

Relationship between Professional Burnout of Teachers of Higher Education Institutions of Ukraine and Their Organizational, Professional and Socio-demographic Characteristics

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Abstract: The research addresses the need to assess the degree of professional burnout of teachers of higher education institutions of Ukraine and to analyse connection between the level of teachers' professional burnout and their organizational-professional (type of education, teaching experience) and socio-demographic (age, gender, marital status) characteristics. The article presents results of comparative analysis of major scientific approaches to the content of professional burnout: result of occupational stress; psychological defence mechanism; type of professional deformation of a personality; professional crisis and clinical disorder. The authors' Questionnaire was employed as the main method of the study. The level of teachers' professional burnout was explored via "Burnout Syndrome" in professions of the system "man-man" method by Maslach & Jackson. The study was conducted from 01 to 31 May 2020 and involved 302 faculty members of higher education institutions of Cherkasy region (central Ukraine). The findings signal that more than a third of the surveyed teachers experience a high level of expression of all components of professional burnout. The paper reports that the length of teaching experience has a positive effect on reducing most components of professional burnout; the level of emotional exhaustion decreases with age; women have a lower degree of emotional exhaustion than men. It is revealed that the actual socio-demographic characteristics of teachers (age, gender) have a greater impact on such a component of professional burnout as emotional exhaustion, while organizational and professional characteristics have a greater effect on such components of professional burnout as depersonalization and reduction of personal achievements.

Keywords: *Teacher; higher education institution; professional burnout; organizational-professional characteristics; socio-demographic characteristics.*

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1. Introduction

Teaching activity is stressful and requires significant reserves of self-control and self-regulation. Professional burnout is a well-known phenomenon in higher education. Intensification of life, socio-economic changes taking place in Ukraine today, put forward new, more complex requirements for the educators and affect their psychological state, cause emotional stress (Fesun et al., 2019), fatigue, emotional devastation, feeling of the lack of social support and constant dissatisfaction with profession.

Manifestation of “professional burnout” of the specialists of the subject-subject sphere of interaction has a specificity due to the peculiarities of their professional activity, since teachers are more prone to emotional exhaustion and reduction of professional achievements. As a result, further reduction of the stability of mental functions and reduced efficiency may occur.

The phenomenon of professional burnout is thoroughly covered in the scientific literature, which mainly reveals the meaning, structure and diagnostic methods of this concept, nonetheless, little attention is paid to effective psychological and pedagogical technologies aimed at preventing this phenomenon and reducing the risk of formation and emergence of professional crisis in general. As for the peculiarities of the manifestation of the teachers’ “professional burnout” and organizational, professional and socio-demographic determinants of its occurrence, this problem has not previously been the subject of a special study in Ukraine.

The aim of the research is to assess the degree of professional burnout of teachers of higher education institutions of Ukraine and to analyze the connection between the level of their professional burnout and organizational-professional (type of education, teaching experience) and socio-demographic (age, gender, marital status) characteristics.

The research hypothesis contains the following assumptions:

1. Teaching activities in higher education institutions cause professional burnout for teachers.

2. There is a relationship between the level of professional burnout and the following factors: organizational and professional characteristics (teaching experience, workload); socio-demographic characteristics of teachers (age, gender, marital status).

The **relevance** of current study is imposed by the social significance of the problem and the insufficient development of organizational and methodological support for teachers in Ukrainian higher education institutions aimed at preventing their professional burnout.

Time and location. In the time period from 01 to 30 April 2020, Ukrainian researchers conducted an online survey to investigate the level of professional burnout of Ukrainian teachers from major higher education institutions of Cherkasy region (central Ukraine): Cherkasy Institute of Fire Safety named after Chernobyl Heroes, Cherkasy Medical Academy, Bohdan Khmelnytsky Cherkasy National University.

Means of the survey. The authors' Questionnaire was employed as the main method of the study. The validity of the Questionnaire was determined by the relevance of the content of questions to the purpose of the study. The Questionnaire was distributed through Google Forms and by e-mailing to respondents. The level of teachers' professional burnout was explored via "Burnout Syndrome" in professions of the system "man-man" method by Maslach & Jackson (1986).

The results of the study were processed by methods of mathematical and statistical data processing. In particular, the results of correlation analysis obtained using the SPSS program (version 12.0) were used. The obtained data were subjected to statistical analysis, followed by qualitative interpretation and meaningful generalization.

2. Literature Review

Analysis of foreign and domestic literature revealed that "professional burnout" has become one of the most widespread terms in contemporary psychological and pedagogical literature. Literature review acknowledged numerous studies that focus on the notion of professional burnout: Bayani et al. (2013), Bondarchuk et al. (2015), Franko et al. (2008), Hrubí (2011), Karamushka et al. (2015), Korolchuk (2014), Korolchuk et al. (2014), Ostrovskyy et al. (2002), Svyatka (2007) etc. The following basic approaches to the understanding of "professional burnout" can be distinguished: result of occupational stress; psychological defense mechanism; type of professional deformation of a personality; professional crisis and clinical disorder.

According to the first approach "professional burnout" is understood as *a result of occupational stress* (influence of a complex of stressors, long-term influence of occupational stressors, uncontrolled occupational stress, etc.) (Cooper et al., 2007; Korolchuk, 2014. Korolchuk et al., 2014).

Abrumova (1985), Maslach (1987), Maslach & Jackson (1986), Maslach et al. (2001), Morozova (2001) regard to professional burnout as to a result of the influence of a set of stressors that the employee faces while performing professional duties and is characterized by frustration and loss of

interest in work as a result of the mismatch between personality and work, which lead to physical and emotional exhaustion. Auerbach & Grambling (1998) acknowledge occupational burnout as a long-term stress response that occurs as a result of long-term stress associated with professional activities.

Lozhkin et al. (1999), Maksymenko et al. (2004) consider professional burnout to be a consequence of uncontrolled stress, psychophysiological reaction caused by partial, occasionally excessive, but usually ineffective efforts to meet labor needs, which is accompanied by psychological, emotional, and sometimes physical withdrawal from activity in response to excessive stress or dissatisfaction.

Kondo (1991), Orel (2001), Freudenberger (1974) define professional burnout as a state of complete physical, emotional and mental exhaustion that occurs against the background of stress and caused by interpersonal communication in professions of the social sphere.

Vodopyanova et al. (2009) describe professional burnout as a reaction-response to prolonged stress of interpersonal communication, which is manifested in a set of negative emotional experiences that are characterized by high emotional saturation or cognitive complexity.

The second approach is that professional burnout is seen as a *psychological defense mechanism*.

Boyko (2004) determines professional burnout as a mechanism of psychological protection developed by a person in the form of complete or partial exclusion of emotions in response to selective psychotraumatic influence. In this case, burnout is seen as an acquired stereotype of emotional, often professional behavior.

According to the third approach, professional burnout is a *type of professional deformation of personality*.

Karvasarsky (2002) interprets professional burnout as a special type of professional deformation of personality and professional activity due to close emotional contact.

In this context, Storlie (1979) reveals the essence of professional burnout as occupational autism, which arises as a result of confrontation with reality, when the employee is exhausted in the face of circumstances and professional activities are carried out without an emotional component, which reduces its creative focus and other indicators.

The fourth approach analyzes professional burnout as a *professional crisis*.

Burlachuk & Morozov (2001), Formanyuk (1994) recognize professional burnout as a professional crisis associated with work in general, and not only with interpersonal relationships whilst professional activity.

Finally, the fifth approach understands professional burnout as a *clinical disorder*.

As noted by Vysotskyy et al. (2009), burnout is a clinical disorder not only of the central nervous system, but the whole body; requires proper attention, adequate and proper treatment, which is the necessary ratio of sleep and rest, aerobic exercise, the use of enterosorbents, immunoprotectors, vitamins and adaptogens.

According to the ICD-10 Classification of Mental and Behavioral Disorders, “Burnout is a state of complete exhaustion, a real clinical syndrome with neurotic features, and not just increased normal fatigue from work” (World Health Organization, 1992). People with burnout syndrome have a combination of psychopathological, psychosomatic, somatic symptoms and signs of social dysfunction. There are chronic fatigue, cognitive dysfunction (memory and attention disorders), sleep disorders with difficulty falling asleep and early awakenings, personal changes. Development of anxiety, depressive disorders, addiction to psychoactive substances, suicide are also possible. Common somatic symptoms are headache, gastrointestinal (diarrhea, irritable bowel syndrome) and cardiovascular (tachycardia, arrhythmia, hypertension) disorders (World Health Organization, 1992).

According to Yuryeva (2004), burnout is physical, emotional, or motivational exhaustion, characterized by impaired productivity and exhaustion, insomnia, increased exposure to somatic diseases, decreased immunity, as well as the use of alcohol or other psychoactive substances to obtain temporary relief, which tends to develop physiological dependence and (in many cases) suicidal behavior.

The first four approaches, in our opinion, can be called psychological, since they emphasize the analysis of psychological components and the main manifestations of professional burnout. The fifth approach can be called medical-psychological as it, in addition to psychological manifestations, also turns to the analysis of psychophysiological indicators.

Researchers Maslach & Jackson (1986) perceive “professional burnout” as a three-component system with the emotional exhaustion, depersonalization and reduction of professional achievements in its structure.

1. Emotional exhaustion (chronic fatigue, decreased mood, sleep disturbances, diffuse physical ailments, increased susceptibility to disease).

2. Depersonalization-dehumanization (the attitude of an individual to colleagues and students becomes negative, even cynical, a sense of guilt appears, a person chooses automatic “functioning” and in any way avoids stress; depersonalization is manifested in deformation relationships with other people).

3. Reduction of professional achievements (experience of one’s own ineffectiveness (a person suffers from lack of success, recognition, and loss of control over a situation, constantly feels own inability and redundancy in the requirements).

In the light of the reported, professional burnout of a teacher is understood by us as a complex of negative symptoms, which are manifested in emotional exhaustion, depersonalization and reduction of professional achievements due to long-term involvement of the individual in a stressful situation and lead to a decrease in the effectiveness of professional activities and disruption of subject-subject interaction.

It should be noted that the teaching profession is stressful due to its specifics, as it implies involvement in a long emotionally complex process of communication with people of different ages and social status.

The following factors that lead to teacher’s professional burnout can be defined:

- specifics of pedagogical communication, which consists of numerous and intensive contacts in the process of subject-subject interaction;
- limited professional expectations regarding students’ personal achievements;
- the need for constant updating of scientific, methodological and didactic content of the teaching material;
- feelings of anxiety for the level of assimilation and presentation of information;
- complexity and unpredictability of pedagogical situations;
- publicity of teaching profession, which requires special efforts and causes emotional overload, that can cause “burnout”;
- significant physical and emotional stress, which may lead to depletion of emotional resources and stress;
- the need to improve skills and knowledge, to master innovative teaching technologies and methods, which, in turn, leads to intellectual and physical overload etc.

Analysis of the scientific literature on the studied issue (Malyukova, 2014; Ostrovskyy, et al., 2008) allows to assume that professional burnout of a teacher is not inevitable and highlights the needs to take preventive measures that can prevent, weaken or eliminate the occurrence of this phenomenon.

Literature review can be considered the first step towards a more profound understanding of the factors causing professional burnout of teachers.

3. Research of Psychological Factors of Professional Burnout of Teachers of Higher Education Institutions

Research of psychological factors of professional burnout of teachers of higher education institutions was carried out during the five main stages of the survey.

At the first stage of the survey, faculty members were interviewed to analyze the features of educator's job (teachers' understanding of the essence of their professional activities, analysis of their motives, positive and negative aspects of schooling, etc.) and the presence of negative emotional manifestations during teaching.

This stage helped to recognize the existence of the problem of professional burnout and to highlight the most significant and problematic aspects in this context. To perform this stage of the study, the Questionnaire was developed, which included closed and open questions that were grouped into two semantic groups and related to the following issues: a) features of teaching activities (understanding the essence of schooling, its motives, advantages and disadvantages, problem situations, etc.); b) the expression of various forms of fatigue, in particular, emotional exhaustion during teaching. Data for each of the selected parameters were analyzed quantitatively and interpreted qualitatively.

During the second stage of the survey, the level of teachers' professional burnout was explored via "Burnout Syndrome" in professions of the system "man-man" method by Maslach & Jackson (1986). According to the theory of Maslach & Jackson (1986), the method identifies three main components of professional burnout: emotional burnout, depersonalization, reduction of personal achievements.

During the third stage, the relationship between level of teachers' professional burnout in and micro-level factors such as organizational-professional and socio-demographic characteristics was investigated by means of the authors' Questionnaire.

3.1. Characteristics of the sample

The study was conducted from 01 to 31 May 2020. The study involved 302 faculty members of higher education institutions of Cherkasy region (central Ukraine).

Organizational and professional characteristics of respondents

By type of education the following groups were formed: 17,2% of teachers had humanities education; 40,4% – technical education; 30,5% – legal and economic education and 11,9% – natural education.

According to the length of professional experience, teachers were distributed as follows: up to 5 years – 35,8%; from 6 to 10 years – 30,5%; over 10 years – 33,7%.

As for the general workload of the respondent, 29,1% of teachers work up to 8 hours a day; 8-10 hours a day – 31,2%; more than 10 hours a day – 39,7%. It should be noted that professional burnout is often inherent in “workaholics”. Overtime work at home and on weekends, urgent reporting work – all of these are signals of a real threat of the onset of professional burnout.

Socio-demographic characteristics of respondents

The surveyed educators up to 30 years – 18,6%; 31-40 years – 42,4%; 41-50 years – 25,8%; over 50 years – 13,2%.

50,7% of the surveyed are male teachers, 49,3% – female.

According to the marital status, study participants were divided into the following groups: 32,5% – single, and 67,5% – married.

4. Findings

4.1. Peculiarities of Teachers' Professional Activity and Negative Emotional Manifestations During its Implementation

As noted above, at the first stage of the survey, teachers outlined peculiarities of their professional activities and the presence of negative emotional manifestations in the process of its implementation. To understand the issue, study participants were asked to answer the open-ended question of the Questionnaire “Please, continue the phrase “Teaching is ...”. Analysis of the teachers’ assessment of the content of their professional activity is presented in Table 1.

Table 1. Teachers' understanding of the content of professional activity

Content of activity	Number of respondents, %
way of survival	29,1
independent activity	22,5
opportunity for self-realization and creativity	21,9
opportunity to earn a stable income	18,5
difficult and responsible job	5,3
socially useful activity	4,6
no answer	3,8

As seen in the Table 1, many respondents refer to the teaching profession as an “opportunity to their own self-realization and creativity”. We emphasize this positive aspect of the respondents' answers since creativity is important for the teacher's profession and a trait of a developed personality.

17,2% of respondents understand teaching as “hard and responsible job”. This understanding is probably based on teachers' own professional experience, their responsible attitude to work and understanding of all the difficulties of the activity.

3,8% of respondents did not answer. Most likely, this means that teachers have not yet determined the essence of the activities in which they are engaged.

Assessment of teachers' motives for choosing the profession via the question of the questionnaire “What are the motives of your becoming a teacher?” (multiple choice was allowed). As seen from Table 2, motives were divided into internal and external motives. In turn, internal motives formed two groups (personal and social).

Table 2. Motives for becoming a teacher

Motives for becoming a teacher	Number of respondents,%
1.Internal motives	
1.1. Personal motives	
desire to ensure a stable income	60,3
desire of professional freedom	47,7
desire to self-realize	41,1
desire to gain authority	10,6

1.2. Social motives	
desire to be useful to society	15,2
2.External motives	
impossibility to find other job	17,2
prestige of teacher's job	1,3

The obtained data indicates three main personal motives for choosing and carrying out teaching activities: the motive of ensuring a stable income or success, the motive of professional freedom and the motive of realization of one's own plans or self-realization.

Concurrently, social motives, unfortunately, motivate respondents much less to teach, which we consider as one of the ambiguous aspects of national education.

It is also established that external motives direct the interviewed respondents to teaching because of the inability to find another job. At the same time, "prestige of teaching" was indicated by a very small number of people, which breaks, in our opinion, the stereotypes concerning the prestige of teacher's profession.

4.2. Positive and Negative Aspects of Teaching

A comprehensive analysis of the advantages of teaching is reflected in Table 3. As can be seen from the data obtained, the main positive aspects of teaching, which were identified by the respondents, are the ability to be independent and autonomous, a stable income and the possibility of personal self-realization. These positions are consistent with the three main motives for choosing a teaching activity, which were mentioned above.

Among the advantages of the teaching profession, the respondents also highlighted "positive result", "interaction with people and social significance", "actual teaching process".

Table 3. Positive aspects of teacher's profession

Advantages of teaching	Number of respondents, %
creative independence and autonomy	54,3
stable income, summer vacation and its duration	20,5
positive result of teaching activity	13,9
self-realization and creativity	10,6
variety of social relationships with colleagues, students and social significance	9,3

teaching process itself	7,9
no answer	1,4
like nothing	0,7

Thus, we found that most teachers like to be independent and self-sufficient, to receive a stable income, to carry out personal self-realization. Significantly fewer teachers highlight such positive aspects as the actual teaching process, the ability to get a positive result, variety of social relationships with colleagues, students and social utility. In our opinion, the obtained results may indicate difficulties in achieving work results, planning and performing professional activities in general, and in establishing interaction with others.

Table 4 illustrates the disadvantages of teaching.

Table 4. Negative aspects of professional activity

Disadvantages	Number of respondents, %
rivalry, high demands, strict regulation of teacher behavior and activities	35,8
emergence of negative emotions and states	33,3
lack of sufficient support from management	32,5
violation of the work and rest regime	20,5
like everything	3,3
no answer	1,4

The data presented in the Table 4 shows that the majority of teachers attribute “lack of sufficient support from the management of higher education institutions” to the negative aspects of teaching.

Other negative aspects of teaching were also identified, first of all, “violation of the work and rest regime”, which causes “the emergence of negative emotions and states”, as indicated by some respondents.

In the light of reported it is worth noting the small share of respondents who “like everything” in their professional activities, they do not see any disadvantages of teaching. Some teachers could not answer the question at all.

The next findings reveal in more depth the problem of fatigue and emotional exhaustion of teachers of higher education institutions during forced distance learning.

As can be seen from the Table 5, the vast majority of the interviewed teachers noted an increase of fatigue over recent years. Only 11,5%, which is a very small number of respondents, indicated that they had low level of fatigue.

Table 5. Level of teacher's fatigue

Level of fatigue	Number of respondents, %
high level	21,6
medium level	66,9
low level	11,5

A closer look on the forms of teachers' fatigue manifestation is depicted in the Table 6.

Table 6. Forms of teachers' fatigue manifestation

Form of fatigue manifestation	Number of respondents, %
physical fatigue	47,7
decreased enthusiasm for work	37,2
loss of desire to achieve goals	28,9
mental fatigue	24,5
change of attitude towards students	18,5

As can be seen from the Table 6, almost half of the respondents feel emotional exhaustion; a significant portion of respondents experiences physical fatigue but, at the same time, it is noteworthy that the number of people who experience physical fatigue is slightly less than those who experience emotional exhaustion. Almost a third of respondents have lost enthusiasm for the work process and desire to achieve professional goals and feel mental fatigue.

Predominantly, the obtained data allow us to conclude that the presented forms of fatigue are a reflection of phenomena that are quite close to the main components of professional burnout: emotional exhaustion (emotional exhaustion, physical fatigue, mental fatigue); depersonalization (change of attitude to the students); reduction of personal achievements (decreased enthusiasm for the work process, loss of desire to achieve the professional goals).

The subsequent step of our survey is investigating the problematic situations that teachers encounter in their professional activities, which cause various forms of fatigue, in particular, emotional exhaustion.

To analyze this aspect of the problem, study participants were asked to answer an open-ended question “Please, indicate 3 problem situations that you encounter most often during your teaching career, which cause fatigue, in particular, emotional exhaustion”. The outcome is displayed in the Table 7.

Table 7. Major problem situations causing various forms of fatigue

Problem situation	Number of respondents, %
difficulties in interaction with the direct head of the department / faculty	58,3
difficulties in interaction with the management of the higher education institution	37,1
difficulties in interacting with colleagues	28,5
general negative conditions of teaching activity	27,8
difficulties in interacting with students	25,2
lack of technical means of teaching	20,5
lack of free time	19,2
limited opportunities for self-development	12,6
difficulties in organizing work	11,3

As we can see from the Table 7, respondents pointed out such problems as lack of free time and limited opportunities for self-development. Respondents commented as follows: “Work takes more time than family”, “Lack of time and opportunities for self-development”, “Lack of personal time”. These difficulties are a source of constant negative states and emotions of teachers.

4.3. Level of teachers’ professional burnout

In the course of current research it has been established that many teachers experience the main components of the professional burnout syndrome, therefore, in the second stage of the study, the level of severity of teachers’ professional burnout was analyzed. For this purpose “Burnout Syndrome” technique by Maslach & Jackson (Maslach et al., 1986) was implied.

Table 8. Level of severity of the burnout syndrome components

Component	Level		
	Low	Medium	High
emotional exhaustion	18,7	43,0	38,3
depersonalization	27,3	32,7	40,0
reduction of personal achievements	18,3	35,2	46,5

The findings (Table 8) signal a high level of such a component of professional burnout as emotional exhaustion (reduction of emotional background, indifference or emotional oversaturation, etc.) for 38,3% of the surveyed teachers.

High level of expression of such a component as depersonalization (deformation of relations with colleagues, students, etc.), which can be manifested as dependence on others, or as an increase in negativity, cynicism of attitudes and feelings, has been recorded in 40,0% of respondents.

High level of reduction of personal achievements (negative self-assessment, assessment of one's own professional achievements and successes, limitation of personal capabilities, etc.) was recorded in 46,5% of teachers.

Thus, more than a third of the surveyed teachers have a high level of severity of all components of professional burnout. The most pronounced among them is such a component as reduction of personal achievements. Most likely, this can be explained by the complexity of teaching.

The obtained data testify, in our opinion, to rather serious psychological problems and tough challenges in the activity of teachers and the need to provide them with psychological and methodological assistance on this issue.

4.4. Relationship between teachers' professional burnout and organizational-professional and socio-demographic characteristics

Another promising line of the research is the study of the relationship between the level of teachers' professional burnout and organizational-professional and socio-demographic characteristics of teachers, which has been studied in the fourth stage of the study.

As mentioned above, the organizational and professional characteristics of teachers include: type of education; teaching experience; workload (duration of the working day). These factors were studied by the authors Questionnaire. Let's analyze the connection between professional burnout and the given characteristics of teachers.

Relationship between professional burnout and organizational and professional characteristics of teachers

Table 9. Relationship between professional burnout and education characteristics

Components of professional burnout	Type of education (correlation of coefficient (rs))
emotional exhaustion	- 0,071
depersonalization	-0,112
reduction of personal achievements	-0,215**

** p<0,01

Analysis of the data on the impact of teacher education on professional burnout has revealed the statistically significant relationships between certain components of professional burnout and the type of teacher's education.

The data proves relationship between the type of education and reduction of personal achievements (rs=-0,215, p<0,01). The essence of this connection is that the manifestations of this component of the burnout syndrome are less in teachers with technical, legal, economic and natural education than in teachers with humanities education. Thus, technical-natural and legal-economic education of teachers has less influence on the negative self-esteem of teachers, their professional achievements and successes, etc.

Consequently, it can be concluded that faculty members with higher and humanitarian education need special attention in terms of professional burnout prevention. However, additional studies of the issue are required.

Influence of teaching experience on professional burnout

Analysis of the data (Table 10) showed the statistically significant relationships between certain components of burnout and teaching experience. The essence of this connection is manifested in the fact that the level of severity of professional burnout components decreases with an increase of teaching experience. That is, we observe inverse statistically significant relationships that are found between professional experience and depersonalization (rs=-0,133, p<0,05); reduction of personal achievements (rs=-0,153, p<0,05); emotional exhaustion (rs=-0,213, p<0,01).

Table 10. Relationship between professional burnout and teaching experience

Components of professional burnout	Teaching experience (correlation coefficient (rs))
emotional exhaustion	-,0104
depersonalization	-0,133*
reduction of personal achievements	0,013

** p<0,01

Thus, teaching experience can have a positive effect on reducing the severity of almost all components of professional burnout. Teachers who are just starting their professional activities and do not have experience in the chosen field, need special attention in terms of prevention of professional burnout.

Relationship between professional burnout and socio-demographic characteristics of teachers

According to the results of the study (Table 11), there is a statistically significant inverse relationship between the age of teachers and their emotional exhaustion (rs=-0,206, p<0,01). The level of expression of this component decreases with age, which can be explained, in our opinion, by certain life and professional experience that impact on the emotional stability of a teacher.

Furthermore, there is a statistically significant inverse relationship between teachers' gender and emotional exhaustion (rs=-0,183, p<0,01). The revealed regularity proves that women experience emotional exhaustion less often, in comparison with men.

Obviously, this can be explained, on the one hand, by social stereotypes that men have a greater responsibility than women for the material and financial well-being of the family. On the other hand, women, more than men, tend to express their emotions outwardly, which allows them quick emotional relief, which then does not take a chronic form.

Table 11. Relationship between professional burnout and socio-demographic characteristics of teachers

Components of professional burnout	Socio-demographic characteristics (correlation coefficient (rs))		
	Age	Gender	Marital Status
emotional exhaustion	-0,206**	-0,183**	-0,035

depersonalization	0,077	0,097	-0,011
reeducation of personal achievements	-0,058	-0,099	0,040

** $p < 0,01$

With regard to such a factor as the marital status of teachers, no statistically significant relationships were found for any of the components of professional burnout.

Thus, the results of the fourth stage of the study, presented in this section, demonstrate that organizational-professional and socio-demographic characteristics of teachers are quite significant factors that cause their professional burnout. Among these factors, the leading position is occupied by such factor as work experience, followed by the type of teacher education and the last position is occupied by such factors as age, gender of teachers and length of working day. Therefore, taking into account these factors can help prevent and overcome professional burnout of teachers.

5. Conclusions

Most teachers have a fairly adequate understanding of teaching as an “independent activity”, “way to survive”, “opportunity to unleash potential through self-realization”, etc. This is consistent with the data relating to the main motives for choosing a teaching activity, which include “desire to ensure a stable income”, “desire for own freedom”, “desire to realize own plans”, etc. At the same time, the insufficient social orientation of teaching activity draws attention.

Analysis of the advantages of teaching showed that teachers like the opportunity to be “independent and self-sufficient in work”, “stable income”, “opportunity for personal self-realization”. Significantly fewer teachers accentuate such aspects of teaching as “the process of teaching itself”, “ability to get a positive result”, “interaction with people” and “social significance”.

As for the disadvantages of teaching, they include: instability, high competition, which characterize teaching; lack of management support on various issues; difficulties in interacting with some students; lack of conditions and funding for self-development, which cause teacher’s negative emotions and states teachers.

The vast majority of teachers surveyed (almost 90%) experience fatigue (high or medium level) in the process of their teaching activities, which is manifested in the following basic forms: emotional exhaustion, physical fatigue, mental fatigue; change of attitude to colleagues, students;

enthusiasm for the work process, loss of achievement of desired goals. At the same time, almost half of the respondents recorded emotional exhaustion.

The study of problem situations that cause teachers' negative emotions and states shows that most of these difficulties are related to: interaction with management (head of the department, vice-rector); communication with other participants of teaching activity (colleagues, students); content and organization of teachers' activities (difficulties due to negative conditions of teaching, lack of free time and opportunities for self-development, etc.). These difficulties are a source of teachers' constant negative states and emotions.

More than a third of the surveyed teachers have a high level of expression of all components of professional burnout. The most pronounced component is reduction of personal achievements.

The relationship between professional burnout and organizational-professional and socio-demographic characteristics of teachers is established and is manifested in the following:

- length of teaching experience has a positive effect on reducing almost all components of professional burnout;
- level of expression of emotional exhaustion decreases with age;
- women have a lower degree of emotional exhaustion than men.

Among the socio-demographic factors teaching experience dominates, followed by type of education. The last place is occupied by such factors as age, gender and length of working day of teachers.

It is revealed that the actual socio-demographic characteristics of teachers (age, gender) have a greater impact on such a component of professional burnout as emotional exhaustion, while organizational and professional characteristics have a greater effect on such components of professional burnout as depersonalization and reduction of personal achievements.

The study indicates the need for special psychological training of teachers to prevent and overcome professional burnout, taking into account the influence of the factors described above.

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