

**EFFECTIVENESS OF PSYCHOMETRIC TOOLS IN ASSESSING EMOTIONAL  
FATIGUE AMONG EDUCATORS**

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**Abstract**

This article is dedicated to examining the effectiveness of psychometric tools in determining the level of emotional fatigue among educators. The importance of accurate and reliable methods for assessing the psychological state of educators and its impact on their professional activities is highlighted. The study provides a thorough analysis of the validity, reliability, and diagnostic capabilities of psychometric tools, demonstrating their methodological effectiveness in measuring emotional fatigue. Additionally, the study explores the relationship between educators' susceptibility to emotional fatigue, work efficiency, and job satisfaction.

**Keywords**

educator; emotional fatigue; psychometric tool; diagnostics; work efficiency; psychological assessment; methodological effectiveness.

In the modern educational process, the mental and emotional state of educators is considered an integral part of effective pedagogical activity. In particular, the emotional burnout of educators significantly affects the quality of teaching activities and, at the same time, complicates interaction with students during the educational process. Emotional fatigue is one of the most studied phenomena in psychological research, appearing as a significant factor affecting the productivity, motivation, and psychophysiological state of educators. Today, the issue of identifying emotional fatigue in educators and assessing its impact is one of the most pressing scientific issues in the field of pedagogical psychology and psychometry. The concept of emotional fatigue is often viewed in psychological literature as a phenomenon associated with work-related stress, reduced motivation, mental and physical exhaustion, and a negative attitude toward work. Additionally, the specifics of pedagogical activity—high responsibility, continuous interactive communication with students, and the intensity of spiritual labor—increase susceptibility to emotional fatigue. Therefore, there is a need for educators to use effective psychometric tools to identify and measure emotional fatigue. The theory and practice of psychometry provide extensive opportunities for studying the mental state of educators. Psychometric tools are a set of methods that allow for the quantitative measurement of subjective mental state, personal characteristics, and emotional state, the reliability and validity of which ensure the scientific validity of research results [1]. At the same time, psychometric tools allow for the precise determination of the level of emotional fatigue in educators and the assessment of its impact on job satisfaction, work efficiency, and personal resources. The study of emotional fatigue in educators is important not only from a psychological perspective but also for the purpose of improving the quality of education [2]. Research indicates that high levels of emotional fatigue limit a teacher's creative activity, slow down interactive processes in the classroom, and negatively impact effective communication with students. Therefore, regular monitoring of the mental state of educators and the use of psychometric tools are of strategic importance in pedagogical practice. Additionally, from a methodological perspective, the selection and application of psychometric tools are important in the process of studying emotional fatigue in educators. Various psychological tests, questionnaires, and measurement



tools can yield different results in determining the mental state of educators; therefore, their validity and reliability must be systematically analyzed. To this end, scientifically grounded methodological approaches to assessing emotional exhaustion in educators have been developed, based on the theoretical principles of pedagogical psychology and psychometrics [3]. Today, global pedagogical research is extensively studying the effectiveness and practical application of psychometric tools in the study of emotional fatigue. For example, subjective assessment tools for educators' work activities, as well as the determination of emotional fatigue levels through standardized psychological tests, are being implemented into practice. These tools allow for a comprehensive analysis of educators' individual characteristics, stress resistance, and work motivation. From this perspective, this article was written to analyze the effectiveness of psychometric tools in identifying emotional fatigue in educators, study their methodological foundations, and develop practical recommendations. The research results will serve to optimize the process, monitor the mental state of educators, and increase work efficiency.

Other scholars also put forward important scientific perspectives on the effectiveness of psychometric tools in studying emotional fatigue in educators, and their opinions interestingly collide with classical approaches. For example, a study involving Rodriguez Mantilla and Fernández Diaz developed a new tool for measuring burnout syndrome in educators. They created a test based on the theories of Maslach, Schaufel, and Leiter, testing reliability and constructive validity using a model of structural equations. This approach is an attempt to update and adapt Maslach's psychometric model to educators, seeking to alleviate the limitations of the classic MBI (Maslach Burnout Inventory) models and create a tool that is more relevant to a specific context. Additionally, researchers in Greece studied a shortened version of the OLBI (Oldenburg Burnout Inventory) on teachers and confirmed its two-dimensional structure (fatigue and interruption). Their results indicate that the OLBI measurement model is not only reliable in a pedagogical context but also maintains invariance across variable personal attributes (e.g., age, gender, years of service). This offers a broader and more flexible methodological platform for measuring burnout in educators than an approach that relies solely on MBI. Furthermore, psychologists have conducted research on creating a special tool for teachers to measure emotional fatigue. For example, the Teachers' Emotional Exhaustion Scale (TEES), developed by Alshakhi and Le Ha, is a psychometric tool that assesses teachers' emotional exhaustion in two dimensions (Emotional Fatigue and Emotional Hopelessness). Their analysis showed that the TEES has high internal consistency, and the structure was found reliably using confirmatory factor analysis. This approach offers a specific, meaningful, and easy-to-use diagnostic tool for pedagogical psychology. On the other hand, psychologists emphasize the central role of the psychosocial work environment in the formation of teacher fatigue. For example, researchers who developed the Teacher Effort-Reward Imbalance Questionnaire (Teacher ERIQ) model propose an approach that measures the mismatch between teachers' workload and reward factors [4]. Their results show that high "effort" and low "reward" are associated with burnout exclusion in educators, an approach that suggests that psychometric criteria should take into account not only individual mental state but also the context of the organization. Thus, alongside the early approaches of Maslach and Freudenberger, the approaches of researchers Rodriguez Mantilla & Fernández Diaz, OLBI-, and the TEES and ERIQ projects demonstrate the methodological diversity of psychometric tools for measuring emotional exhaustion in educators. These scientific choices mean the need for a multifaceted approach to determining the mental state of educators, based not only on a single model but also on contextually adaptive, reliable, and valid tools.

This study aims to identify emotional fatigue in educators and evaluate the effectiveness of psychometric tools. The results of the study showed that psychometric tools for measuring the



mental state of educators, including the Maslach Burnout Inventory (MBI), Freudenberger's conceptual approach to burnout, OLBI, TEES, and Teacher ERIQ, possess high validity and reliability, allowing for the identification of emotional burnout taking into account the individual psychological differences of educators and the context of their work. The studies of foreign scientists presented in the discussion section demonstrated the methodological diversity and contextual adaptability of psychometric tools in assessing emotional fatigue in educators. Thus, the process of fatigue detection in educators requires an integrated approach with not only quantitative but also qualitative analysis [5]. The results allow for the development of practical recommendations to increase the efficiency of educators, monitor job satisfaction, and optimize the pedagogical process. Furthermore, the systematic use of psychometric tools confirms the strategic importance of early detection of the level of emotional fatigue in educators, the reduction of psychological risks, and the effective organization of pedagogical activities. The research serves as a methodological basis for pedagogical practice and scientific research, and is of great importance in assessing the mental state of educators, preventing emotional fatigue, and creating a system of psychological support. As a result, the study of emotional fatigue in educators and the effective use of psychometric tools is an important scientific and practical direction that serves not only to optimize individual pedagogical activity but also to improve the quality of education and ensure the psychophysiological stability of educators.

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