

Burnout and quality of working life among Russian and Indonesian teachers: a pilot study

Rofika Dewi Maulina^{*1}, Master (Psychology), lecturer
Irina L. Aristova², PhD (Psychology), Associate Professor

¹University of Muhammadiyah Malang, Malang (Indonesia)

²Far Eastern Federal University, Vladivostok (Russia)

*E-mail: rofikadewi@umm.ac.id

¹ORCID: <https://orcid.org/0009-0007-8004-2938>

Received 17.06.2025

Revised 09.07.2025

Accepted 12.08.2025

Abstract: Innovative changes in education have significantly increased teachers' workload and stress levels, leading to higher rates of burnout. This burnout adversely affects both their professional performance and personal well-being, highlighting the urgent need to address teachers' mental health as a key factor in improving educational quality and effectiveness. This pilot study aims to explore the relationship between burnout and quality of working life (QWL) among school teachers in Bangkalan, Indonesia and Vladivostok, Russia, and to compare the levels of burnout and QWL between these two countries. Using a correlational research design, data were collected from a sample of 60 teachers, with 30 participants from Bangkalan, Indonesia and 30 from Vladivostok, Russia. Data analysis included correlation analysis to examine the relationship between burnout and QWL and comparative statistical tests to identify differences between groups. The results indicate a significant negative correlation between burnout and QWL in both countries, demonstrating that increased burnout is associated with a decreased quality of working life. Furthermore, the analysis revealed a significant difference in burnout levels, with Russian teachers experiencing higher burnout than their Indonesian counterparts. However, no statistically significant difference was found in the overall QWL between the two groups. These findings underscore the importance of developing targeted interventions to support teachers' mental health and improve their working conditions in order to enhance educational outcomes.

Keywords: burnout; quality of working life; teachers; mental health; cross-cultural comparison.

Acknowledgments: This article is based on research conducted as part of the author's Master thesis at Far Eastern Federal University, Vladivostok (Russia).

For citation: Maulina R.D., Aristova I.L. Burnout and quality of working life among Russian and Indonesian teachers: a pilot study. *Evidence-based education studies*, 2025, no. 3, pp. 57–65. DOI: 10.18323/3034-2996-2025-3-62-4.

INTRODUCTION

In the modern world, the problem of teachers' burnout remains relevant. Innovative changes in education increasingly place demands on teachers, thereby increasing workload and stress levels, eventually leading to burnout. Teaching involves not only the transfer of knowledge to students, but also the formation of their personal qualities. Teachers are an important human resource in educational organisations and play a critical role in improving student development, achievement and quality of education.

Burnout, defined as a syndrome of emotional exhaustion, depersonalisation, and reduced personal accomplishment resulting from emotionally demanding work, has a detrimental impact on teachers' professional performance and overall well-being [1]. This issue is particularly critical in the education sector, as supporting teachers' mental health contributes directly to the effectiveness and quality of their work life, which ultimately affects student outcomes and the broader quality of education.

Teachers are especially vulnerable to burnout due to the emotional and psychological demands inherent in their profession. Research has shown that teachers experience higher levels of burnout compared to other professionals, such as nurses and doctors [2]. Specifically, 34 % of teach-

ers were found to have high levels of emotional exhaustion, while 48 % reported moderate levels [3]. A systematic review has identified several key determinants of teachers' burnout, including job satisfaction, workplace stress, classroom climate, teachers' self-efficacy, neuroticism, perceived collective burnout, and classroom disruption [4]. Emotional exhaustion, a core dimension of burnout, is strongly associated with job dissatisfaction and reduced quality of working life, which may hinder both professional effectiveness and personal well-being [5].

In parallel, the concept of Quality of Working Life (QWL) has gained increasing attention. QWL refers to employees' perceptions of their work environment and experiences, specifically, how effectively the workplace meets their personal needs and values [6]. Numerous studies have established a significant negative relationship between burnout and QWL: higher burnout levels are associated with lower QWL, while a supportive and motivating work environment can help mitigate burnout.

Several studies from various professions further confirm this relationship. For example, Surawattanasakul, Kiratipaisarl, and Siviroj (2024) found that burnout, specifically emotional exhaustion, depersonalisation, and reduced personal accomplishment, significantly impacts the QWL

experienced by physicians during their internship [7]. Similarly, Sun et al. (2020) reported that an increase in nurses' quality of working life was associated with a decrease in professional burnout [8]. Furthermore, a study by Salehi, Seyyed, and Farhangdoust (2020) found that burnout was significantly influenced by personal characteristics, QWL, and psychological well-being [9].

Previous research has extensively investigated the phenomena of burnout and QWL across various professions, including nurses, doctors, and general employees. However, studies specifically examining the relationship between burnout and QWL among teachers are relatively limited. Furthermore, research that explores how these variables manifest and interact in different geographical and cultural settings, particularly in Indonesia and Russia, remains scarce.

To begin addressing this gap, the current research was designed as a pilot study focusing on teachers from Bangkalan, Indonesia and Vladivostok, Russia. Rather than aiming for national generalisation, this exploratory study seeks to identify preliminary patterns and assess the feasibility of conducting a broader cross-cultural investigation in the future.

Based on the background described above, this pilot study aims to explore the relationship between burnout and quality of working life (QWL) among teachers in a selected city in Indonesia and a selected city in Russia. In addition, the study intends to examine whether there are significant

differences in the levels of burnout and QWL between the two teacher groups.

METHODS

This study employed a correlational pilot design to explore the relationship between burnout and QWL among teachers. A simple random sampling technique was used within a limited scope to recruit a total of 60 participants, comprising 30 teachers from Bangkalan, Indonesia, and 30 teachers from Vladivostok, Russia. The Indonesian participants were recruited from a public senior high school in Bangkalan, while the Russian participants were selected from two general secondary schools in Vladivostok. All participants were responsible for teaching general academic subjects across various grade levels. Although subject specialisation was not the main focus of the study, the sample was limited to general education teachers to ensure consistency. All schools involved were state-run secondary institutions, providing a comparable institutional context for both groups and supporting the relative homogeneity of the sample in terms of teaching role and school setting.

Table 1 presents the demographic characteristics of the teacher participants from both countries. Gender, age, and teaching experience were distributed relatively similarly across groups, ensuring a degree of comparability in demographic characteristics.

Table 1. Demographic characteristics of teacher State secondary school in Indonesia and Russia
Таблица 1. Демографические характеристики учителей государственных средних школ из Индонезии и России

Variable	Bangkalan (Indonesia)	Vladivostok (Russia)
Number of participants	30	30
Gender		
Male	6	4
Female	24	26
Age		
20–29	13	10
30–39	14	5
40–49	3	7
50–59	0	6
60 years and more	0	0
Teaching experience		
<1 year	4	4
1–3 years	7	7
4–6 years	4	3
7–9 years	4	2
10 years and more	11	14

To explore potential differences in burnout and QWL levels between the two groups, comparative statistical analyses were conducted. The analysis focused on identifying whether there were statistically significant differences between the two teacher samples. A p -value less than 0.05 ($p < 0.05$) was considered indicative of a statistically significant difference, while p -values equal to or greater than 0.05 ($p \geq 0.05$) were interpreted as showing no significant difference. The analysis used the Asymptotic Significance (2-tailed) value as the decision criterion.

The instruments used to measure the two variables are the Copenhagen Burnout Inventory (CBI) by Kristensen et al. (2005) [10] and the Work-related Quality of Life Scale (WRQoL) by Easton and Van Laar (2018) [11].

Burnout was assessed using the Copenhagen Burnout Inventory (CBI). The original CBI developed by Kristensen et al. (2005) consists of three subscales: personal burnout, work-related burnout, and client-related burnout. In the present study, the personal burnout (6 items) and work-related burnout (7 items) subscales were taken from the original version. The third subscale (6 items) was adapted by replacing the term 'client' with 'colleague'. All items, scoring, and the underlying construct remain consistent with the original CBI. Thus, three dimensions were assessed in total: personal burnout, work-related burnout, and colleague-related burnout. Personal burnout relates to physical and psychological exhaustion and overwork experienced, work-related burnout refers to a person's attribution of burnout symptoms due to their work, and colleague-related burnout is the extent to factors related to their interactions with colleagues of their work. Participants rated how often they experienced these feelings on a 5-point scale ranging from 0 (never) to 4 (always) [10].

The Work-related Quality of Life Scale (WRQoL) is used to assess the overall quality of working life among employees. Developed by British psychologists Easton S. and Van Laar D., the instrument consists of six key dimensions: general well-being, home-work interface, job and career satisfaction, control at work, working conditions, and stress at work. In this study, the structure and scoring guidelines followed those outlined in the official WRQoL user manual [11]. The psychometric properties of the scale, including its factorial validity, internal consistency, and applicability in education settings have been supported in prior peer-reviewed research, particularly in a study involving higher education employees in

the United Kingdom [12]. This provides a sound empirical foundation for the use of WRQoL in cross-cultural and occupational contexts, including teaching.

Data collection was carried out using a Google Form which was sent to respondents so that they could participate at a time and place that was convenient for them. Then, data were processed and analyzed using the SPSS statistical program.

RESULTS

The results of statistical analysis of the relationship between emotional burnout and the quality of teachers' work life in Indonesia and Russia are presented in Table 2. Based on the results obtained, the significance value of burnout and quality of working life for teachers in both countries is < 0.05 . This means that there is a significant relationship between burnout and quality of teachers' work life. The data obtained also shows that burnout has a significant negative relationship with quality of teachers' work life in both countries, namely -0.365 and -0.552 .

Next, researchers determined whether there were differences in burnout and quality of working life between Russian and Indonesian teachers. The results of this test are shown in Table 3. From the Table 3, the asymptotic p -value / Asymp. Sig. (2-tailed) for burnout is < 0.05 , which indicates that there is a statistically significant difference between the groups of Russian and Indonesian teachers. Based on the results of calculating the average score, it can also be seen that the burnout scores of Russian teachers are higher than Indonesian teachers ($70.48 > 44.9$).

Then, for the differences in the teachers' quality working life in Russia and Indonesia, it was found that the asymptotic p -value was > 0.05 . This means that there are no statistically significant differences between groups of teachers in Russia and Indonesia in terms of overall quality of working life. Even if we look at the average scores of the quality of working life of teachers in these two countries, it suggests that the scores are very similar: Indonesian teachers – 82.33, Russian teachers – 82.03.

From Table 4, it can be seen that Russian teachers had higher average scores in all burnout dimensions. The highest score was in personal burnout ($M = 75.27$), followed by work-related burnout ($M = 72.92$), and colleague-related burnout ($M = 65.94$). Indonesian teachers, on the other hand, showed moderate levels in personal burnout ($M = 54.13$), and lower scores in work-related burnout ($M = 45.67$) and colleague-

Table 2. Significant correlations of variables among teachers respondents in Indonesia and Russia, $N = 30$
Таблица 2. Значимые корреляции переменных среди опрошенных учителей в Индонезии и России, $N = 30$

CBI	WRQoL	
	Correlation coefficient	Sig. (2-tailed)
Indonesian	-0.365^*	0.047
Russian	-0.552^{**}	0.002

Note. * is significant at the 0.05 level (two-sided); ** is significant at the 0.01 level (two-tailed).

CBI is Burnout; WRQoL is Quality of working life.

Примечание. * – значимо на уровне 0,05 (двусторонний тест); ** – значимо на уровне 0,01 (двусторонний тест).
CBI – выгорание; WRQoL – качество трудовой жизни.

Table 3. Comparison of differences of burnout and quality of working life among teachers in Indonesia and Russia
Таблица 3. Сравнение различий в выгорании и качестве трудовой жизни учителей в Индонезии и России

Method	Asymp. Sig. (2-tailed)	Average value	
		Russia	Indonesia
Burnout (CBI)	<0.001**	70.48	44.9
Quality of working life (WRQoL)	0.796	82.03	82.33

Note. * is significant at the 0.05 level (two-sided); ** is significant at the 0.01 level (two-tailed).

Примечание. * – значимо на уровне 0,05 (двусторонний тест); ** – значимо на уровне 0,01 (двусторонний тест).

Table 4. Descriptive statistics for burnout dimensions (CBI) among Indonesian and Russian teachers, N=30
Таблица 4. Описательная статистика по уровню выгорания (CBI) индонезийских и российских учителей, N=30

CBI dimension	Country	Mean
Personal burnout	Indonesia	54.13
	Russia	75.27
Work-related burnout	Indonesia	45.67
	Russia	72.92
Colleague-related burnout	Indonesia	34.83
	Russia	65.94

related burnout (M=34.83). The total burnout score was also higher for Russian teachers (M=70.48) compared to Indonesian teachers (M=44.90), which suggests that burnout levels were generally higher among teachers in Russia.

From Table 5, the total WRQoL scores for Indonesian and Russian teachers are very similar (Indonesia: M=82.33; Russia: M=82.03). However, there are clear differences in several dimensions. Indonesian teachers scored higher in job and career satisfaction (M=23.33) and general well-being (M=21.17). Meanwhile, Russian teachers scored higher in home-work interface (M=21.07) and control at work (M=22.63). The stress at work score was also higher among Russian teachers (M=11.53) compared to Indonesian teachers (M=4.37), showing that Russian teachers reported feeling more stressed in their work.

DISCUSSION

The results of this study confirm a significant relationship between burnout and QWL among teachers. Specifically, a significant negative correlation was found between the two variables in both Indonesian and Russian teachers samples. The data showed a correlation coefficient of -0.365 with a significance value of 0.047 for Indonesian teachers, and -0.552 with a significance value of 0.002 for Russian teachers. Both *p*-values (<0.05 and <0.01) indicate that these relationships are statistically significant.

This significant negative relationship means that the higher the level of burnout experienced by teachers, the lower their quality of working life, and vice versa. These

findings are consistent with previous research in other occupational settings. For instance, a study by Pereira et al. (2022), which involved 459 municipal workers in Portugal during the COVID-19 pandemic, found that all three dimensions of burnout: emotional exhaustion, cynicism, and low effectiveness, were significantly and negatively associated with quality of working life [13]. Additionally, studies by Surawattanasakul, Kiratipaisarl, and Sivoj (2024) on physicians, Sun et al. (2020) on nurses, and Salehi, Seyyed, and Farhangdoust (2020) on auditors also demonstrated a negative relationship between burnout and QWL [7–9]. This indicates that the link between these two variables is a consistent phenomenon across various professions, including teaching, a profession with unique demands.

Understanding this relationship is crucial, as it has important implications for teachers well-being and teaching effectiveness. A high level of QWL, which includes a supportive work environment where teachers' personal needs are met, professional and career development is encouraged, and interpersonal relationships at school are democratic and positive, can help prevent burnout [14]. Such an environment fosters motivation and satisfaction. Teachers with good QWL tend to be more engaged, motivated, and satisfied with their work, which ultimately enhances both teaching effectiveness and their overall well-being. Conversely, high levels of burnout can negatively affect multiple aspects of a teachers' professional life, including reduced teaching effectiveness, physical and mental health issues, strained relationships with students and colleagues, and lower job satisfaction.

Table 5. Descriptive statistics for work-related quality of life (WRQoL) dimensions among Indonesian and Russian teachers, $N=30$
Таблица 5. Описательная статистика по качеству трудовой жизни (WRQoL) индонезийских и российских учителей, $N=30$

WRQoL dimension	Country	Mean
General well-being	Indonesia	21.17
	Russia	20.93
Home–work interface	Indonesia	11.30
	Russia	21.07
Job and career satisfaction	Indonesia	23.33
	Russia	10.07
Control at work	Indonesia	10.90
	Russia	22.63
Working conditions	Indonesia	11.27
	Russia	10.77
Stress at work	Indonesia	4.37
	Russia	11.53

In addition to confirming the negative relationship between burnout and QWL, this study also reveals a significant difference in burnout levels between Indonesian and Russian teachers. Specifically, Russian teachers reported a significantly higher average burnout score ($M=70.48$) compared to Indonesian teachers ($M=44.9$). This difference was statistically significant at the 0.01 level. The analysis of burnout dimensions, as shown in Table 3, revealed consistent differences between the two groups. Russian teachers experienced higher burnout not only overall, but also in each specific dimension. Personal burnout, which reflects physical and emotional exhaustion, was the highest among Russian teachers. This may suggest greater stress or fatigue related to their working conditions. Higher scores in work-related and colleague-related burnout also point to possible pressures from job roles and interactions in the workplace. These findings may be related to contextual challenges such as heavy workload, lack of institutional support, or broader socio-economic factors affecting teachers in Russia. In comparison, Indonesian teachers reported more moderate levels of burnout, especially in the interpersonal domain, which may reflect different cultural, organisational, or systemic conditions.

This significant disparity can be explained by differing contextual and country-specific factors, which serve as key criteria for interpreting the observed variation. According to Gorblyansky, Ponamareva, and Kontorovich (2019), several factors have been identified as contributing to higher levels of burnout among Russian teachers, including longer work experience, demands to work on weekends and holidays, dissatisfaction with work schedules, and spending excessive time dealing with work-related issues [15]. These factors reflect the generally more intense workload and pressure within the Russian education system, such as large class

sizes, high administrative burdens, and limited resources. Long working hours, lack of structured rest periods, and limited control over work routines may further increase emotional exhaustion and depersonalisation, two core components of burnout.

Meanwhile, Indonesian teachers also experience high workloads, including not only teaching duties but also a significant amount of administrative tasks. Other contributing factors include frequently changing curricula, rigid school policies, and national-level accountability pressures. However, the lower average burnout level reported by Indonesian teachers may be influenced by an important distinguishing factor: gratitude. A study on teachers in Indonesia found that individuals with higher levels of gratitude reported significantly greater job satisfaction. This sense of gratitude, despite challenges such as limited compensation or temporary employment was associated with stronger psychological well-being and a more positive attitude toward their teaching roles, which may serve as a protective factor against emotional exhaustion and other symptoms of burnout [16]. Supporting this, other research demonstrated a significant negative relationship between gratitude and burnout, specifically emotional exhaustion and depersonalisation. Gratitude also mediated the relationship between social support and burnout, indicating that teachers with higher gratitude were less affected by burnout even when facing demanding work conditions [17]. Similarly, other research indicated that teachers with higher gratitude also experienced greater work engagement and lower levels of burnout [18]. This effect may serve as protective mechanisms against burnout among Indonesian teachers.

Interestingly, despite the significant difference in burnout levels between Indonesian and Russian teachers, as discussed earlier, the results of this study indicate that there

is no statistically significant difference in the level of QWL experienced by teachers in both countries. Table 3 shows that the asymptotic significance value (p -value) for QWL is 0.796, which is greater than 0.05, confirming that the observed difference is not statistically significant. The mean scores also indicate a very similar QWL for both groups: 82.3 for Indonesian teachers and 82.03 for Russian teachers. These findings suggest that teachers in both countries, overall, report a moderate level of QWL.

This similarity in QWL levels, despite differing educational contexts and burnout-related factors, may be explained by a combination of contextual influences. One common contributing factor may be the teachers' shared perception of their profession. Teachers in both Indonesia and Russia tend to view teaching as a valuable and meaningful profession that contributes to personal fulfillment and job satisfaction. Moreover, societal recognition and respect for the teaching profession in both countries may foster a sense of pride and appreciation, positively influencing their overall perception of QWL.

In Russia, QWL is shaped by multiple factors, including years of professional experience and varying skill levels. Teachers with more than five years of experience are reportedly better able to manage bureaucratic fatigue, which may contribute to a higher quality of working life. In contrast, less experienced teachers (with fewer than three years of service) tend to report lower satisfaction with the socio-psychological climate at school, possibly due to limited communication skills when interacting with more senior colleagues [19]. Additional structural and interpersonal factors also play a role in shaping QWL among Russian teachers. Zvyagintsev et al. (2022) identified administrative burden, limited opportunities for career advancement, lack of recognition, and weak collegial support as key obstacles to occupational well-being in Russian schools [20]. In the literature, well-being is commonly regarded as a core component of QWL, encompassing emotional, psychological, and social aspects of working life.

In Indonesia, similar factors have been found to influence teachers' QWL, including a supportive work environment, work motivation, general well-being, family support, health, workload, job satisfaction, self-esteem, competence, work loyalty, discipline, remuneration, and opportunities for professional development [21]. Additionally, Indonesian teachers also associate good QWL with safe and healthy working conditions, standardised working hours, and manageable workloads.

These findings suggest that although national and institutional contexts differ, many core elements such as emotional well-being, development opportunities, and support, are consistently valued by teachers in both countries. While the specific constellation of influencing factors may vary between Indonesia and Russia, a combination of generally shared components (such as professional meaning and perceived societal appreciation) and context-specific conditions (including workload, interpersonal dynamics, and systemic support structures) appears to contribute to a relative equilibrium. This balance may help explain why the QWL reported by teachers in both countries remains at a comparable and moderate level.

While the total WRQoL scores were nearly identical across both groups, the dimension-level analysis revealed several notable differences (see Table 5). Russian teachers

reported higher scores in home-work interface and control at work, suggesting greater perceived flexibility and autonomy. According to Zvyagintsev et al. (2022), Russian teachers often have longer teaching experience and may benefit from greater decision-making authority, particularly in pedagogical matters, despite existing bureaucratic constraints. Moreover, although they face systemic stressors such as administrative overload and low salaries, many report relatively high levels of job satisfaction. One contributing factor may be their participation in professional associations and accumulated teaching experience both of which have been linked to higher occupational well-being and a stronger sense of professional agency [20]. These factors may enhance teachers' perception of control over their work environment and responsibilities. In turn, this sense of control may support a better integration of work and personal life, helping to explain the higher scores in home-work interface and control at work observed among Russian teachers in this study.

In contrast, Indonesian teachers showed higher levels of job and career satisfaction and general well-being. These patterns may reflect not structural advantages, but rather intrinsic motivation, strong affective attachment to their roles, and personal or spiritual values that shape how teachers perceive their work. A study on teachers in Tegal, Indonesia, found that work motivation particularly intrinsic factors such as commitment, task responsibility, and the need for achievement, was significantly related to teacher performance. These internal psychological factors may explain the higher job and career satisfaction and general well-being among Indonesian teachers, despite various structural challenges [22].

The key findings of this study confirm the negative relationship between burnout and QWL among teachers in both Indonesia and Russia. The results also show that Russian teachers reported higher levels of burnout, even though the total QWL scores in both countries were very similar. This suggests that improving QWL could be an important strategy to reduce teacher burnout and its impact on well-being and professional performance. However, such efforts need to consider each country's specific context, including differences in workload, support systems, and educational policies.

Even so, this study has certain limitations. The relatively small sample size and limited geographic coverage may reduce the generalisability of the findings. Nonetheless, this is, to our knowledge, the first study to examine burnout and QWL among Russian teachers using both the CBI and the WRQoL. The lack of previous studies using these instruments in this population limits direct comparison, but at the same time underscores the originality and relevance of the current research. Moreover, due to the correlational design, no causal conclusions can be drawn. Future research is encouraged to include larger, more diverse samples and to adopt longitudinal or experimental approaches to better explore the dynamics between burnout and QWL across different educational and cultural contexts.

Despite these limitations, the study offers meaningful preliminary insights. A better understanding of the relationship between teacher burnout and QWL can inform future efforts to enhance teacher well-being and professional sustainability. In addition, this research contributes to the expanding cross-cultural literature by highlighting the significance of contextual and cultural influences in shaping teachers' work experiences.

CONCLUSIONS

The findings of this pilot study revealed a statistically significant negative correlation between burnout and quality of working life (QWL) among teachers in both Indonesia and Russia, suggesting that higher levels of burnout are associated with lower perceived QWL. Additionally, the results showed a significant difference in burnout levels, with teachers from Russia reporting notably higher burnout than their Indonesian counterparts. This difference may be explained by contextual and cultural characteristics unique to each country.

Interestingly, despite the disparity in burnout levels, no statistically significant difference was found in the overall QWL between the two groups. Teachers from both countries reported moderate levels of QWL, indicating that a combination of shared and unique influences may shape their work-life experiences in complex ways.

These preliminary findings highlight the potential importance of QWL in mitigating teachers' burnout and its adverse impact on well-being and professional functioning. They also point to the need for context-sensitive support strategies tailored to the specific educational and cultural environments in which teachers operate.

While the study is limited by its small, localised sample and correlational design, it offers early cross-cultural insights and serves as a foundation for future research. Subsequent studies should aim to explore causal mechanisms using larger, more diverse samples and longitudinal or experimental approaches to inform more effective and scalable interventions.

REFERENCES

- Maslach C., Schaufeli W.B., Leiter M.P. Job burnout. *Annual Review of Psychology*, 2001, vol. 52, pp. 397–422. DOI: [10.1146/annurev.psych.52.1.397](https://doi.org/10.1146/annurev.psych.52.1.397).
- Petrova N.G., Murzenko O.V. Emotional burnout syndrome among physicians and teachers of higher education. *Science and innovations in medicine*, 2018, vol. 2, no. 10, pp. 26–29. EDN: [XSMYBF](https://www.elibrary.ru/xsmybf).
- Mishin A.A. Relationship of professional burnout of teacher and empathy. *Scientific notes of P.F. Lesgaft university*, 2022, no. 2, pp. 498–502. EDN: [RBRCRU](https://www.elibrary.ru/rbrcru).
- Mijakoski D., Cheptea D., Marca S.C. et al. Determinants of Burnout among Teachers: A Systematic Review of Longitudinal. *International journal of environmental research and public health*, 2022, vol. 19, no. 9, article number 5776. DOI: [10.3390/ijerph19095776](https://doi.org/10.3390/ijerph19095776).
- Chen W., Zhou S., Zheng W., Wu S. Investigating the Relationship between Job Burnout and Job Satisfaction among Chinese Generalist Teachers in Rural Primary Schools: A Serial Mediation Model. *International Journal of Environmental Research and Public Health*, 2022, vol. 19, no. 21, article number 14427. DOI: [10.3390/ijerph192114427](https://doi.org/10.3390/ijerph192114427).
- Walton R.E. Quality of working life: What is it? *Sloan Management Review*, 1973, vol. 15, no. 1, pp. 11–21.
- Surawattanasakul V., Kiratipaisarl W., Siviroy P. Burnout and Quality of Work Life among Physicians during Internships in Public Hospitals in Thailand. *Behavioral Sciences*, 2024, vol. 14, no. 5, article number 361. DOI: [10.3390/bs14050361](https://doi.org/10.3390/bs14050361).
- Sun Boru, Fu Lei, Yan Canbing, Wang Yanmei, Fan Ling. Quality of working life and work engagement among nurses with standardised training: The mediating role of burnout and career identity. *Nurse Education in Practice*, 2022, vol. 58, article number 103276. DOI: [10.1016/j.nepr.2021.103276](https://doi.org/10.1016/j.nepr.2021.103276).
- Salehi M., Seyyed F. Farhangdoust S. The impact of personal characteristics, quality of working life and psychological well-being on job burnout among Iranian external auditors. *International Journal of Organization Theory & Behavior*, 2020, vol. 23, no. 3, pp. 189–205. DOI: [10.1108/IJOTB-09-2018-0104](https://doi.org/10.1108/IJOTB-09-2018-0104).
- Kristensen T.S., Borritz M., Villadsen E., Christensen K.B. The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work & Stress*, 2005, vol. 19, no. 3, pp. 192–207. DOI: [10.1080/02678370500297720](https://doi.org/10.1080/02678370500297720).
- Easton S., Van Laar D. *User Manual for the Work-Related Quality of Life (WRQoL) Scale: A Measure of Quality of Working Life*. Portsmouth, University of Portsmouth Publ., 2018. 83 p. DOI: [10.17029/EASTON2018](https://doi.org/10.17029/EASTON2018).
- Edwards J., Van Laar D.L., Easton S., Kinman G. The Work-Related Quality of Life scale for Higher Education Employees. *Quality in Higher Education*, 2009, vol. 15, no. 3, pp. 207–219. DOI: [10.1080/13538320903343057](https://doi.org/10.1080/13538320903343057).
- Pereira D., Leitão J., Ramos L. Burnout and Quality of Work Life among Municipal Workers: Do Motivating and Economic Factors Play a Mediating Role? *International Journal of Environmental Research and Public Health*, 2022, vol. 19, no. 20, article number 13035. DOI: [10.3390/ijerph192013035](https://doi.org/10.3390/ijerph192013035).
- Akar H. The relationships between quality of working life, school alienation, burnout, affective commitment and organizational citizenship: a study on teachers. *European Journal of Educational Research*, 2018, vol. 7, no. 2, pp. 169–180. DOI: [10.12973/eu-jer.7.2.169](https://doi.org/10.12973/eu-jer.7.2.169).
- Gorblyanskiy Yu.Yu., Ponamareva O.P., Kontorovich E.P. The main predictors of professional burnout in teachers. *Russian Journal of Occupational and Industrial Ecology*, 2019, vol. 59, no. 9, pp. 605–606. DOI: [10.31089/1026-9428-2019-59-9-605-606](https://doi.org/10.31089/1026-9428-2019-59-9-605-606).
- Rachmawati D., Qomariyah N. The Effect of Gratitude on Job Satisfaction among Honorary Teachers. *Indonesian Psychological Research*, 2024, vol. 6, no. 1, pp. 61–72. DOI: [10.29080/ipr.v6i1.1074](https://doi.org/10.29080/ipr.v6i1.1074).
- Einav M., Confino D., Geva N., Margalit M. Teachers' Burnout – The Role of Social Support, Gratitude, Hope, Entitlement and Loneliness. *International Journal of Applied Positive Psychology*, 2024, vol. 9, no. 2, pp. 827–849. DOI: [10.1007/s41042-024-00154-5](https://doi.org/10.1007/s41042-024-00154-5).
- Nicuță E.G., Diaconu-Gherasim L.R., Constantin T. How trait gratitude relates to teachers' burnout and work engagement: job demands and resources as mediators. *Current Psychology*, 2023, vol. 42, no. 34, pp. 30338–30347. DOI: [10.1007/s12144-022-04086-8](https://doi.org/10.1007/s12144-022-04086-8).
- Ermolin A.V., Gorodilov P.V. Representation in the minds of teachers, satisfaction with the quality of working life. *Professionalnye predstavleniya*, 2019, no. 1, pp. 158–164. EDN: [UQFVJQ](https://www.elibrary.ru/uqfvjq).
- Zvyagintsev R., Konstantinovskiy D., Pinskaya M., Kosaretsky S. Occupational well-being of Russian teachers: Risk factors and areas for improvement. *Issues in Educational Research*, 2022, vol. 32, no. 2, pp. 825–847. EDN: [BGLIUW](https://www.elibrary.ru/bgliuw).

21. Prakoso O.A. Quality of work life: studi indigenous pada guru bersuku Jawa di Jawa Tengah. *Journal of Social and Industrial Psychology*, 2013, vol. 2, no. 2, pp. 43–51.
 22. Hartinah S., Suharso P., Umam R., Syazali M., Lestari B.D., Roslina R., Jermisittiparsert K. Teacher's performance management: The role of principal's leadership, work environment and motivation in Tegal City, Indonesia. *Management Science Letters*, 2020, vol. 10, pp. 235–246. DOI: [10.5267/j.msl.2019.7.038](https://doi.org/10.5267/j.msl.2019.7.038).
- СПИСОК ЛИТЕРАТУРЫ**
1. Maslach C., Schaufeli W.B., Leiter M.P. Job burnout // *Annual Review of Psychology*. 2001. Vol. 52. P. 397–422. DOI: [10.1146/annurev.psych.52.1.397](https://doi.org/10.1146/annurev.psych.52.1.397).
 2. Петрова Н.Г., Мурзенко О.В. Синдром эмоционального выгорания у медиков и преподавателей высшей школы // *Наука и инновации в медицине*. 2018. Т. 2. № 10. С. 26–29. EDN: [XSMYBF](https://www.edn.ru/XSMYBF).
 3. Мишин А.А. Взаимосвязь профессионального выгорания педагога и эмпатии // *Ученые записки университета имени П.Ф. Лесгафта*. 2022. № 2. С. 498–502. EDN: [RBRCRU](https://www.edn.ru/RBRCRU).
 4. Mijakoski D., Cheptea D., Marca S.C. et al. Determinants of Burnout among Teachers: A Systematic Review of Longitudinal // *International journal of environmental research and public health*. 2022. Vol. 19. № 9. Article number 5776. DOI: [10.3390/ijerph19095776](https://doi.org/10.3390/ijerph19095776).
 5. Chen W., Zhou S., Zheng W., Wu S. Investigating the Relationship between Job Burnout and Job Satisfaction among Chinese Generalist Teachers in Rural Primary Schools: A Serial Mediation Model // *International Journal of Environmental Research and Public Health*. 2022. Vol. 19. № 21. Article number 14427. DOI: [10.3390/ijerph192114427](https://doi.org/10.3390/ijerph192114427).
 6. Walton R.E. Quality of working life: What is it? // *Sloan Management Review*. 1973. Vol. 15. № 1. P. 11–21.
 7. Surawattanasakul V., Kiratipaisarl W., Siviroj P. Burnout and Quality of Work Life among Physicians during Internships in Public Hospitals in Thailand // *Behavioral Sciences*. 2024. Vol. 14. № 5. Article number 361. DOI: [10.3390/bs14050361](https://doi.org/10.3390/bs14050361).
 8. Sun Boru, Fu Lei, Yan Canbing, Wang Yanmei, Fan Ling. Quality of working life and work engagement among nurses with standardised training: The mediating role of burnout and career identity // *Nurse Education in Practice*. 2022. Vol. 58. Article number 103276. DOI: [10.1016/j.nepr.2021.103276](https://doi.org/10.1016/j.nepr.2021.103276).
 9. Salehi M., Seyyed F., Farhangdoust S. The impact of personal characteristics, quality of working life and psychological well-being on job burnout among Iranian external auditors // *International Journal of Organization Theory & Behavior*. 2020. Vol. 23. № 3. P. 189–205. DOI: [10.1108/IJOTB-09-2018-0104](https://doi.org/10.1108/IJOTB-09-2018-0104).
 10. Kristensen T.S., Borritz M., Villadsen E., Christensen K.B. The Copenhagen Burnout Inventory: A new tool for the assessment of burnout // *Work & Stress*. 2005. Vol. 19. P. 192–207. DOI: [10.1080/02678370500297720](https://doi.org/10.1080/02678370500297720).
 11. Easton S., Van Laar D. User Manual for the Work-Related Quality of Life (WRQoL) Scale: A Measure of Quality of Working Life. Portsmouth: University of Portsmouth, 2018. 83 p. DOI: [10.17029/EASTON2018](https://doi.org/10.17029/EASTON2018).
 12. Edwards J., Van Laar D.L., Easton S., Kinman G. The Work-Related Quality of Life scale for Higher Education Employees // *Quality in Higher Education*. 2009. Vol. 15. № 3. P. 207–219. DOI: [10.1080/13538320903343057](https://doi.org/10.1080/13538320903343057).
 13. Pereira D., Leitão J., Ramos L. Burnout and Quality of Work Life among Municipal Workers: Do Motivating and Economic Factors Play a Mediating Role? // *International Journal of Environmental Research and Public Health*. 2022. Vol. 19. № 20. Article number 13035. DOI: [10.3390/ijerph192013035](https://doi.org/10.3390/ijerph192013035).
 14. Akar H. The relationships between quality of working life, school alienation, burnout, affective commitment and organizational citizenship: a study on teachers // *European Journal of Educational Research*. 2018. Vol. 7. № 2. P. 169–180. DOI: [10.12973/eu-jer.7.2.169](https://doi.org/10.12973/eu-jer.7.2.169).
 15. Горблянский Ю.Ю., Понамарева О.П., Конторович Е.П. Основные предикторы профессионального выгорания у педагогов // *Медицина труда и промышленная экология*. 2019. Т. 59. № 9. С. 605–606. DOI: [10.31089/1026-9428-2019-59-9-605-606](https://doi.org/10.31089/1026-9428-2019-59-9-605-606).
 16. Rachmawati D., Qomariyah N. The Effect of Gratitude on Job Satisfaction among Honorary Teachers // *Indonesian Psychological Research*. 2024. Vol. 6. № 1. P. 61–72. DOI: [10.29080/ipr.v6i1.1074](https://doi.org/10.29080/ipr.v6i1.1074).
 17. Einav M., Confino D., Geva N., Margalit M. Teachers' Burnout – The Role of Social Support, Gratitude, Hope, Entitlement and Loneliness // *International Journal of Applied Positive Psychology*. 2024. Vol. 9. № 2. P. 827–849. DOI: [10.1007/s41042-024-00154-5](https://doi.org/10.1007/s41042-024-00154-5).
 18. Nicuță E.G., Diaconu-Gherasim L.R., Constantin T. How trait gratitude relates to teachers' burnout and work engagement: job demands and resources as mediators // *Current Psychology*. 2023. Vol. 42. № 34. P. 30338–30347. DOI: [10.1007/s12144-022-04086-8](https://doi.org/10.1007/s12144-022-04086-8).
 19. Ермолин А.В., Городилов П.В. Представленность в сознании учителей степени удовлетворённости качеством трудовой жизни // *Профессиональные представления*. 2019. № 1. С. 158–164. EDN: [UQFVJQ](https://www.edn.ru/UQFVJQ).
 20. Zvyagintsev R., Konstantinovskiy D., Pinskaya M., Kosaretsky S. Occupational well-being of Russian teachers: Risk factors and areas for improvement // *Issues in Educational Research*. 2022. Vol. 32. № 2. P. 825–847. EDN: [BGLIUW](https://www.edn.ru/BGLIUW).
 21. Prakoso O.A. Quality of work life: studi indigenous pada guru bersuku Jawa di Jawa Tengah // *Journal of Social and Industrial Psychology*. 2013. Vol. 2. № 2. P. 43–51.
 22. Hartinah S., Suharso P., Umam R., Syazali M., Lestari B.D., Roslina R., Jermisittiparsert K. Teacher's performance management: The role of principal's leadership, work environment and motivation in Tegal City, Indonesia // *Management Science Letters*. 2020. Vol. 10. P. 235–246. DOI: [10.5267/j.msl.2019.7.038](https://doi.org/10.5267/j.msl.2019.7.038).

УДК 378; 159.9

doi: 10.18323/3034-2996-2025-3-62-4

Выгорание и качество трудовой жизни российских и индонезийских учителей: пилотное исследование

Маулина Рофика Деви^{*1}, магистр психологии, преподаватель
Аристова Ирина Леонидовна², кандидат психологических наук, доцент

¹ Университет Мухаммадия Маланг, Маланг (Индонезия)

² Дальневосточный федеральный университет, Владивосток (Россия)

*E-mail: rofikadewi@umm.ac.id

¹ORCID: <https://orcid.org/0009-0007-8004-2938>

Поступила в редакцию 17.06.2025

Пересмотрена 09.07.2025

Принята к публикации 12.08.2025

Аннотация: Инновационные изменения в образовании значительно увеличили рабочую нагрузку и уровень стресса учителей, что привело к их более частому выгоранию. Выгорание негативно сказывается на профессиональной деятельности и личном благополучии, что подчеркивает необходимость решения проблемы психического здоровья учителей как ключевого фактора повышения качества и эффективности образования. Целью пилотного исследования является изучение взаимосвязи между выгоранием и качеством трудовой жизни (КТЖ) школьных учителей в Бангкалане (Индонезия) и Владивостоке (Россия), а также сравнение уровней выгорания и КТЖ в этих двух странах. Были собраны данные у 60 учителей: по 30 участников из Бангкалана и Владивостока. Анализ данных включал корреляционный анализ для изучения связи между выгоранием и КТЖ, а также сравнительные статистические тесты для выявления различий между группами участников. Результаты показали значимую отрицательную корреляцию между выгоранием и КТЖ в обеих странах, что демонстрирует связь между ростом выгорания и снижением качества трудовой жизни. Кроме того, анализ выявил существенные различия в уровне выгорания: российские учителя испытывают его в большей степени по сравнению с индонезийскими. Однако статистически значимых различий в общем уровне КТЖ между двумя группами выявлено не было. Эти выводы подчеркивают важность разработки целевых мер по поддержке психического здоровья учителей и улучшению условий их труда в целях повышения качества образования.

Ключевые слова: выгорание; качество трудовой жизни; учителя; психическое здоровье; межкультурное сравнение.

Благодарности: Эта статья основана на исследовании, проведенном в рамках магистерской диссертации автора в Дальневосточном федеральном университете, Владивосток (Россия).

Для цитирования: Маулина Р.Д., Аристова И.Л. Выгорание и качество трудовой жизни российских и индонезийских учителей: пилотное исследование // Доказательная педагогика, психология. 2025. № 3. С. 57–65. DOI: 10.18323/3034-2996-2025-3-62-4.