PROFESSIONAL BURNOUT AND STRESS MANAGEMENT AMONG SURDOPEDAGOGUES IN THE ERA OF DIGITAL EDUCATION

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Abstract The era of digital education has significantly increased professional demands on surdopedagogues. In addition to their traditional teaching responsibilities, specialists working with children with hearing impairments are expected to use assistive technologies, digital communication tools, online educational platforms, multimedia resources, subtitles, and virtual learning environments. These changes have created new opportunities for teaching and communication, but they have also increased psychological pressure, workload, and emotional strain. Professional burnout has become one of the most serious risks for surdopedagogues in digitally transformed education. Constant adaptation to technological innovations, the need to prepare individualized materials, difficulties related to communication with students and parents, and limited access to technical support may lead to chronic stress and emotional exhaustion. Burnout affects not only teachers' health but also their motivation, professional satisfaction, and effectiveness. This article examines the causes of professional burnout among surdopedagogues and identifies practical stress management strategies that can support their emotional stability and professional longevity. The article also emphasizes the importance of healthy work routines, institutional support, emotional self-regulation, peer collaboration, and professional development. The findings show that burnout prevention should be considered an essential part of educational policy in special education. Surdopedagogues who receive sufficient support, have access to resources, and maintain healthy coping strategies are more likely to remain motivated and professionally effective.

Keywords: burnout, stress management, surdopedagogy, digital education, emotional exhaustion, professional health.

Introduction Burnout is a state of physical, emotional, and mental exhaustion caused by long-term exposure to professional stress. It usually develops when a person faces excessive demands, limited resources, emotional pressure, and insufficient recovery time. In the field of education, burnout is considered one of the most serious threats to teachers' health and professional effectiveness.

Surdopedagogues are particularly vulnerable to burnout because they work with children who require continuous communication support, individualized instruction, visual adaptation of materials, and emotional encouragement. Their work often demands patience, concentration, empathy, and a high level of personal involvement. In addition to teaching academic content, surdopedagogues support children's language development, social adaptation, and communication skills.

In the era of digital education, the complexity of teachers' work has increased even further. Teachers are expected to prepare digital materials, use online teaching platforms, provide visual and accessible resources, communicate with parents through digital channels, and solve technical problems. These responsibilities often extend beyond regular working hours.

Digital education offers many benefits, but it may also create conditions that contribute to chronic stress. Teachers may feel pressure to constantly improve their digital competence, respond quickly to messages, and remain available in online environments. When these demands are combined with emotional labor and insufficient institutional support, the risk of burnout becomes higher.

Understanding the causes of burnout among surdopedagogues is essential for creating effective stress management strategies and healthier working conditions. Therefore, this article focuses on the main burnout factors in digital education and explores the methods that can help teachers maintain emotional resilience and professional well-being.

Methods

This study was based on qualitative research methods and theoretical analysis. The purpose of the research was to identify the main factors contributing to professional burnout among surdopedagogues and to examine practical strategies for stress management in the context of digital education.

The following methods were used in the study:

1. Literature review – scientific publications, books, reports, and international studies related to teacher burnout, occupational stress, special education, and digital teaching were analyzed.
2. Comparative analysis – the differences between traditional educational stressors and digital-era stressors were compared.
3. Theoretical analysis – the relationship between workload, emotional strain, digital demands, and burnout was examined.
4. Observation-based generalization – typical situations faced by surdopedagogues in educational practice were summarized.

Particular attention was given to the emotional, psychological, and organizational aspects of teacher burnout. The study also focused on identifying supportive strategies such as time management, self-care, institutional assistance, peer support, and professional learning opportunities.

Results

The study identified several major causes of professional burnout among surdopedagogues in the era of digital education.

First, increased workload was found to be one of the central factors. Teachers often spend many additional hours preparing visual and digital materials, adapting tasks for students with hearing impairments, creating subtitles, using assistive technologies, and monitoring students' progress in online or blended environments. These extra responsibilities reduce the time available for rest and recovery.

Second, lack of technical support contributes significantly to stress. When teachers are expected to use digital tools without proper training or assistance, they may experience frustration, insecurity, and anxiety. Technical difficulties such as unstable internet connection, malfunctioning devices, or unfamiliar software increase emotional strain.

Third, emotional pressure was identified as a major source of burnout. Surdopedagogues often provide not only academic instruction but also emotional encouragement and communication support for students. This high level of emotional involvement may become exhausting over time, especially when combined with digital fatigue.

Fourth, long working hours and blurred boundaries between work and personal life intensify stress. Teachers may continue answering messages, preparing materials, or solving technical issues after working hours. This constant engagement reduces opportunities for psychological recovery.

The study also identified several effective stress management strategies. These include time management, clear work routines, counseling services, relaxation techniques, peer-support groups, emotional self-regulation skills, professional development, and administrative understanding. Teachers who use such strategies are more likely to maintain emotional balance and prevent chronic burnout.

Discussion

The findings of the study confirm that burnout negatively affects teachers' motivation, job satisfaction, emotional stability, and instructional effectiveness. For surdopedagogues, the consequences of burnout may be especially serious because their work requires patience, emotional availability, and consistent communication with students who need specialized support.

Digital education has created a paradoxical situation. On the one hand, it offers useful tools that improve teaching and accessibility. On the other hand, it adds new demands that may overwhelm teachers if they are not supported properly. The requirement to adapt quickly to technology, remain digitally available, and combine online and offline tasks often increases stress levels.

The study also shows that burnout should not be viewed only as an individual problem. It is strongly influenced by organizational conditions. Teachers who work in supportive institutions with reasonable expectations, technical assistance, and positive leadership are less likely to experience severe emotional exhaustion.

Another important issue is the need for preventive approaches. Burnout management should begin before teachers reach a critical level of exhaustion. Schools should organize stress

management training, emotional support sessions, and opportunities for professional dialogue. Teachers should also be encouraged to establish boundaries, rest regularly, and use self-care practices.

Therefore, burnout prevention requires joint responsibility from teachers, school leaders, and policymakers. A healthy educational system must value the emotional health of teachers as much as technological innovation.

Conclusion

Preventing burnout is essential for maintaining the professional well-being of surdopedagogues in the era of digital education. The study showed that increased workload, lack of technical support, emotional pressure, long working hours, and poor work-life balance are among the main causes of burnout.

At the same time, the research demonstrated that effective stress management strategies can reduce emotional strain and support teachers' resilience. These strategies include healthy work routines, counseling, peer collaboration, professional development, emotional self-regulation, and supportive school leadership.

Educational institutions should not wait until teachers become emotionally exhausted. Instead, they should create conditions that prevent burnout through realistic workloads, technical assistance, emotional support services, and a culture of professional respect.

Supporting surdopedagogues' mental and emotional health is necessary not only for their personal well-being but also for the quality and continuity of education provided to children with hearing impairments.

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