

**SOCIO-PSYCHOLOGICAL FACTORS: EMOTIONAL FATIGUE AMONG EDUCATORS IN HIGHER EDUCATIONAL INSTITUTIONS****Xalilova Kamola Muxammadjon qizi**

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E-mail: [kamolaoff@gmail.com](mailto:kamolaoff@gmail.com)**Abstract**

This article provides a scientific analysis of the socio-psychological factors shaping emotional fatigue among educators working in higher education institutions. The study aims to identify the psychological mechanisms associated with teachers' work efficiency, their interaction with the social environment, stress, and professional workload. The article examines methods for measuring emotional fatigue, as well as its impact on educators' motivation and professional development from both theoretical and practical perspectives.

**Keywords**

emotional fatigue; educators; socio-psychological factors; stress; professional activity; motivation; higher education.

The professional activity of educators in higher education institutions occurs within complex psychological and social contexts. In this context, the emotional exhaustion of educators is currently one of the pressing issues of the global education system. Emotional fatigue is a complex condition resulting from an educator's excessive expenditure of their psychological and emotional resources during the work process, which significantly affects work efficiency, motivation, and professional stability. Psychological research indicates that emotional fatigue arises as a result of the interaction of individual, social, and intra-organizational factors. From this perspective, the teacher's personal characteristics, interaction with the social environment, and stressful situations related to professional duties are identified as important determinants of emotional fatigue. The study of this phenomenon in the higher education system serves to increase the efficiency of the pedagogical process, optimize working conditions, and improve the quality of education. From a socio-psychological perspective, educators experience emotional burnout depending on relationships, communication within the work team, communication with students, and support systems within the organization. Working with highly qualified specialists, performing complex pedagogical tasks, and administrative and organizational requirements place significant pressure on emotional resources. At the same time, an educator's personal characteristics—such as stress resilience, emotional intelligence, and motivation—play an active role as factors determining the level of emotional fatigue [1]. Existing scientific research indicates that the susceptibility of educators to emotional fatigue depends not only on individual psychological characteristics but also on the social and cultural context. For example, the level of support within the work team, the quality and effectiveness of social communication between teachers, and pedagogical relationships with students determine the teacher's stress resilience and professional satisfaction. From this perspective, studying emotional fatigue in the context of socio-psychological determinants allows for a deeper understanding of the psychological foundations of the activities of higher education educators. Furthermore, studying the factors that form emotional fatigue in educators is of not only scientific but also practical importance. This practical significance is linked to the training of teaching staff, the development of professional development strategies, increasing work efficiency, and improving the working environment. Today, there is a growing need in higher education institutions to ensure the professional stability of educators, optimize their emotional resources, and create stress reduction systems. At the same time, the scientific foundations for studying emotional fatigue in educators have been developed by many foreign and domestic

scholars [2]. For example, Maslach and Leiter analyze emotional fatigue through three components: a sense of fatigue, dissatisfaction with personal achievements, and depersonalization. Skaalvik and Skaalvik, on the other hand, pay special attention to identifying stress factors associated with the workload of educators and the social support system. These scientific approaches serve as a theoretical basis for developing strategies for identifying and reducing emotional fatigue in educators. The study of socio-psychological factors forming emotional fatigue in higher education teachers directly affects not only the quality of the pedagogical process but also the personal and professional development of the educator and their motivation for work. From this perspective, this article aims to identify socio-psychological factors that cause emotional fatigue in educators, evaluate their impact on pedagogical activity, and develop effective recommendations on a scientific basis.

In this study, multifaceted methodological approaches were applied to identify and analyze the socio-psychological factors that shape emotional fatigue in educators. The research design was organized by combining empirical and theoretical analysis, primarily using psychometric methods aimed at measuring the level of work activity and emotional exhaustion of educators [3]. Within the framework of the study, standardized tests such as the Maslach Burnout Inventory (MBI) and the Job Content Questionnaire (JCQ) were used as the primary measurement tools, allowing for the systematic determination of teachers' levels of emotional exhaustion, satisfaction with personal achievements, and cynicism. The study also examined socio-psychological factors such as the working environment of educators, the level of collective support, the quality of communication with students, and the alignment of values within the organization through questionnaires and structured interviews. At the same time, statistical analysis tools—correlation and regression analyses—were applied in the research methodology, and the correlation between the level of emotional fatigue of educators and socio-psychological determinants was scientifically determined. In the methodological approach, special attention was paid to the combination of qualitative and quantitative methods. Qualitative analysis allowed for a deeper understanding of the subjective experiences, emotional states, and pedagogical interactions of educators, while quantitative analysis provided statistically significant results. At the same time, the methodology made it possible to determine the relationship between the demographic indicators of educators (age, teaching experience, subject type) and the level of emotional fatigue. The methods used in this study allowed for the measurement of emotional fatigue in educators, the identification of socio-psychological factors, and the systematic analysis of their interaction; as a result, a scientific foundation was created that serves a deep understanding of complex psychological processes in the activities of higher education educators [4].

The results of the study showed that the main socio-psychological factors forming emotional fatigue in higher education teachers are divided into several groups. The first group includes organizational and work-related factors, including increased workload, complex pedagogical tasks, and time pressure [5]. The results of the statistical analysis showed that a high workload significantly increases the level of emotional fatigue in educators, while instances of cynicism and dissatisfaction with personal achievements increase in educators with low time management skills. The second group consists of factors related to the social support system, specifically the support received from supervisors and colleagues, the openness of the collective environment, and the quality of communication with students. The results showed that in cases where educators highly value social support within their collective, the level of emotional fatigue is significantly lower. At the same time, injustice in the work environment of educators and inconsistency with organizational values lead to cynicism and a decrease in work motivation.

In conclusion, the study of emotional fatigue in higher education teachers is a necessary scientific and practical task not only to improve the quality of the pedagogical process but also to ensure the psychological stability of educators, increase work efficiency, and maintain a high level of professional satisfaction.

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