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THE PROFESSIONAL BURNOUT OF TEACHERS OF HIGHER EDUCATION INSTITUTIONS: CAUSES, CONSEQUENCES, AND METHODS OF OVERCOMING

Abstract. This article examines the current scientific problem of professional (emotional) burnout of teachers of higher education. The main causes and consequences of burnout are analyzed, as well as possible ways to overcome it.

Keywords: professional (emotional) burnout, teacher, higher education

Introduction. The professional activity of a teacher involves a personal performing of a large amount of work. The teacher must provide students with educational services: share modern knowledge of their discipline, develop the necessary practical skills, teach the research basics, develop the ability to work independently, find, analyze, interpret and use the necessary information that changes very quickly in modern life. One of the components of the teacher's work is participation in the methodological work of the university, in particular, the development and publication of manuals, guidelines, workshops, atlases, creating presentations of lectures, and conducting practical classes. Research, which begins with research on the topic, and includes experiments, their processing, and analysis
with subsequent publication of abstracts, articles, dissertations require a lot of time, effort, attention of teachers of higher education institutions (HEI). Scientists share the results of their work at various congresses, conferences, and forums. Finally, an integral part of the quality work of the teacher is the self-improvement work: mastering foreign languages, the latest computer programs, which is now an urgent need.

Thus, the work of a teacher is associated with serious physical, psychological, emotional stress, which can lead to professional burnout. It should also be borne in mind that professional activity is only a part of any person's life. Everyone has their own personal sphere, in which close people, family, friends also need attention and the fulfillment of certain family responsibilities - time and energy.

In their work [1], the authors note that “the functioning of higher education institutions in modern market conditions and the transition to a new educational concept, on the one hand, highlights the needs of teachers in professional development, on the other - exacerbates mental health problems mainly with professional (emotional) burnout, increasing conflict in competitive relations, increasing feelings of dissatisfaction with their hard work.

According to the International Classification of Diseases (ICD-11), burnout is a syndrome caused by chronic stress in the workplace. The main signs of professional burnout: loss of energy, a feeling of exhaustion; psychological distancing from work, negative and pessimistic thoughts about work increases; reduced professional efficiency ”[2].

Studies [1, 10] have shown that the most prone to emotional burnout and the occupational deformity is the category of workers whose activities are closely related to communication, with a high level of interpersonal contacts (teachers, doctors, trade workers, service professionals, social workers, managers, etc). With regard to teachers, it can be argued that most of their professional lives are associated with communication with students, and sometimes with their parents, colleagues, management. According to researchers, the professional effectiveness of teachers is determined by the following communication skills: "communicative self-control, tolerance, empathy, networking, listening skills, attentiveness, openness, low
conflict, willingness to help and social benefits, desire to cooperate” [3]. All these skills can be lost during burnout.

The urgency, seriousness, importance of the above problem is evidenced by a large number of studies and publications both in Ukraine and abroad [1, 3-5]. The main purpose of scientific research is to preserve the health of teachers and students, as the state of burnout inevitably affects the relationship of all participants in the educational process [1].

**The purpose of the presented work** is to analyze scientific publications that are devoted to the causes and consequences of professional (emotional) burnout, methods of its prevention.

**The main part.** A large number of studies have shown that teachers are increasingly experiencing stress, which reduces the quality of their lives, affects the quality of education, and is the main cause of burnout. The results of a number of studies show that it threatens the physical and psychological well-being of human beings, reduces self-esteem. Stress at work creates demotivation, negative feelings, dissatisfaction, reduced efficiency, optimism, and endurance. Teachers with a high level of emotional burnout may have symptoms of depression that destroy the teacher's personality [4-6].

Burnout covers three aspects: emotional exhaustion (feelings of devastation or lack of energy, which can manifest itself both physically and psychologically), depersonalization (detachment from others, negative or even cynical attitude to work), and reduction of personal achievements (reduced professional efficiency and self-esteem), negative self-perception, avoidance of personal and professional relationships) [6]. The results of numerous studies show that burnout has very important dysfunctional consequences for the individual (deterioration of physical and psychological health, social and family relations) and for the organization in which such a person works (reduced productivity, problems with staff in the workforce).

In psychology, there are several classic methods for determining burnout syndrome: Maslach Burnout Inventory (MBI) characterizes it in three dimensions that are conceptually different but empirically related. The Maslach model is
designed to measure the main indicators of burnout syndrome: emotional exhaustion, depersonalization, and reduction of professional achievements.

In order to assess the level of the main characteristics of emotional exhaustion during research, Boyko's personal questionnaire is often used. There are 12 main symptoms that determine the 3 phases of development exhaustion, namely: stress phase (symptoms of traumatic circumstances, self-dissatisfaction, feelings of "trapped" and anxiety and depression), resistance phase (symptoms of selective inadequate emotional response, emotional and moral deviation, expanding the scope of saving emotions and reduction of professional responsibilities), as well as phase depletion (symptoms of the level of expression of psychosomatic and psychovegetative disorders, emotional deficit and emotional and personal detachment). For each symptom and phase there are stages: 1. unformed symptom/phase, 2. symptom/phase being formed, and 3. symptom formed/phase. [8, 9]. There are also the author's methods for determining professional burnout [3].

It is established that the level of the syndrome is significantly influenced by socio-demographic characteristics of teachers (age, gender, work experience). [7] shows a direct relationship between the manifestations of burnout parameters and the level of stress perception. High emotional exhaustion, higher levels of depersonalization, lower personal achievement, were found in teachers with the highest level of stress perception. For example, research has shown that women show a higher level of emotional exhaustion than men. Teachers with the longest (30 or more years) and the youngest (less than 10 years) experience had the lowest scores of emotional exhaustion. [3] obtained similar results regarding the positive (ie weakening) impact of teaching experience on most components of burnout. Regarding the gender difference, the results obtained in this study show that women have a lower degree of emotional burnout than men.

The results presented in [6] showed that in situations of teachers' burnout, their self-esteem plays a fundamental role. The authors conducted a study using the Rosenberg self-esteem scale and showed that people with low self-esteem have the highest risks of burnout as they have high levels of emotional stress and depersonalization. On the contrary, burnout was least pronounced among teachers
with high values of professional realization, who have a well-developed sense of competence and efficiency in work.

Given that the well-being of teachers of higher education institutions is one of the key aspects of the success of freelance students and students, in Ukraine and around the world much attention is paid to diagnosing burnout, studying the factors that cause it, and identifying factors that prevent or weaken negative feelings of teachers. Scientists believe that the best solution to the problem is to prevent its occurrence because it is much more difficult to deal with the negative effects of burnout.

It is believed that to prevent burnout it is of high importance to work on its prevention, aimed at ensuring the well-being of teachers. All organizations need to promote the health of their employees by creating working conditions that increase the well-being of employees, their job satisfaction, and motivation [1].

The next component of burnout prevention is considered to be training teachers in basic strategies to overcome stress caused by a large number of social interactions, the acquisition of new skills, workload, and more. Possession of these strategies provides an opportunity to avoid turning stress into a major factor in emotional exhaustion.

Research [10] emphasizes that a person's emotional intelligence, which plays a leading role in the formation of successful human relationships, is very important for overcoming professional stress. The competencies of this intelligence include self-awareness, self-management, social awareness, and relationship management [11] as well as other people's emotions, and use this information to control thoughts and behavior. A person who has a well-developed emotional intelligence easily adapts to society, works more effectively in a team, effectively copes with stress and other forms of environmental pressure. A high level of emotion management significantly reduces conflicts in relationships with colleagues and management [10].

Developed emotional intelligence gives the teacher the opportunity to regulate their emotions, make the most effective decisions in everyday situations and in the learning environment, and is a key factor in the success of education. By reducing
stress and anxiety, feelings of frustration, the emotional intelligence of the teacher can help to improve his well-being and health and, accordingly, the quality of teaching.

**Conclusions.**

1. The work of teachers of higher education institutions is associated with a significant, mainly psycho-emotional load, which can cause burnout.

2. Research on the state of burnout - its causes, manifestations, consequences, and methods of overcoming - is an urgent scientific problem, the solution of which can contribute to maintaining the health of teachers, students, ensuring high-quality higher education.

3. Researchers believe that the best solution to the problem of burnout is to prevent it from happening, which can be done by creating decent working conditions for teachers, teaching them strategies for coping with stress, and developing emotional intelligence.

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