

PSYCHOLOGICAL DETERMINANTS OF PROFESSIONAL BURNOUT OF TEACHERS IN DISTANCE LEARNING ENVIRONMENTS

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The modern challenges of the digital transformation of education are why the psychological determinants of teacher professional burnout in the context of distance learning are relevant. The transition to the online format, activated by the COVID-19 pandemic and full-scale invasion, has significantly changed the professional activities of teachers, increased the level of stress and contributed to the growth of burnout. Various studies show that 30-70% of teachers in the world experience signs of emotional burnout. In the EU, about 35-40% of teachers have a high level of exhaustion, and more than 20% have depersonalization. In the US, 55% of teachers consider leaving the profession due to burnout, and online course instructors face this 30% more often. In Ukraine, about 60% of teachers experience exhaustion, over 40% have a high level of emotional burnout, and more than half lose motivation. The highest risk is for elementary school teachers and employees of overworked schools. More than 50% complain of problems with sleep and work-life balance. These data emphasize the need to study the causes of burnout and develop effective prevention measures. Teachers in Ukraine and abroad are affected by the issue of professional burnout. The focus of domestic research is on the effect of distance learning, war, and social changes on the psycho-emotional state of teachers. In particular, O. Timonina and V. Moskalets analyzed the factors of emotional exhaustion among Ukrainian teachers in crisis conditions [4], and L. Karamushka studied the psychological mechanisms of stress resistance [2]. G. Afuzova, G. Naidyonova and V. Krotenko in their work considered resilience as a factor in maintaining the mental health of teachers during the war [1].

L. Seleznyova and N. Didenko also studied the influence of the level of emotional intelligence on the development of burnout among teachers [3]. Foreign studies include an analysis of teacher burnout in different education systems. The European Training Foundation (ETF) is looking into the level of emotional fatigue that teachers feel as a result of the digital transformation of education. According to their report 'Teachers' Well-Being in Digital Education (2022), distance learning raises the chances of burnout because of extra work, loneliness from colleagues, and insufficient administration support. The Organization for Economic Co-operation and Development (OECD) in the framework of the international survey TALIS found that over 35% of European teachers experience significant levels of stress due to high professional demands, and 25% believe that the administration does not sufficiently support their well-being [11]. According to the Teacher Report Burnout and Retention in the US Education System (2023), 55% of American teachers are contemplating leaving due to chronic stress, as reported by the National Education Association (NEA). According to the American Psychological Association, the main causes of burnout are bureaucratic overload, insufficient financial support, and social isolation [5]. In the UK, a study by Freiberg D. found that distance and blended learning teachers had 30% higher levels of emotional exhaustion than their counterparts in traditional schools [8] Bauer's study K., Schmidt T. found that teachers who receive support from their administration have a 40% lower risk of burnout [6]. According to Canadian researchers Macdonald L. and Hall S., burnout among hybrid learning teachers is a result of blurring work-life boundaries, technological stress, and increased workload [9].

Our research involved conducting an online survey to determine the levels of professional burnout among teachers working remotely in 2024, using 52 teachers who had moved to temporary secondary education schools in Zaporizhia and Kherson regions. The study participants were in the age range from 30 to 60 years. The data analysis revealed that the surveyed teachers had a high level of emotional exhaustion and identified key personal factors that impact this process. The diagnosis revealed that 28 teachers (54%) had a high level of anxiety, which is the initial stage of emotional burnout. This is manifested in a feeling of emptiness, fatigue, depression and emotional breakdowns. An average level of exhaustion was demonstrated by 22 participants (42%), along with a periodic decrease in motivation to work, irritability, and feeling of overload. The ability to maintain emotional balance under stress was demonstrated by only 2 respondents (4%) with a low level of emotional exhaustion. The stage of resistance is characterized by teachers' attempts to resist stress factors, which is often accompanied by cynicism, distancing from colleagues, and a formal attitude towards work. The study showed that 30 teachers (58%) had a high level of resistance, which was

manifested in a loss of interest in teaching, unwillingness to communicate with students and colleagues, as well as a decrease in the quality of performing professional duties. 12 participants (23%) had an average level, acknowledging emotional fatigue but still being motivated to work. At the same time, 10 teachers (19%) demonstrated a low level of resistance, which indicated their professional involvement and openness to cooperation. At the stage of exhaustion, a teacher may feel a loss of meaning in their professional activities, alienation from their work, and dissatisfaction with their own competence. A high level of exhaustion was recorded in 23 respondents (44%), which was expressed in a decrease in self-esteem, loss of interest in teaching, indifference to the educational process, and a desire to reduce workload. At the same time, 29 participants (56%) had a medium or low level of exhaustion, which indicates the preservation of internal resources to combat negative factors of professional stress. According to the study, teachers who experience high levels of emotional burnout have significant differences in their personal characteristics compared to those who are less prone to this phenomenon. Analysis using t -test Student's test revealed statistically significant differences ($p < 0.01$), indicating reduced adaptability and emotional stability in teachers with pronounced burnout. The lowest indicators in this group were noted for the following characteristics: time orientation (23.8 points versus 47.5 in teachers with a low level of burnout), which indicates difficulties in planning the future and understanding life priorities; behavioral flexibility (13.1 versus 50.0), which indicates difficulties in adapting to changes and new conditions; contact (13.2 versus 49.7), which indicates a reduced need for social interaction and distancing from colleagues; locus of control-I (44.0 versus 91.9), which means reduced confidence in one's own influence on the situation and professional activities. The findings indicate that teachers who have a high level of burnout are less adaptable, less social, and have lower self-esteem regarding their professional control. Teachers who experience high levels of emotional burnout are more likely to display rigid behavior, avoid contact, and feel out of control of their professional lives, as confirmed by these results. The assessment of life-meaning orientations showed that the orientation to "purpose in life" prevails among teachers. Individuals who achieve a high score on this scale are committed to achieving significant goals, but often lack a clear strategy for executing their plans. To prevent professional burnout among teachers, a program was created as part of the study. Program duration: 22 hours (11 classes).

Table 1

Teacher burnout prevention program

No.	Event name	Goal	Basic methods	Expected results	Duration
1	Psychological support groups	Providing opportunities for teachers to express their experiences, receive support from colleagues and a psychologist	Discussions, reflective circles, exchange of experiences, group therapy	Reducing the level of emotional tension, creating a sense of support in the team	4 lessons (2 hours each)
2	Socio-psychological training	Developing emotional management, self-regulation and stress resistance skills	Role-playing games, case method, relaxation techniques, self-control exercises	Increased emotional flexibility, ability to manage stress	3 lessons (2 hours each)
3	Self-reflection and self-acceptance classes	Formation of a positive attitude towards oneself, awareness of one's own values and professional significance	Techniques for awareness of emotions, keeping a «success diary», exercises to increase self-esteem	Improving self-esteem, reducing professional doubts	2 lessons (2 hours each)
4	Developing behavioral flexibility	Increasing adaptability to changes, developing skills for effective interaction in stressful situations	Simulation exercises, situation modeling, business games, case analysis	Improving the ability to adapt to new conditions, reducing anxiety	2 lessons (2 hours each)
5	Practical exercises for preventing burnout	Mastering relaxation techniques, emotional recovery and resourcefulness	Breathing techniques, meditation, auto-training, physical exercises	Increased energy levels, reduced symptoms of emotional exhaustion	2 lessons (1 hour each)
6	Increasing motivation and professional self-development	Awareness of personal professional goals, support for motivation to work	Mentoring, exercises for forming career goals, setting SMART goals	Increasing motivation for teaching, developing professional competence	2 lessons (2 hours each)
7	Creating a healthy work-life balance	Learning effective time management, avoiding overload	Time management, workload distribution techniques, working with personal boundaries	Improving work-life balance, reducing the risk of burnout	2 lessons (2 hours each)

The study confirmed a high level of emotional burnout among teachers working remotely, particularly due to increased workload, isolation, and blurring of the boundaries between professional and personal life. It was revealed that over 50% of respondents have a high level of emotional exhaustion, resulting in a significant decrease in their ability to adapt, communicate, and self-control. The main psychological determinants of burnout are low behavioral flexibility, poor time orientation, and a reduced sense of control over one's own activities. The findings highlight the importance of creating preventive measures that involve psychological support, emotional resilience development, and stress management. The proposed burnout prevention program is designed to enhance the psycho-emotional state of teachers and can serve as an effective tool for preserving their professional well-being.

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