflict worker» («personality conflict»), «barriers to professional activity», «employee stress», «emotional burnout», « professional accentuation», «destructive organizational behavior», «destructive labor behavior motivation», etc.,

Respectively, remains a problematic issue clarification the specifics of «professional deformations» (Maslach C., 1993, 1996, 1998 : 8) (Jackson S.E., Leiter M., 1996 : 9) (Goldberg J., 1998 :10)

The concept of «professional deformation», with all its «evidence», there is still not enough conceptualized, i.e. not enough clear and generally accepted definition. Different authors use often close concepts, in many ways close to the concept of «professional deformation», but at the same time reflecting and some difference.

The concept of B.A. Farber also identified three components professional deformations (or mental «burnout»)

1) Psychoemotional exhaustion – exhaustion of physical, emotional, energy resources of a professional working with people (aggression, rather desire to finish the day, the reluctance go to work, low emotional tolerance, increased sensitivity to the estimates of others, the appearance of absenteeism, mental exhaustion, indifference and coldness towards others with signs of depression, irritability, anxiety, chronic emotional and physical fatigue, etc.) (Farber B.A., 1983 : 5)

2) Personal distance – a specific form of social disadaptation of a professional working with people (indifference to one's own career, critical, negative or even cynical attitude to others, unwillingness to interact with people, impaired in the assessment himself, increasing irritability and intolerance in situations communication, reducing involvement in the work and affairs of other people, reducing number of contacts with others, etc.) (Farber B.A., 1998 : 6)

3) Professional motivation – the level of work motivation and enthusiasm for the work of altruistic content. Indicators of assessment of the state of the motivational sphere are considered the productivity of professional activity, optimism and interest in the work, self-assessment of professional competence and degree of success in working with people. The strain values professional motivation becomes low self-esteem, dissatisfaction with work and relationships in the team, dissatisfaction with yourself as a professional, reducing the need for achievements, feeling of low professional efficiency and return, etc. (Farber B.A., 1983, 1998 : 7)

In the monograph by G.K. Akhmetova professional deformation of the teacher is considered as the changes of the personality of the teacher which are arising in the course of performance of professional activity by him/her, and more, having negative effect both on the personality and on the

activity which is carried out by him/her and also on other spheres of his/her life (Akhmetova G.K., 2012 : 2).

Despite the fact that the influence of professional deformations on the formation and development of the individual, in particular the teacher, is widely studied in the work of teachers and psychologists, but today there is no single point of view on the structure and manifestation of professional deformation. Analysis of the literature shows that the works devoted to the study of the personal characteristics of teachers leading to professional deformation aren't enough. They have the isolated character as are devoted to the separate parties and aren't systematized sufficiently that causes complexity and a multimodality of a subject of studying in this sphere. In addition, insufficient attention is paid to the problem of the emotional state of a secondary school teacher, although it has been proved that it largely determines the potential of the individual as a teacher and a pupil. The research of this subject will help to reveal influence of personal features on professional deformation of the teacher. Under the manifestation of professional deformation, there will be considered the manifestation of professional burnout of teachers in this article.

### Main part

The purpose of research: to study the influence of personal features and strategy of interpersonal communication on professional deformation of teachers.

Hypothesis: the study of the influence of personal characteristics and strategies of interpersonal relations on the development of teachers' professional deformation

Methods and techniques of a research:

1. Professional burnout diagnostics by K. Maslach, S. Jackson, adapted by N.E. Vodopyanova. (Maslach Burnout Inventory (MBI)) This technique leans on three-factorial model of professional burnout. According to this model burnout represents the three-dimensional construct including: emotional exhaustion (9 statements), depersonalization (5 statements), reduced personal accomplishment (8 statements) (Maslach K., Jackson S., 1981 : 4). The questionnaire contains 22 statements about feelings and experiences related to performance of work activities. The proposed three components of burnout in any degree reflect the specifics of the professional sphere in which this phenomenon was first discovered. Teachers had to answer how often they

experience the feelings that are listed in the questionnaire.

2. Definition of destructive attitudes in interpersonal communication by V.V. Boyko.

3. The multifactorial personal questionnaire FBI (Farenberg I., Zarg H., Gampel R.) The Freiburg Personality Inventory. It is the multiple-factor personal test suitable for diagnostics of some important properties of the personality. Scales of the questionnaire are created on the basis of results of the factorial analysis and reflect set of the interconnected factors. The questionnaire is intended for diagnostics of states and properties of the personality which have paramount value for process of social adaptation and regulation of behavior.

### Stages and research procedure

The empirical research took place in two stages on the basis of the secondary school №18 named after Y. Nogaybaev, Almaty.

At the first stage, a block of mutually complementary and mutually verified standardized and approved diagnostic techniques was selected for diagnosing the emotional states of teachers and a diagnosis was carried out.

At the second stage the received results of a research have been subjected to computer processing by methods of mathematical statistics. Taking into account the nature of distribution of volume of samples and techniques parametric statistics: correlation analysis of Pearson.

The sample consisted of 30 female teachers. Age of examinees from 22 to 56 years: 25 – Kazakh, 4-Russian and 1 – mixed. Work experience: 7 teachers – less than 5 years, 6 – with experience of 5-10 years, 5 teachers – 11-20 years, 8 – 21-30 years, 4 – more than 30 years. Marital status: 25 are married, and 5 are not married.

### The results of the research

According to the method of professional burnout by S. Maslach and K. Jackson, the results are reflected in the table-1.

High level of «emotional exhaustion» was shown by 12 teachers, having gained on average 33,4 points. The research has shown that the majority, that is, 40% of teachers are extremely exhausted that can be connected with the internal, subjective factors influencing process of emergence and development of burnout. These include the high level of neuroticism as an indicator of the emotional instability of the individual, emotional lability, the imbalance of the neuropsychic processes manifested in increased excitability, a low threshold for experiencing distress and the prevalence of negatively colored emotional states, and a low level of the formation of an individual system of conscious self-regulation of emotions and behavior. Emotional exhaustion can be shown in experience of the reduced emotional tone, loss of interest in the world around or emotional glut, aggressive reaction, anger outbreak and the appearance of symptoms of depression.

**Table 1** – Results of professional burnout diagnosis

| № | Scales                          | low              | medium       | high             |
|---|---------------------------------|------------------|--------------|------------------|
| 1 | Emotional exhaustion            | 9 (30%) 10,7     | 9 (30%) 21,7 | 12 (40%) 33,4    |
| 2 | Depersonalization               | 10 (33,33) 2     | 12 (40%) 7,9 | 8 (26,66%) 15,75 |
| 3 | Reduced personal accomplishment | 14 (46,66%) 40,4 | 6 (20%) 32,3 | 10 (33,33%) 23,8 |

The average values were found in 30% of the respondents, 9 teachers, scored 21.7 points on average. They showed feelings associated with emotional emptiness and fatigue, which occurs with excessive workload, when the emotional resources of the person are exhausted, and he feels incapable to respond adequately emotionally.

Low level is observed in 9 teachers, the average score is 10.7, which is 30% of the respondents. It characterizes a steady condition of the person, his

satisfaction with the surrounding atmosphere in working collective and in the organization.

On the scale «Depersonalization», which shows the manifestation of deformation in relations with other people: overdependence on others or, conversely, negativity, cynicism of attitudes and feelings towards students, 26.66% of respondents – 8 teachers, showed a high level of «depersonalization».

This indicator confirms the existence of a tendency to develop a negative attitude towards

the collective, to perceive it indifferently. This may be due to external, objective factors related to the activities of the teacher. The unfavorable socio-psychological climate of the team, shortcomings in the organization of activities – its excessive regulation, unsuccessful workload distribution, poor job incentives, unclear growth prospects can be attributed to the objective factors of the emergence of depersonalization.

The majority, 40% of respondents – 12 people, scored 7.9 points, which indicates the average level of depersonalization that arises from the protection of overwhelming emotional states by treating teachers as an object that refers to treating a person only as an employee, not an individual. 10 teachers, representing 40% showed a low level of depersonalization. (Akhmetova G.K., 2012 : 2)

On a scale «Reduced personal accomplishment» it appears in a tendency to negative estimation, in reduction of the importance of own achievements, restrictions of the opportunities, negativism of rather official duties, decrease in a self-assessment and professional motivation, in reduction of own advantage, in removal from itself of responsibility or discharge from duties in relation to others.

High level on a scale «reduced personal accomplishment» was shown by 33,33% of respondents, that is 10 teachers who have gained on average 23,8 points, that shows the understanding of feelings of colleagues, the ease of communication with them, many plans for the future and faith in their implementation.

The average level was shown by 6 interviewed teachers, it makes 20%, the average score is 32.3, which characterizes manifestation in experience of insufficient competence and dissatisfaction with the activity. The low level was detected in 14 teachers, representing 46.66% of the respondents with a mean score – 40.4. They have a «disagreement in the value sphere, the impossibility of realizing meaningful life values, as well as priority types of behavior, preferential behavior and significant personality traits in their personality and professional activities».

In order to identify the manifestations of professional burnout in interpersonal communications, we conducted a study using a technique for determining destructive attitudes in interpersonal relations by Boyko. The results are shown in the table – 2.

**Table 2** – Results of determining destructive attitudes in interpersonal relations

| № | Scales (degree)  |                  |                 |
|---|--|------------------|-----------------|
| 1 | Veiled cruelty towards people, in judgments about them           |                  |                 |
|   | high   | medium           | low             |
|   | 13 (43,33%) 17,9   | 4 (13,33) 13,75  | 13 (43,33%) 8,6 |
| 2 | Open cruelty to the people                                       |                  |                 |
|   | high   | medium           | low             |
|   | 11 (36,66%) 37,8   | 4 (13,33%) 27,5  | 15 (50%) 18     |
| 3 | Reasonable negativism in judgments about people                  |                  |                 |
|   | high   | medium           | low             |
|   | 11 (36,66%) 4,18   | 13 (43,33%) 2,46 | 6 (20%) 0,83    |
| 4 | Grumbling  |                  |                 |
|   | high   | medium           | low             |
|   | 15 (50%) 8,66  | 8 (26,66%) 6     | 7 (23,33%) 4    |
| 5 | Negative personal experience of communication with people around |                  |                 |
|   | high   | medium           | low             |
|   | 9 (30%) 19,77  | 9 (30%) 15,22    | 12 (40%) 8,16   |

13 teachers showed the high level on the scale of «*Veiled cruelty towards people, in judgments about them*», that is 43.33% of respondents. The disguised, muffled or indirect form of judgment of

the personality contains malevolence, vigilance in the relations with many partners, negative conclusions about people, unwillingness to respond to their problems.

High level on a scale «*Open cruelty to the people*» was shown by 11 teachers that makes 36,66% of respondents. They demonstrate open brutality. The teacher doesn't hide and soften the negative estimates and experiences concerning most of people around. He makes sharp and unambiguous conclusions about them.

36.66% of the respondents, i.e. 11 teachers, showed a high level on the scale «*Reasonable negativity in judgments about people*». This was expressed in objectively conditioned negative answers about certain types of people and individual aspects of interaction. They also demonstrate a very pronounced cruelty – veiled or open, or both at once, but at the same time like they have blind spot: they

do not notice something which causes justified negativity.

High level on the scale «*Grumbling*» showed 15 teachers, 50%, that is half of respondents who tend to make unreasonable generalizations of negative facts in the field of relations with colleagues in monitoring social reality. On the scale «*Negative personal experience of communication with people around*» a high level was shown by 9 teachers, which is 30% of the respondents.

For the purpose of identification of personal features of teachers we applied «The Freiburg Personality Inventory» (FPI) by I. Farenberg, H. Zarg, R. Gambel. The results received according to the questionnaire are reflected in the table – 3.

**Table 3** – Results of the multifactorial personal questionnaire FBI

| №    | Scales                        | degree          |                 |                |
|------|-------------------------------|-----------------|-----------------|----------------|
|      |                               | high            | medium          | low            |
| I    | Neuroticism                   | 19 (63,3%) 9,7  | 6 (20%) 5       | 5 (16,6%) 2    |
| II   | Spontaneous aggressiveness    | 6 (20%) 8,3     | 14 (46,6%) 4,7  | 10 (33,3%) 1,8 |
| III  | Depressiveness                | 10 (33,3%) 8,5  | 19 (63,3%) 5,3  | 1 (3,33%) 2    |
| IV   | Irritability                  | 7 (23,3%) 8     | 9 (30%) 4,7     | 14 (46,6%) 1,7 |
| V    | Sociability                   | 21 (70%) 9,7    | 8 (26,6%) 5,5   | 1 (3,33%) 3    |
| VI   | Steadiness                    | 10 (33,3%) 7,5  | 15 (50%) 5,6    | 5 (16,6%) 2,2  |
| VII  | Reactive aggressiveness       | 4 (13,3%) 7,25  | 15 (50%) 5,1    | 11 (36,6%) 2,1 |
| VIII | Shyness                       | 3 (10%) 7,6     | 19 (63,3%) 4,7  | 8 (26,6%) 2,2  |
| IX   | Openness                      | 22 (73,33%) 8,5 | 6 (20%) 5,1     | 2 (6,66%) 2,6  |
| X    | Extraversion and introversion | 13 (43,33%) 7,8 | 12 (40%) 5,3    | 5 (16,6%) 3    |
| XI   | Emotional lability            | 11 (36,6%) 8,9  | 17 (56,66%) 5,2 | 2 (6,66%) 3    |
| XII  | Masculinity-feminism          | 21 (70%) 7,9    | 9 (30%) 5,7     | 0              |

On the scale of «Neuroticism» 19 teachers showed a high degree of *neuroticism*, which is 63.3% of respondents, this is an indicator of the neurotic personality, which corresponds to a pronounced neurotic syndrome of asthenic type with significant psychosomatic disorders. According to the scale, *spontaneous aggressiveness* was detected by psychopathology of intotensive type, which creates the prerequisites for impulsive behavior in 6 teachers, i.e. 20% of tested.

On the scale of *depressiveness*, a high level was detected in 10 teachers, which is 33.3% of the respondents. They exhibit signs, characterizing the psychopathological depressive syndrome. These

signs are noticeable in the emotional state, in behavior, in relationships to themselves and to the social environment.

7 respondents (23.3%) on the IV scale showed a high level of *irritability*. They revealed signs of an unstable emotional state with a tendency to affective response. 21 teachers, which is 70% of the respondents showed high level of *sociability* and potential opportunities, as well as real manifestations of social activity on this scale. They have a pronounced need for communication and a constant willingness to meet this need.

On the scale *steadiness* which reflects resistance to a stress, high level was shown by 10 teachers that

makes 33,3%. High scores indicate good protection against the stress factors of ordinary life situations, based on self-confidence, optimism and activity.

On the scale of *reactive aggressiveness*, which purpose is to identify the presence of signs of psychopathy of the extratensive type, high scores were gained by 4 teachers, i.e. 13.3% of respondents, this indicates an aggressive attitude towards the social environment and a pronounced desire for dominance. On the *shyness* scale, only 3 teachers (10%) showed high scores, which reflect the presence of anxiety, stiffness, and uncertainty, the consequence of which are difficulties in social contacts. On the scale of *openness* of 22 respondents showed a high level, which allows us to characterize the attitude towards the social environment and the level of self-criticism. The data confirm aspiration to confidential frankly interaction with surrounding people at the high level of self-criticism. On this scale it was possible to carry out the analysis of sincerity of answers, 73,33% of respondents answered honestly during working with this questionnaire. On the X scale, the types of *extraversion and introversion* were determined. 13 (43.33%) correspond to the pronounced extroversion of personality, 5 (16.6%) of pronounced introversion. On the

scale of *emotional lability* 11 teachers (36.6%) showed high level. This indicates the instability of the emotional state, manifested in frequent mood swings, increased excitability, irritability, lack of self-regulation. Only 2 teachers, 6,66% of respondents showed high stability of an emotional state and good ability to be self-controlled. On the scale of *masculinity-feminism*, 21 teachers identified (70%) high scores, which indicate the occurrence of mental activity primarily in the male type.

Thus, the obtained results indicate high scores on the scales: neuroticism (9.7), spontaneous aggressiveness (8.3), depressiveness (8.5), irritability (8), reactive aggressiveness (7.2), emotional lability (8.9). The results indicate the instability of the emotional state, manifested in frequent mood swings, nervousness, insufficient self-control, tendency to affective reaction of teachers.

In order to identify the impact of destructive attitudes in interpersonal relationships on the indicators of professional burnout of teachers, we conducted a correctional research. Results of the calculation of correlation coefficients of Pearson using the statistical software package SPSS are reflected in table -4.

**Table 4** – The results of the calculations of Pearson correlation coefficient in SPSS

| № | Scales   | Emotional exhaustion | Depersonalization | Reduced personal accomplishment |
|---|--|----------------------|-------------------|---------------------------------|
|   |  | Pearson Criterion    |                   |                                 |
| 1 | Veiled cruelty towards people, in judgments about them           |                      | -,113<br>,552     |                                 |
| 2 | Open cruelty to the people                                       |                      | ,223<br>,236      |                                 |
| 3 | Reasonable negativism in judgments about people                  |                      | ,484(**)<br>,007  |                                 |
| 4 | Grumbling  |                      | ,236<br>,210      |                                 |
| 5 | Negative personal experience of communication with people around |                      | -,038<br>,840     |                                 |

\* Significant correlation at the level 0.05

\*\* Significant correlation at the level 0.01

The parametrical correlation analysis of Pearson between the scales «reasonable negativism in judgments about people» and «emotional exhaustion» showed a significant correlation at a level  $p < 0.01$  correlation coefficient  $r = 0.48$ , Positive numbers indicate direct dependence between the two scales.

In order to determine the impact of personal characteristics of teachers on the indicators of professional burnout of teachers, we conducted a correctional research. The results of the calculation of the correlation coefficients are shown in table-4.

The correlation analysis of the two variables «emotional exhaustion» and «neuroticism» with the calculation of Pearson coefficients showed a significant correlation at the level of  $p < 0.01$ . Correlation analysis of the scales: «emotional exhaustion» and «irritability» with the calculation of Pearson coefficients showed a significant correlation at the level  $p < 0.05$  correlation coefficient  $r = 0.36$ . Correlation analysis of the scales: «emotional exhaustion» and «emotional lability» with the calculation of Pearson coefficients showed a significant correlation at the level  $p < 0.01$  correlation coefficient  $r = 0.49$ .

The results of the correlation analysis between the scales showed positive dependence, which indicates a direct connection between the scales, i.e. if the scores of the scales «neuroticism», «irritability» and «emotional lability» are high, the indicators of emotional exhaustion will also show a high level.

The conducted correlation analysis indicates that the indicators on the scale «depersonalization» are associated with the «steadiness» scale, the Pearson correlation coefficient between the scales showed a negative correlation at the level  $p < 0.05$  correlation coefficient  $r = -0.37$ . It means that by decrease in an indicator of steadiness the indicator of depersonalization will increase.

Parameter correlation analysis of Pearson between the scales «reduced personal accomplishment» and «steadiness» showed a significant correlation at the level  $p < 0.05$  correlation coefficient  $r = 0.42$ . The results of the correlation analysis between the scales showed a positive dependence, which indicates

a direct relationship between the scores of these scales.

Thus, the manifestations of professional deformation, which include emotional exhaustion, depersonalization and reduction of personal achievements, are the result of the length of work, but are not determined by age respondents, which is consistent with most studies of this phenomenon, in which did not reveal significant correlations between these variables. (Naisberg-Fennig S., Fennig S., Keinan G. & Elizur A., 1991 : 11)

### Summary and Conclusion

Thus, the conducted research with the purpose of studying the influence of personal features and strategy of interpersonal communication on professional deformation of teachers confirmed the hypothesis put forward by the results of the performed work and processing of the obtained data using the methods of mathematical statistics. The results indicate the instability of the emotional state, manifested in frequent mood swings, nervousness, insufficient self-control, tendency to affective reaction of teachers. Neuroticism, irritability and emotional lability promote emotional exhaustion of teachers. The steadiness indicator is lower, the depersonalization indicator is higher. The veiled and open cruelty in the attitude towards people, the negativism in judgments of them, grumbling is led to the destructive interpersonal relations. Consequently, the development of professional deformation of teachers is influenced by their personal characteristics and interpersonal relations strategies.

### References

- Akhmetova G.K. and others (2015) Professional'nye deformatsii lichnosti pedagoga: teoreticheskie osnovy i profilaktika [Diagnosis and prevention of professional deformations of teachers]. Almaty: Kazakh University, p -142. (In Russian).
- Akhmetova G.K. Mynbayeva A., Malikova N. A (2012) Diagnostika i profilaktika professional'nykh deformatsij pedagogov [Professional deformation of the teacher's personality: theoretical basis and prevention]. Almaty: Kazakh University, 102 p. (In Russian).
- Bennet L., Kelaher M., Ross M.W. Quality of life in health care professionals: Burnout and its associated factors in HIV/AIDS related care//Psychology and Health. 1994. V. 9 (4). P. 273-283.
- Dion G. Le burnout chez les educatrices et garderie: proposition d'un modele theorique//Apprentissage et Socialisation. 1989. V. 12 (4). P. 205-215.
- Farber B.A. Introduction: A critical perspective on burnout//Stress and burnout in the human service professions/Farber B.A. – New York: Pergamon Press, 1983. Ph. 1-20.
- Farber B.A. Introduction: A critical perspective on burnout//Stress and Association. – 106th, San Francisco California, August 1998. P. 14-18; 424-517.
- Farber B.A. Tailoring treatment strategies for different types of burnout//Paper presented at the Annual Convention of the American Psychological Association on burnout in the human service professions/Farber B.A. – New York: Pergamon Press, 1983. P. 1-20.
- Maslach C. Burnout: A multidimensional perspective//Professional burnout: Recent developments in the theory and research/Ed. W.B. Schaufeli, Cr. Maslach and T. Marek. Washington D.C: Taylor & Francis, 1993. P. 19-32.
- Maslach C., Goldberg J. Prevention of burnout: New perspectives//applied and Preventive Psychology. 1998. V. 7. P. 63-74.

- Maslach C., Jackson S.E., Leiter M. . *Burnout in entory Manual* (Third Edition). Palo Alto, California: Consulting Psychological Press, Inc., 1996.
- Naisberg-Fennig, S., Fennig, S., Keinan, G. & Elizur, A. (1991) Personality characteristics and proneness to burnout: A study among psychiatrists. *Stress Medicine*, 7, 201-205.
- Polyakova O. B. (2014) *Kategoriya i struktura professional'nykh deformatsij* [Category and structure of professional deformations]// *National Psychological journal*.- Moscow.- №1 (13)/2014.- P. 57-64. (In Russian).
- Rogov E. I. (1998) *Uchitel' kak ob»ekt psikhologicheskogo issledovaniya: posobie dlya shkol'nykh psikhologov* [Teacher as an object of psychological research: a guide for school psychologists].- M.: Vldos. – P. 494.
- Rudensky E. V. (1998) *Sotsial'no-psikhologicheskie osnovy professional'noj deformatsii uchitelya*//*Voprosy psikhologii*. [Social and psychological bases of professional deformation of the teacher]//*Questions of psychology*. No. 4.P. 25-34
- V'yushkina D. A. (2016) *Professional'naya deformatsiya pedagoga* [Professional deformation of a teacher] // *A young scientist*. – 2016. – №3. – P. 990-992. (In Russian).

#### Әдебиеттер

- Ахметова Г.К., и др. *Профессиональные деформации личности педагога: теоретические основы и профилактика*/Ахметова Г.К., Мынбаева А.К., Маликова Н.А. – Алматы: Қазақ университеті, 2012. – 102 с.
- Ахметова Г.К., и др. *Диагностика и профилактика профессиональных деформаций педагогов*– Алматы: Қазақ университеті, 2015.-142 с.
- Bennet L., Kelaher M., Ross M.W. *Quality of life in health care professionals: Burnout and its associated factors in HIV/AIDS related care*//*Psychology and Health*. 1994. V. 9 (4). P. 273-283.
- Dion G. *Le burnout chez les educatrices et garderier: proposition d'un modele theorigue*//*Apprentissage et Socialisation*. 1989. V. 12 (4). P. 205-215.
- Farber B.A. *Introduction: A critical perspective on burnout*//*Stress and burnout in the human service professions*/Farber B.A. – New York: Pergamon Press, 1983. P. 1-20.
- Farber B.A. *Introduction: A critical perspective on burnout*//*Stress and Association*. – 106th, San Francisco California, August 1998. P. 14-18; 424-517.
- Farber B.A. *Tailoring treatment strategies for different types of burnout*//*Paper presented at the Annual Convention of the American Psychological Association on burnout in the human service professions*/Farber B.A. – New York: Pergamon Press, 1983. P. 1-20.
- Maslach C. *Burnout: A multidimensional perspective*//*Professional burnout: Recent developments in the theory and research*/Ed. W.B. Shaufeli, Cr. Maslach and T. Marek. Washington D.C: Taylor &Trancis, 1993. P. 19-32.
- Maslach C., Goldberg J. *Prevention of bumout: New perspectives*//*applied and Preventive Psychology*. 1998. V. 7. P. 63-74.
- Maslach C., Jackson S.E., Leiter M. . *Bumout in entory Manual* (Third Edition). Palo Alto, California: Consulting Psychological Press, Inc., 1996.
- Naisberg-Fennig, S., Fennig, S., Keinan, G. & Elizur, A. (1991) Personality characteristics and proneness to burnout: A study among psychiatrists. *Stress Medicine*, 7, 201-205.
- Полякова О.Б. *Категория и структура профессиональных деформаций*// *Национальный психологический журнал*.- Москва.- №1(13)/2014.-С. 57–64.
- Вьюшкина Д. А. *Профессиональная деформация педагога // Молодой ученый*. – 2016. – №3. – С. 990-992..
- Рогов Е.И. *Учитель как объект психологического исследования: пособие для школьных психологов*. – М.: Владос. – 1998.- 494 с.
- Руденский Е.В. *Социально-психологические основы профессиональной деформации учителя*//*Вопросы психологии*. – 1998. №4 С.25-34