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EMOTIONAL BURNOUT SYMPTOMS IN HIGHER EDUCATION – FAKE OR REALITY?

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ЕМОЦІЙНЕ ВИГОРАННЯ У ЗВО – ФЕЙК ЧИ РЕАЛЬНІСТЬ?

Many people may believe that emotional burnout does not exist in universities for several reasons:

1. **Misunderstanding of Burnout:** Some individuals may not fully understand emotional burnout. They might view it as simply being tired or stressed, failing to recognize it as a complex psychological state that can severely affect one's emotional and physical health.
2. **Stigma Around Mental Health:** In many academic environments, there is a stigma attached to discussing mental health issues. This can lead to a culture where individuals feel pressured to appear strong and capable, making them reluctant to acknowledge feelings of burnout.
3. **Perception of Academia as a Privileged Environment:** People often view university positions, especially faculty roles, as prestigious and desirable. This perception can lead to the belief that those in academia should not experience burnout, as they are “Lucky” to have their jobs.
4. **Lack of Visible Symptoms:** Burnout can be less visible, unlike physical ailments. Instructors and students might mask their symptoms, leading observers to underestimate the prevalence of emotional exhaustion.
5. **Focus on Student Experience:** The emphasis in universities is often placed on student well-being and academic performance, which can overshadow the need to consider faculty and staff mental health. This can create a narrative that burnout is not an issue for educators.
6. **Resilience Narratives:** There is often a cultural narrative around resilience and perseverance in academia. This can lead to the notion that faculty should be able to “push through” challenges without acknowledging their emotional toll.
7. **Lack of Research and Awareness:** Compared to other fields, there may be less research focused on burnout, specifically within the academic context, leading to a lack of awareness about its existence and impact.

The work of a higher education instructor is highly demanding, and during wartime, these demands increase in both content and form. An educator cannot limit themselves to just teaching according to the syllabus; they are expected to be highly sensitive to students' needs, observe and understand their abilities, and maintain effective communication with students, administrators, and colleagues. The emotional strain teachers face in higher education due to war actions, constant reforms, and changes in curricula induces feelings of instability and creates doubts about their own work.

As noted in psychological literature, “individuals whose professional lives are dedicated to helping others should be prepared to find themselves in a state referred to as burnout”. The most characteristic sign of emotional burnout is indifference to one's condition and the problems of others, manifested in a decreased level of conscious service to those in need of help. Subjective outcomes of professional burnout are revealed in

chronic discomfort, increased fatigue, irritability, reluctance to work, dissatisfaction with the workplace, frequent thoughts about changing jobs, and even switching to a different profession.

Factors contributing to emotional burnout among higher education employees include a massive workload, new challenges in professional activities caused by daily missile strikes, and direct threats to life. Psychologists indicate that such conditions can lead to increased anxiety levels, emotional exhaustion, and even the development of mental disorders. The high responsibility for the consequences of their work, such as assessment results and research outcomes, is also a significant source of stress that can reduce an instructor's internal motivation.

Research shows that instructors experiencing emotional burnout report decreased job satisfaction, which, in turn, impacts the quality of education and student support. Additionally, emotional burnout can be associated with physical symptoms, such as headaches, sleep disturbances, and other manifestations of chronic stress. Systematic reviews of scientific studies also confirm that emotional burnout can lead to serious consequences for instructors' physical health, including cardiovascular diseases.

Attention should also be given to the insufficient activity and engagement of students in the educational process, the mismatch between instructors' outcomes and expectations, as well as the lack of support from the teaching staff. Instructors often feel pressure from high self-expectations and demands, which can lead to professional burnout.

In summary, emotional burnout among higher education teachers is a negative phenomenon that affects their professional development. Global statistics indicate that the primary component of the "burnout" syndrome is emotional fatigue, which leads to emotional detachment and indifference. The development of "burnout" in educators is often accompanied by signs of "exhaustion" indicating the onset of negative personal changes and a negative attitude toward students.

Further research could focus on developing strategies to prevent emotional burnout, including mental health support programs, stress management training, and the development of emotional intelligence skills. Thus, it is important to consider that support and professional training for instructors can significantly impact their emotional well-being and the quality of education they provide to their students.

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ПСИХОЛОГІЧНІ ЧИННИКИ ПОДОЛАННЯ КРИЗИ СЕРЕДЬНОГО ВІКУ

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PSYCHOLOGICAL FACTORS IN OVERCOMING THE MIDLIFE CRISIS

Криза середнього віку є важливим етапом життя кожної людини, який супроводжується глибокими змінами в особистості, світогляді, самооцінці та ставленні до навколишнього світу. Цей період характеризується переосмисленням життєвих цілей, досягнень, а також відчуттям невдоволення своїм життям або втрати сенсу. У зв'язку зі збільшенням тривалості життя та стрімкими соціально-економічними змінами, проблема кризи середнього віку набуває все більшої ваги.

У нашому сьогоденні спостерігається збільшення тих людей, які відчувають психологічні труднощі в середньому віці. Соціальний тиск відповідності нормам суспільства, вимоги до професійного та особистісного успіху, економічна