

## FEATURES THE INFLUENCE OF PERSONALITY TRAITS ON PROFESSIONAL BURNOUT WITH PROLONGED COUNSELING

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*Ներկայացման ամս.՝ 04.07.2019*

*գրախոսման ամս.՝ 07.07.2019*

*տպագրության ընդունման ամս.՝ 17.09.2019*

The actuality of the research: The problem of professional burnout in recent times is very relevant and attracts the attention of psychologists. Transformations of the modern world in the field of professional activity change the attitude of people to work, workloads have increased, employees lose confidence in the stability of their social and material status, in long-term job preservation, material benefits, and competition for prestigious and well-paid work intensifies.

**Keywords:** *burnout, emotional, professional, consultants, education.*

For the first time the term “emotional burnout” was considered as a specific syndrome that develops in a person during his professional activity and is expressed in a state of emotional and physical exhaustion, fatigue from communication with people, as well as problems with career and social plans. The burnout phenomenon has been a popular subject in Western psychology since the second half of the 20th century (Maslach C., Leiter M. 1997) [5]. The last 10-15 years has increased interest in the problem of burnout by scientists from different countries, including Iran. [Tomic W., Evers W., Brouwers A., 2004; Langle A., 2004. Tubayi, Shahin & all., 2009) [3, 6, 7]. The improvement of the educational system In Iran is considered as one of the main tasks of the country. Educational consultants have an important role in this process. Educational system improves through the included professionals and consultants. Educational consultation as a practice of providing professional assistance to educators and managerial team is aimed at solving problems of professional and business services sector. Educational consultant’s professional activity is based on a high level of expressiveness; moreover this activity runs in the system of “man-man” relations and requires intensive personal contacts with other professionals in this field. Nowadays, big changes are carried out in the field of education in The Islamic Republic of Iran. This process is characterized by an increase of the level of rigor among consultants, and by the difficult socioeconomic conditions of their work and life. The above factors, combined with undesirable personal and psychological components of educational consultants create sufficient ground for causing professional (emotional) burnout. So scientific developments made in this field are actual, and urgent, as they are directly related to the educational sector consultant’s professional burnout, negatively impacting

their health, mental stability, and therefore the efficiency and reliability of the professional activity. The hypothesis of the research: The manifestation of professional burnout syndrome and the probability of its development are much greater among the educational consultants who work under the pressure of professional stressors and whose personal characteristics, such as introversion, isolation, impulsiveness are combined with a low level of mental stability. The objects of the research are consultants of the educational field of Islamic republic of Iran. The subject of the research was the personality traits and individual characteristics which precondition professional burnout among consultants of the educational field.

The purpose of our study was to assess the characteristics of the impact of personality traits on professional burnout with prolonged counseling in the field of education. Psychological tests were applied to identify a set of individual psychological characteristics that cause professional burnout among consultants in the field of Iranian education, as well as reactions caused by professional burnout, which are expressed in the course of professional activity. According to the results of the study, it was planned to develop a model for preventing or overcoming the professional burnout of educational counselors. The methods of the research are screening, talking and testing. We have implemented The Demographic survey, "Maslach questioner of professional burnout" test (Ch. Maslach, W. B. Schaufeli & all., 2001) and The personality "NEO PIR" questioner ( by Costa, Paul T.; McCrae, Robert R. (1985) [1, 2, 4].

The sample of the research consists of 200 educational consultants (100 male and 100 female consultants) from Kermanshah province of Iran. All consultants had at least a university degree or higher education level and at least five years of working experience. Demographic survey, which was conducted with a professional for three years, revealed the following characteristics: age, sex, education level, and period of work, the duration and the surprising number of meetings (individual and group), lifestyle and recreation facilities. The impact of the educational level on professional burning we used three independent migration mean tests (ANOVA) to study intensity. Since the Fischer test indicator  $F$  is equal to 0.587 and the level of significance  $P$  is equal to 0.557, and taking into account that  $P \geq 0.05$ , the following are the professional burner intensities at the Bachelor's, Master's and PhD level education advisors the equality question is not denied at a 5% level of significance, which means that the level of education does not affect the intensity of professional burns. The value of the Pearson coordinated coefficient was -0.428, the level of significance.  $P$ - Value is 0.000, so taking into account that the  $P$  value is  $\leq 0.05$ , the  $H_0$  question is rejected at a 5% significance level. That is, there is a significant direct co-operative correlation between the workers' work experience and their professional burning intensity. This is how the consensus is expressed as follows: consultants will be exposed to work experience, so the intensity of their professional burning will be reflected. In other words, the intensity of professional burning in the workforce, who has many years of experience, is far

greater than that of beginner consultants. It was proven that the emotional burning of school counselors. The peculiarities of the new syndrome are due to the dominant dynamics of the development of one or another specialist. The main symptoms and symptoms of the syndrome are: anxiety and depression, emotional-moral disorientation, post-development in the performance of professional duties, and psychosomatic and psychosomatic disorders. As a result, emotional burning syndrome has a profound impact on the personal and professional development and health of the school counselor.

According to all the results of the study, it can be concluded that, as a complex negative psycho-physiological state, professional burnout of educational consultants occurs, and deepens if the personality trait such as introversion, isolation, impulsiveness, emotional instability, the manifestation of integral expressiveness is accompanied by a lasting professional activity stressors impact. And it is possible to prevent the professional burnout which occurs in an educational field in "man-man" relations, and inevitably leads to a sharp decline in the level of efficiency of professional activity and a decrease of the importance of professional achievements, undervaluing real potential capacity, and therefore disclaimer of professional activities. We presented a copyrights model of preventing professional burnout manifestation in early stages in the educational sector of Islamic Republic of Iran.

As a result of the theoretical study and experimental work, several other tips for eliminating and preventing burns have been developed that have been analyzed and migrated by us. They are: massage, short-term and long-term goals, self-regulatory skills and abilities, applying breaks, maintaining a positive outlook, monitoring emotional emotions after the end of the work, maintaining a good sport condition.

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**ԵՐԿԱՐԱՏԵՎ ԽՈՐՀՐԴԱՏՎՈՒԹՅԱՆ ԳՈՐԾԸՆԹԱՑՈՒՄ  
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ԱՌԱՆՁՆԱՀԱՏՎՈՒԹՅՈՒՆՆԵՐԸ**

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Տեսական ուսումնասիրման և փորձարարական աշխատանքի արդյունքում մշակվեցին առաջարկներ այրումը վերացնելու և կանխարգելելու մի քանի այլ խորհուրդներ, որոնք վերլուծության և խմբավորման են ենթարկվել մեր կողմից: Դրանք են: Շփումը, կարճաժամկետ և երկարաժամկետ նպատակների սահմանումը, ինքնակարգավորման հմտություններ և կարողություններ ձեռք բերելը, ընդմիջումների կիրառումը, դրական տեսակետի պահպանումը, նախատեսված աշխատանքի ավարտից հետո առաջացող հոյզերի վերահսկումը, լավ սպորտային վիճակի պահպանումը: Նաև մշակվել է խորհրդատվության գործընթացում մասնագիտական այրման կանխարգելման և հաղթահարման մոդել:

*Հանգուցային բառեր՝ հուզական այրում, հուզականություն, մասնագիտություն, խորհրդատվություն, կրթություն:*

**ОСОБЕННОСТИ ВЛИЯНИЯ ЛИЧНОСТНЫХ КАЧЕСТВ НА  
ПРОФЕССИОНАЛЬНОЕ ВЫГОРАНИЕ ПРИ ДЛИТЕЛЬНОМ  
КОНСУЛЬТИРОВАНИИ**

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Цель исследования предполагала выявление тех личностных черт и индивидуально-психологических характеристик, которые способствуют проявлению профессионального выгорания у консультантов в образовательной сфере. Многоэтапное исследование позволило выявить следующее: профессиональное выгорание образовательных консультантов как системное комплексное отрицательное психофизиологическое состояние проявляется и углубляется тогда, когда черты личности, такие как интроверсия, изоляции, импульсивность, эмоциональная неустойчивость в интегральном проявлении сопровождаются длительным воздействием стрессоров профессиональной деятельности. Также разработана авторской модели профилактики и преодоления профессионального выгорания у консультантов образовательной системы Исламской Республики Иран.

*Ключевые слова: выгорание, эмоциональность, профессионализм, консультанты, образование.*