

# Study of the Prevalence of Burnout Syndrome among Music Teachers

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**Abstract - Purpose:** To investigate the prevalence of burnout syndrome among music educators by determining the influence of professional experience, job satisfaction, and certain individual-demographic factors. **Methods:** The study involved 71 music educators from the vocational education system. A direct survey method was used, along with a methodology for investigating burnout syndrome (MBI) and mathematical-statistical methods for data processing with SPSS Statistics 23.0. Differences are considered statistically significant at  $p \leq 0.01$ . **Results:** According to the level of emotional exhaustion, the majority of teachers (45.1%) fall into the low category. The proportion of those in the moderately expressed category is close (42.3%), while 12.6% report a high level of emotional exhaustion. In terms of depersonalization/dehumanization, the low level is predominant (59.2%), with only 14.1% showing a very high degree of this indicator. Regarding the degree of reduced work capacity/reduced professional achievement, 50.7% fall into the low expressed category, while a relatively high percentage (33.8%) is noted for the moderate expression of the indicator. Significantly pronounced statistically significant relationships were found between the components of emotional exhaustion, reduced work capacity/reduced professional achievement, and job satisfaction. A moderately expressed relationship was found between age and the component of reduced work capacity/reduced professional achievement. **Conclusions:** In the future, there is a need for more in-depth studies focusing on the personal and environmental factors that influence the formation and development of burnout syndrome in the target group.

**Keywords - Burnout syndrome, Teachers-musicians, Working capacity, Work safety.**

## I. INTRODUCTION

The phenomenon of burnout was first noted in the 1960s by American psychologists when social centers began to be established in the United States to assist the unemployed, disabled individuals, victims of violence, war veterans, and others. During their visits to these centers, people bring their difficulties and psychological

issues, expecting to receive support. Staff members are required to listen to the visitors, empathize with them, and provide advice and moral support. Despite the personnel being well-selected and trained, after a while, complaints about their inattentiveness, indifference, and rudeness start to emerge. In this context, a number of studies are conducted, after which researchers postulate the existence of professional exhaustion or "communicative stress," leading to the first scientific discussions on burnout syndrome in the mid-1970s.

In scientific literature, burnout as a phenomenon was initially mentioned in 1969 by researcher B. Bradley, who published an article about trainee officers running a program focused on juvenile delinquency issues. According to him, by redistributing tasks and roles within the organization, those working with the target group could protect themselves from "burnout" ("staff burnout") [1].

In 1974, American psychiatrist H. Freudenberger introduced the term "burnout," which describes the "burning out" of employees experiencing emotional exhaustion over time, loss of motivation, and work capacity. This process is accompanied by a range of symptoms related to physical health and intellectual activity, typically within a year. Recognized as the discoverer of the burnout condition, he defined professional burnout as "the depletion of energy among professionals in the social assistance field when they feel overwhelmed by the problems of the people with whom they work" [2] and as "a state of fatigue or feelings of frustration brought about by commitment to a cause, a way of life, or ambition that cannot produce the expected reward" [3].

Later, C. Maslach and S. Jackson systematized the descriptive characteristics of burnout and referred to it as

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"a syndrome of physical and emotional exhaustion, including the development of negative self-evaluation, negative attitudes toward work, and loss of understanding and empathy regarding clients." In 1982, they developed a scientific method for studying the burnout syndrome, which led to the creation of the first assessment tool, the "Maslach Burnout Inventory" (MBI), encompassing their defined dimensions: high emotional exhaustion, high depersonalization, and low personal accomplishment [6], [8]. This remains the most popular and widely recognized model for researching the phenomenon today.

The World Health Organization (WHO) defines burnout as physical, emotional, and motivational exhaustion characterized by impaired productivity at work, fatigue, insomnia, increased sensitivity to somatic illnesses, and the use of alcohol or other psychoactive substances for temporary relief, which tends to lead to the development of psychophysical dependence and suicidal behavior. This syndrome is generally seen as a stress reaction to excessive production and emotional demands arising from a profound commitment to work, often accompanied by neglect of family life or rest [9]. The WHO acknowledges that this is a problem involving somatic, emotional, and psychological signs and symptoms [10], which requires medical intervention. In contemporary society, burnout has emerged as one of the new diseases of the modern world. According to M. Leiter and C. Maslach, the syndrome is the greatest professional risk of the 21st century [5]. It most commonly affects highly skilled professionals aged between 35 and 55 [4]. Scientific and practical interest in the phenomenon is driven by its negative consequences, which are most pronounced in professions that deal with human difficulties and problems—such as teachers, healthcare personnel, social workers, psychologists, and others.

In this context, **the aim** of the present study is to investigate the prevalence of burnout syndrome among music educators, examining the influence of professional experience, job satisfaction, and certain individual demographic indicators.

## II. MATERIALS AND METHODS

**The subject** of the study is 71 music educators from the professional education system. The main inclusion criteria for the study are based on voluntary consent to participate and work experience in the field of at least one year. The focus of the research is the interrelationship between the components of burnout syndrome (emotional exhaustion, depersonalization/dehumanization, reduced work performance/reduced professional achievements) and professional experience, job satisfaction, age, gender, and marital status.

The following tasks have been set:

1. To investigate the prevalence of burnout syndrome among the target group;
2. To check for the presence or absence of a connection between the components of the syndrome and the aforementioned indicators;
3. To perform a statistical analysis of the results.

The research has utilized the following methods:

1. **The method of direct survey**, whose main advantage is the collection of objective individual information. The questionnaire was specifically prepared for the purposes of the study, and the participants were provided with information and instructions on how to fill it out. Assurance of voluntariness and anonymity was explicitly emphasized.

2. **A methodology for investigating burnout syndrome** developed by S. Maslach and S. Jackson (Maslach Burnout Inventory - MBI), which assesses the severity of the syndrome through three subscales:

- Emotional exhaustion - measures emotional overload and depletion from work;
- Depersonalization/dehumanization - an attempt to create distance between the professional and the people they care for, while ignoring the intrinsic qualities of the profession;
- Reduced work performance/reduced professional achievements - the feeling of subjective competence and effectiveness in one's own work. Reduced effectiveness develops simultaneously with the first two dimensions (Maslach & Jackson, 1986). To determine the degree of expression of professional burnout, average statistical norms are used.

3. **Mathematical-statistical methods** - for data processing, SPSS Statistics 23.0 is utilized. Differences are considered statistically significant at  $p < 0.01$ . A frequency and non-parametric analysis have been applied, and correlational coefficients have been used to measure the strength of the relationship, allowing for the establishment of whether it is systematic and not random.

The principle of confidentiality of information has been adhered to, both through the voluntary consent to participate from the subjects and by applying a group approach to include their data in this assessment.

## III. RESULTS AND DISCUSSION

The profile of the studied individuals was compiled based on a frequency analysis of the following indicators: gender, age, marital status, professional experience, and job satisfaction. The study included both men and women, with the largest share being female representatives at 74.6%.

The age of the participants ranged from 20 to 65 years, distributed across five age groups. In this regard, the most common result was in the 50-59 age group (29.6%). This was followed by individuals aged 40-49 years (25.4%), then those aged 60-65 years (18.3%) and 30-39 years (14.1%). The smallest percentage was in the 20-29 age group (12.6%). The largest proportion was among married individuals (64.8%), followed by single individuals (14.7%), divorced individuals (11.8%), those who have never been married (5.9%), and widows/widowers (2.8%). Professional experience varied between 1 and 45 years, distributed across five periods, with the most common result being between 21-30 years (33.8%), followed by 1-10 years (26.8%), 11-20 years (18.3%), 31-40 years

(15.5%), and 41-45 years (5.6%). Regarding the prevalence of burnout syndrome among the participants, a frequency analysis of the components of professional burnout was conducted according to the Maslach Burnout Inventory (MBI) methodology. The data obtained is presented in Table 1 and indicates that, based on the degree of emotional exhaustion, teachers are distributed across low, moderate, and high levels, with the majority (45.1%) falling into the low category. The proportion of educators (42.3%) within the moderately expressed range is relatively close, while 12.6% report a high level of emotional exhaustion.

TABLE 1. DISTRIBUTION OF THE STUDIED INDIVIDUALS ACCORDING TO THE COMPONENTS OF BURNOUT SYNDROME

Components of burnout	Respondents (%)
<b>Emotional exhaustion</b>	
a) low level	45.1
b) moderate level	42.3
c) high level	12.6
d) very high level	-
<b>Depersonalization/Dehumanization</b>	
a) low level	59.2
b) moderate level	26.7
c) high level	14.1
d) very high level	-
<b>Reduced work capacity / diminished professional performance</b>	
a) low level	50.7
b) moderate level	33.8
c) high level	15.5
d) very high level	-

From the perspective of depersonalization/dehumanization, the leading level is low (59.2%), with only 14.1% reporting a very high expression of the indicator. The results indicate that in the distribution according to the level of the component of reduced work capacity/reduced professional achievements, 50.7% of teachers fall into the low expression category, with a relatively high percentage (33.8%) showing moderate expression of the indicator. Regarding personal job satisfaction, the data overall indicate that the largest share is among those satisfied with their work (40.8%), followed by those who are somewhat ambivalent (both satisfied and dissatisfied - 26.8%). Only 5.6% are absolutely satisfied, while 1.4% are absolutely dissatisfied. To determine the presence/absence of a statistically significant relationship between the components of burnout syndrome, individual demographic indicators, professional experience, and job satisfaction, a non-parametric analysis was conducted using the Pearson Chi-square test for consistency. To measure the strength of the relationship, the contingency coefficient (of the correlational type) was used, which allows for the determination of whether the relationship is systematic and not random.

Regarding the studied indicators, a statistically significant relationship was found concerning:

- the component of emotional exhaustion and job satisfaction, with a contingency coefficient of  $C = 0.561$  and a significance level of  $p < 0.01$ , with the

relationship interpreted as having significant expression;

- the component of reduced work capacity/reduced professional achievements, the age of teachers, and their job satisfaction, with contingency coefficients of  $C = 0.422$  and  $C = 0.518$  respectively, at a significance level of  $p < 0.01$ , with the relationships interpreted as moderate (for age) and significant (for job satisfaction) expression.

Figure 1 graphically shows the distribution of teachers regarding the dependence between the level of emotional exhaustion (EE) and the influence of job satisfaction, with the following ordinal numbering on the y-axis:

- 1 - absolute job satisfaction;
- 2 - strong job satisfaction;
- 3 - job satisfaction;
- 4 - somewhat satisfied rather than dissatisfied with work;
- 5 - both satisfied and dissatisfied with work;
- 6 - somewhat dissatisfied rather than satisfied with work;
- 7 - absolute dissatisfaction with work.

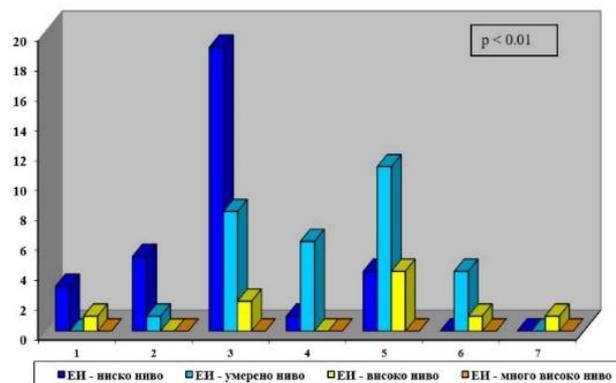


Fig. 1. Distribution of teachers according to the relationship between the level of emotional exhaustion and job satisfaction.

It is evident that teachers with moderate to high levels of emotional exhaustion predominantly exhibit ambivalence regarding job satisfaction. At the same time, those with low levels of emotional exhaustion are primarily influenced by job satisfaction.

Figure 2 graphically illustrates the distribution of teachers concerning the relationship between reduced work performance/professional achievement and the influencing factors (age, job satisfaction) with the sequential numbering indicated on the vertical axis below:

- 1 - age between 20 and 29 years;
- 2 - age between 30 and 39 years;
- 3 - age between 40 and 49 years;
- 4 - age between 50 and 59 years;
- 5 - age between 60 and 65 years;
- 6 - absolute job satisfaction;
- 7 - strong job satisfaction;
- 8 - job satisfaction;
- 9 - rather satisfied than dissatisfied with the job;
- 10 - both satisfaction and dissatisfaction with the job;
- 11 - rather dissatisfied than satisfied with the job;

- 12 - absolute job dissatisfaction;
- 13 - desire to work abroad only in their specialty;
- 14 - desire to work abroad for higher pay;
- 15 - lack of desire to work abroad due to satisfaction with their current job.

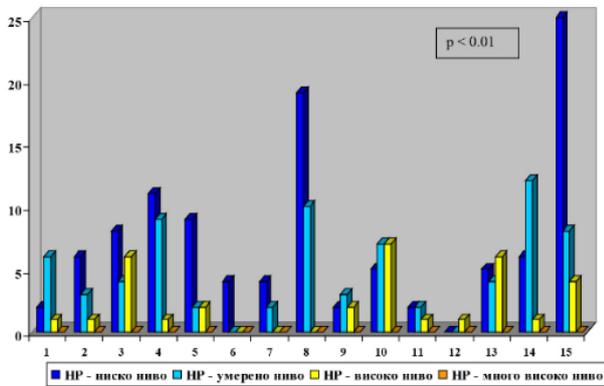


Fig. 2. Distribution of teachers according to the relationship between the level of reduced work capacity/reduced professional achievements and the influencing factors.

The graph indicates that the majority of teachers (mostly older ones) exhibit a low level of reduced work capacity/reduced professional achievements, alongside leading satisfaction with their work. For those who experience ambivalence regarding their job satisfaction, there is a notable desire to work abroad, but only in their field of expertise or for higher pay. The latter is particularly prevalent among teachers aged 50 to 59, followed by those aged 20 to 29 with a moderately expressed level of reduced work capacity, while the leading role of job satisfaction is also observed. This fact is likely connected to the characteristics of the profession, which allows for frequent visits to foreign venues through participation in various international events, and the achieved successes stimulate the feeling of satisfaction from long-term efforts. A significant portion of educators in the age group of 40 to 49 years report a high level of reduced work capacity, coupled with leading ambivalence concerning their job satisfaction. Ambivalence regarding satisfaction with professional activity is predominantly reported among teachers aged 50 to 59, followed by those aged 20 to 29 with a moderately expressed level of reduced work capacity and a desire to work abroad only in their field. At the same time, a large number of them do not wish to work abroad because they are satisfied with their current activities. It can be assumed that this result is primarily due to age, which is sufficiently high not only for establishing oneself in the profession but also for starting anew in an unfamiliar environment. The level of language competence may also play a role as a factor.

It can be suggested that the established dependencies are specifically related to the type of school in which the surveyed individuals work (a relatively small number of

students (fewer than 500), selection of students based on competitive criteria, individual instruction in a special subject). Individual results achieved by students during the educational process (thanks to their special subject teachers) are likely to be decisive here, as they are tied to strictly personal achievements in the respective professional field, rather than to the average success of the education.

#### IV. CONCLUSIONS

The obtained results can be used to organize preventive activities aimed at reducing the risk of developing professional burnout and preserving both mental health and professional effectiveness among music educators. In the long term, there is a need for further in-depth studies focusing on the personal and environmental factors that influence the formation and development of burnout syndrome in the target group.

In all professions, it is essential to observe occupational safety so as not to reduce the work capacity of employees.

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