

THE IMPACT OF TEACHERS' "BURNOUT SYNDROME" ON THEIR PROFESSIONAL GROWTH

ВПЛИВ СИНДРОМУ «ПРОФЕСІЙНОГО ВИГОРАННЯ» ПЕДАГОГІВ НА ЇХ ПРОФЕСІЙНЕ ЗРОСТАННЯ

The article is devoted to the study of the phenomenon of professional burnout among teachers and its negative impact on the effectiveness of their professional growth. Professional burnout is a widespread psychological phenomenon in the activities of specialists in the social and human services professions, including teachers, psychologists, healthcare workers, and social workers. According to various studies, between 30% and 70% of professionals periodically experience symptoms of burnout, which negatively affects both the efficiency of their work and their personal well-being.

In the context of modern socio-economic transformations, increased responsibility, and psychological stress, teachers are increasingly facing the phenomenon of professional burnout. The problem is especially acute among educators whose work involves constant interaction with children, parents, school administration, and continuous demands for professional development. Burnout syndrome negatively affects not only the psycho-emotional state of the teacher but also the quality indicators of their work, particularly the effectiveness of teaching and relationships with students.

The phenomenon of professional burnout is attracting growing attention from scholars and practitioners concerned with preserving the psychological health of professionals in helping professions. Specialists in education, healthcare, and psychology are particularly vulnerable to burnout.

The article explores the essence of the phenomenon of professional burnout as a consequence of prolonged stress, accompanied by emotional exhaustion and a loss of meaning in professional activity. It describes the main stages of burnout syndrome development and analyzes the theoretical framework. A review of burnout models developed by both foreign and Ukrainian researchers is presented. The article also examines the factors influencing the development of this phenomenon and the consequences of professional burnout for teachers and their students (pupils), as well as identifies effective methods for the prevention and mitigation of burnout syndrome.

Key words: professional burnout, professional growth, emotional exhaustion, stress, burnout prevention.

Стаття присвячене вивченню феномену професійного вигорання серед педагогів та його негативного впливу на ефективність професійного зростання, адже професійне вигорання є поширеним психологічним феноменом у діяльності фахівців соціономічних професій, зокрема педагогів, психологів, медичних працівників, соціальних працівників. За даними різних досліджень, від 30 до 70% фахівців періодично переживають симптоми вигорання, що негативно позначається як на ефективності їхньої діяльності, так і на особистісному благополуччі. У сучасних умовах соціально-економічних трансформацій, підвищеної відповідальності та психологічної напруги педагоги дедалі частіше стикаються з феноменом професійного вигорання. Особливо гостро проблема виявляється в педагогів, чия діяльність пов'язана з постійною взаємодією з дітьми, батьками, адміністрацією та вимогами до постійного професійного зростання. Синдром професійного вигорання негативно позначається не лише на психо-емоційному стані самого педагога, а й на якісних показниках його діяльності, зокрема на ефективності навчання та взаєминах з учнями.

Феномен професійного вигорання привертає зростаючу увагу науковців та практиків у контексті збереження психологічного здоров'я працівників допоміжних професій. Особливо вразливими до вигорання є представники освітньої, медичної, психологічної сфер.

У статті висвітлено сутність феномену професійного вигорання як наслідку тривалого стресу, що супроводжується емоційним виснаженням і втратою сенсу професійної діяльності. Описано основні стадії розвитку синдрому професійного вигорання. Проаналізовано теоретичну базу, проведено огляд моделей професійного вигорання, розроблених зарубіжними та українськими дослідниками. Розглянуто фактори, які впливають на розвиток зазначеного феномену та наслідки для педагогів та учнів (вихованців), а також визначено ефективні методи попередження та профілактики професійного вигорання.

Ключові слова: професійне вигорання, професійне зростання, емоційне виснаження, стрес, профілактика професійного вигорання.

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Problem Statement and Its Connection to Important Scientific and Practical Tasks. The teaching profession (educators, schoolteachers, university instructors), which belongs to the «human-to-human» occupational system, is one of the most susceptible to the «professional burnout» syndrome. The stress-inducing factors in a teacher's (or educator's) work are diverse: exhaustion, physical and mental overload, emotional burnout, heightened anxiety, frustration, and more. The burnout syndrome is a consequence of prolonged professional stress.

A key cause of emotional burnout is psychological and emotional fatigue. This condition develops especially quickly in individuals who, in the course of their professional duties, are required to constantly interact with people—students, children, clients, etc. — to provide them with «warmth and joy of communication» to show empathy, and to treat every person politely. Those most affected by burnout include doctors, psychotherapists, educators, teachers, and lecturers — that is, professionals whose work demands

emotionally warm and supportive interpersonal interactions.

Analysis of Recent Research and Publications. Extensive research by domestic and foreign scholars and psychologists has been dedicated to the issues of professional development and growth, as well as to understanding the content, structure, and psychological characteristics of professional stress from various perspectives. Notable researchers include S. Auerbach, A. Becker, D. Bright, S. Gremling, J. Greenberg, F. Jones, G. Dion, J. Edelwich, L. Karamushka, D. Lewis, S. Maksymenko, M. Perre, B. Perlman, H. Selye, I. Friedman, and others.

The conceptualization and understanding of the burnout phenomenon – its components and determinants – have been explored in the works of N. Levytska, L. Malets, S. Maksymenko, G. Roberts, M. Smulson, F. Storlie, H. J. Freudenberger, K. Cherniss, T. Yatsenko, and others.

The diagnostics and research methods for burnout syndrome are addressed in the works of E. Aronson, V. Boyko, S. Jackson, L. Karamushka, C. Cooper, I. Litvinova, C. Maslach, A. Pines, B. Perlman, O. Savchenko, E. Hartman, L. Tsymbaliuk, E. Shanfeli, O. Shvalb, and others.

The purpose of the article. The aim of the article is to substantiate the impact of «professional burnout» syndrome on the professional growth of teachers, to identify the main factors that contribute to burnout development among educators, and to outline effective methods for its prevention.

Main Findings of the Research. Professional burnout syndrome is a pressing and acute issue in the field of education, as teaching involves a high level of emotional workload, constant interaction with people, and significant responsibility for students' learning and development outcomes. Teachers must continuously adapt to changes in the educational system, work under stressful conditions with limited resources, and meet high societal expectations. These conditions often lead to emotional exhaustion, loss of motivation, reduced productivity, and the onset of professional burnout syndrome.

The term «professional burnout» first emerged in the 1970s and was introduced by American psychiatrist Herbert Freudenberger, who described it as a state of physical and emotional exhaustion resulting from prolonged engagement in work involving intensive interaction with other people. Later, the concept was extensively researched by psychologist Christina Maslach, who defined burnout as a syndrome comprising three key components: emotional exhaustion, depersonalization (a negative or cynical attitude toward those with whom the professional works), and reduced personal accomplishment.

These components are particularly evident in educational professions, as teachers must interact daily with large numbers of students, parents,

administrators, and other participants in the educational process.

Research by psychologists such as R. Lazarus, R. Rosenman, H. Selye, and M. Friedman indicates that prolonged exposure to stress can lead to frequent failures, a sense of dissatisfaction with work outcomes, a tendency to withdraw from challenging tasks, and a general decline in mental resilience.

The phenomenon of professional burnout, defined by the term «burnout» (literally «burning out», «fading», «exhaustion») has been studied in international psychology for over 30 years as a consequence of workplace stress. Early research into burnout originated within various public organizations and healthcare institutions.

One of the most widely used empirical tools for measuring burnout is the Maslach Burnout Inventory (MBI), developed by C. Maslach.

Researchers B. Perlman and E. Hartman, authors of the processual model of burnout, emphasized the psychological aspects of emotional burnout and stress faced by helping professionals (psychologists, social workers, educators, etc.). According to them, burnout is a response to chronic emotional stress, consisting of: emotional exhaustion (feeling depleted of energy, fatigue), depersonalization (a cynical attitude toward colleagues or students), and reduced personal accomplishment (doubting one's competence and feeling ineffective) [6].

Scientists also distinguish between stress and burnout based on duration. Burnout is a long-term and gradually unfolding process. In the view of H. Selye, stress is an adaptive syndrome that mobilizes all aspects of a person's psyche, while burnout is a breakdown of that adaptation [5].

In the International Classification of Diseases, 10th Revision (ICD-10), burnout has been assigned a separate diagnostic category – Z73, under «Problems related to life-management difficulty» with the specific code Z73.0 – Burnout [6, p. 36].

According to the World Health Organization (2001), professional burnout is characterized as physical, emotional, and motivational exhaustion, often accompanied by: reduced work productivity, fatigue, insomnia, increased susceptibility to somatic illnesses, use of alcohol or psychoactive substances for temporary relief, which may lead to physiological dependence and suicidal behavior.

The problem of professional burnout has consistently drawn the attention of many Ukrainian researchers such as S. Maksymenko, L. Karamushka, and T. Zaichykova, who build on global research in this area. These scholars identify phenomena closely related to professional burnout, recognizing its highly individual nature – with over 100 potential symptoms, which never appear all at once in any single person, but collectively help define the condition known as professional burnout [6].

A teacher's (or educator's) emotional exhaustion can result from the constant need to manage large groups of students, work with children with special educational needs, adapt educational materials to individual student needs, maintain discipline, and more. All of this often occurs without adequate financial compensation or social recognition, and in the absence of meaningful moral support. As a result, the teacher becomes emotionally «burned out», losing energy, motivation, and a sense of fulfillment from their profession.

Depersonalization manifests in cynical, indifferent, and at times even aggressive attitudes toward students. Due to a sense of professional helplessness, the teacher may attempt to emotionally distance themselves from the psychological burden of the job. Interest in professional activity and the educational process as a whole fades, empathy declines, and students begin to be perceived as a burden or a problem. This mindset negatively affects the educational climate, the classroom (or group) atmosphere, and the quality of instruction.

The loss of self-confidence as a professional leads to a decline in personal accomplishment. Teachers begin to doubt their effectiveness and competence, lose motivation to participate in professional development activities or collaborative learning communities, and show less initiative for self-improvement. This often leads to professional stagnation, a mere formal execution of duties, and in some cases, even a career change.

The development of burnout in educators can be attributed to both internal and external factors. Internal factors include: lack of work-life balance, excessive emotional involvement, low stress resilience, perfectionism, high levels of responsibility. External factors include: frequent changes in legislation and educational standards, excessive workload, lack of administrative support, insufficient time for lesson preparation, poor interpersonal climate within the teaching staff.

The social context of teaching also plays a critical role. In contemporary Ukrainian society, educators often face double standards: on one hand, they are expected to demonstrate high levels of professional mastery, and on the other, they must constantly prove their value in a society where moral and material recognition is lacking. This dissonance creates conditions for chronic stress, which ultimately leads to burnout.

The manifestations of professional burnout have serious consequences not only for the educators themselves but also for the educational process as a whole. Burnout leads to an increase in teaching errors, decreased instructional quality, disinterest in innovative methods, and mechanical repetition of course material. Students in such environments lack attention and motivation, and are deprived of high-quality emotional and academic support, which negatively affects their development and academic success.

A particularly dangerous consequence of burnout is the increased level of conflict in the educational environment. A burned-out teacher often becomes irritable, emotionally unstable, less tolerant of challenges, and more likely to enter into conflicts with students, administration, or colleagues. This further worsens their emotional state and intensifies the burnout, creating a vicious cycle that becomes increasingly difficult to break without external intervention. Escaping this state on one's own is extremely difficult for the teacher.

For a better understanding of the mechanisms of the development of «professional burnout» syndrome and ways to prevent it, we present a review of the main models of «professional burnout» developed by foreign and Ukrainian researchers.

The three-factor model, developed by C. Maslach and S. Jackson – leading researchers on the problem of professional burnout – became one of the most well-known theoretical models of this syndrome. They created the Maslach Burnout Inventory (MBI) in 1981, which became the foundation for the classification of the symptoms of the «professional burnout» syndrome. This phenomenon is described as a three-component construct that includes:

1. Emotional exhaustion – the central feature of the syndrome, which consists of a feeling of emotional overload, fatigue, depletion of one's internal resources (chronic fatigue, a sense of emotional emptiness, lack of energy for interaction with others, decreased enthusiasm).

2. Depersonalization (or cynicism) as a defense mechanism – the teacher begins to treat students (pupils) without compassion, formally, with indifference or irritability (a negative, cynical attitude toward others, emotional distancing from those under care or clients, formalized interaction, irritability, coldness, avoidance of contact).

3. Reduced personal accomplishment – a sense of inefficiency, doubts about one's professional skills, a feeling that one's work is meaningless (lowered self-esteem, loss of interest in work outcomes, a sense of professional incompetence, feelings of helplessness, apathy).

Thus, the «professional burnout» syndrome, according to C. Maslach and S. Jackson, is viewed as a reaction to chronic professional stress, especially in emotionally intense spheres of activity such as education, medicine, social work, and psychology [4].

A significant contribution to the study of the mechanisms of professional burnout was made by the American researcher J. Greenberg, who proposed a model describing professional burnout as a gradual five-stage process that unfolds under the influence of chronic emotional and organizational stress. Professional burnout develops through the following stages:

1. Honeymoon stage. Characterized by high enthusiasm, professional motivation, and activity.

The worker strives for self-realization but often overestimates their abilities. In the absence of a balance between workload and rest, preconditions for burnout are created.

2. Reality confrontation stage. An awareness arises of the mismatch between expectations and the real working conditions. Initial emotional tension, fatigue, and disappointment appear, and resources are depleted faster than they are restored.

3. Stagnation stage. Emotional involvement in work decreases, indifference, irritability, and loss of motivation appear. The sense of effectiveness gradually disappears, and the risk of conflicts in the team increases.

4. Frustration stage. The worker increasingly experiences negative emotions, loses interest in work, and shows a cynical or detached attitude toward colleagues and professional duties. At this stage, psychosomatic disorders may manifest (sleep disturbances, pain, anxiety).

5. Apathy stage. The final stage, accompanied by deep emotional and physical exhaustion, lack of interest in activities, a feeling that efforts are pointless, and social isolation. This phase requires specialized psychological help [8].

Thus, J. Greenberg's model emphasizes the dynamics of burnout development and stresses the importance of timely detection of its early signs. Preventing the syndrome is only possible with a comprehensive approach—from both the employee and the organization.

Different scientific approaches offer various interpretations of the phenomenon of «professional burnout»: from multi-component models to simplified concepts that allow for more accurate identification of the leading symptom. One such approach is the single-factor model of professional burnout proposed by A. Pines and E. Aronson in 1988, who viewed professional burnout as a syndrome of physical, emotional, and mental exhaustion that arises as a result of prolonged emotional involvement in a situation accompanied by high levels of stress. Unlike the multi-factor model of C. Maslach, which identifies three components (emotional exhaustion, depersonalization, reduced personal accomplishment), the model of A. Pines and E. Aronson focuses on only one key factor – emotional exhaustion [10].

At the core of their concept is the loss of emotional energy, which is seen as the central and universal symptom of burnout, regardless of the specific nature of professional activity. Emotional exhaustion is viewed as a result of prolonged frustration, failure, conflicts, and disappointments accumulating in the professional environment.

Key provisions of the single-factor model: 1) Professional burnout is an emotional state, not behavioral or cognitive. The central element of burnout is the emotional component, namely deep fatigue,

emptiness, and loss of faith in one's ability to help, teach, or make an impact. 2) Burnout is universal in nature; regardless of country, gender, or profession, the symptoms of burnout appear similarly – in the form of inner emptiness, loss of meaning in life and work. 3) Psychological consequences include depressive symptoms, lowered self-esteem, and isolation. In the concept of A. Pines, burnout is not just fatigue, but a deep personal crisis that affects the existential foundations of the individual.

The single-factor model is valuable for practical psychology because it allows for the prompt diagnosis of burnout based on the leading marker – the level of emotional exhaustion. Based on this concept, the Burnout Measure (BM) by Pines was created – a valid psychodiagnostic tool widely used in psychological practice. Furthermore, the model is oriented toward individual subjective evaluation of experiences, which makes it possible to adapt interventions to a specific individual rather than just their professional role [10].

Thus, the single-factor model of professional burnout by A. Pines and E. Aronson became an important stage in the development of scientific understanding of the nature of this phenomenon. Its main advantage lies in its focus on the key emotional component, which allows for a deeper understanding of the subjective experience of burnout as a personal crisis. Although the model is inferior to multi-factor theories in terms of comprehensiveness, its practical value in the field of psychological diagnostics remains high.

Among the conceptual models that explain the nature and stages of burnout, an important place is also occupied by the dynamic model of B. Perlman and E. Hartman (1982), which allows burnout to be viewed as a process of gradual changes rather than a sudden phenomenon. The researchers formulated their concept based on the analysis of empirical data and observations of professionals in helping professions. They emphasized that burnout is not a sudden condition, but develops as a long-term and gradual process involving successive stages of emotional, cognitive, and behavioral changes.

The authors defined burnout as a «reaction to emotional overload associated with constant interpersonal contact in the professional sphere in the absence of adequate support, recognition, or control».

The model includes several interrelated stages of burnout development: 1) Stage of emotional tension – the employee experiences overload, intense involvement in work, and a desire to help and achieve results. At the same time, chronic fatigue, anxiety, and increased responsibility appear. 2) Stage of reactive frustration occurs when expected results are not achieved and efforts are not rewarded. The person begins to feel disappointment, reduced satisfaction, and a loss of meaning in professional efforts. 3) Stage of emotional exhaustion, during which apathy, decreased energy, and a loss of interest in activity

dominate. The employee seeks to distance themselves from the source of stress, leading to emotional detachment from clients, colleagues, and responsibilities. 4) Stage of destructive behavioral changes is manifested in reduced professional effectiveness, frequent conflicts, growing cynicism, and deteriorating interpersonal relationships. Psychosomatic disorders may also occur (headaches, insomnia, irritability). 5) Phase of stabilization or «chronic burnout», where burnout becomes a stable condition that the person may no longer notice. Emotional «freezing» sets in, and persistent negative attitudes toward the profession, life, and oneself are formed.

The dynamic model of B. Perlman and E. Hartman has important practical value for developing programs for early detection and prevention of burnout. It makes it possible to: understand the logic of syndrome development; identify early signs of emotional distress; select appropriate psychocorrective tools depending on the stage; and create organizational conditions that help reduce burnout risks [6].

Compared to single-factor or three-component models (e.g., Maslach), the dynamic model emphasizes not only the symptoms but also the temporal context—development, exacerbation, and potential chronification of the condition.

Thus, the model of B. Perlman and E. Hartman is a valuable tool for a holistic understanding of the phenomenon of professional burnout. Its dynamic nature allows specialists to effectively observe and predict the syndrome's development and to implement timely psychological and organizational interventions. In today's conditions of intensive professional activity, this model remains highly relevant.

A significant contribution to the development of the Ukrainian conceptualization of the problem of professional burnout was made by L. Karamushka, Doctor of Psychological Sciences, Professor, and Deputy Director of the G. S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine for Scientific and Organizational Work and International Scientific Relations. L. Karamushka developed a model of professional burnout based on the study of the influence of organizational-psychological, social, and personal factors on the development of burnout among workers in various professions. The main goal of this model is to provide a comprehensive explanation of the nature of burnout among professionals in the context of Ukrainian society and to identify effective ways of prevention and correction of this syndrome.

A distinguishing feature of the model is that it takes into account not only intrapersonal factors, such as emotional exhaustion or low self-esteem, but also organizational working conditions, the psychological climate in the team, features of management, and so on.

Karamushka's model identifies three main groups of factors that interact with each other and contribute

to the formation of the burnout syndrome: 1) Individual-psychological factors (personal anxiety, low stress resistance, reduced self-esteem, insufficient level of emotional self-regulation). 2) Organizational-psychological factors (leadership style, organizational culture, unclear job responsibilities, unfair evaluation of work results, lack of support from management or colleagues). 3) Social-psychological factors (conflicts in the professional environment, communication breakdowns, low level of trust in the team, alienation from shared goals) [3].

Within the framework of the model, special attention is given to the concept of the «organizational resource of the individual» that is, a person's ability to resist the negative influence of the environment through psychological reserves, self-regulation, and support in the social environment [3; 6].

L. Karamushka's model holds high practical value in the fields of education, healthcare, social work, and management. Based on this model, diagnostic tools have been created, including a professional burnout questionnaire adapted to the conditions of the Ukrainian educational space. Additionally, psychoprophylactic programs have been developed, which include: the development of personal stress resilience; improvement of team interaction; formation of constructive conflict resolution skills; and enhancement of management culture within organizations.

Thus, the professional burnout model developed by L. Karamushka is comprehensive and adapted to the specifics of the domestic sociocultural reality. It enables in-depth analysis not only of the symptoms of burnout but also of the systemic causes of its emergence in the context of the organizational environment. Its implementation in human resource management, educational, and psychological practice contributes to enhancing professional well-being and the effectiveness of specialists' activities.

Based on the analysis of the aforementioned models of professional burnout, we conclude that the burnout syndrome significantly reduces the quality of teachers' professional activity. Its impact is manifested in the following aspects: decreased motivation for teaching, learning, and educational work. Emotional exhaustion leads to a loss of interest in the subject and teaching process, a reduction in initiative, and a decline in creative approaches to lessons and professional activity as a whole; interpersonal relationships with pupils, students, and colleagues are disrupted. Depersonalization causes indifference or irritability in communication with children, a tendency toward a formal approach to work, and avoidance of communication; professional effectiveness decreases. Teachers with burnout symptoms often report feelings of incompetence and an inability to achieve results, which intensifies frustration and lowers self-esteem. Psychosomatic consequences of burnout are accompanied by increased anxiety, fatigue, sleep

disturbances, and headaches, which further complicate the fulfillment of professional duties.

Among the main factors contributing to burnout development in teachers, researchers highlight: high emotional load related to working with children, students, and adolescents; lack of support from administration and colleagues; excessive regulatory control and bureaucratization of education; low salaries that do not correspond to the level of responsibility; and conflicts with parents, students, or pupils.

Effective prevention of professional burnout requires a comprehensive approach, which includes: 1) Organizational measures – optimization of workload, creation of a favorable psychological climate, implementation of support programs. 2) Individual strategies – development of emotional intelligence, self-regulation techniques, psychological education. 3) Psychological assistance, counseling, training, and supervision for educators.

Conclusions. An extremely important aspect of preventing and overcoming professional burnout is the timely detection of its early signs. These may include: persistent fatigue, decreased enthusiasm, negative attitude toward work, deterioration of memory and attention, weakened immunity, irritability, cynicism, and apathy. Early diagnosis allows for the timely implementation of support measures, changes in work organization approaches, revision of workload, and provision of psychological assistance to the educator.

Among the main methods of burnout prevention, the following are highlighted: the development of emotional intelligence and self-regulation skills, the formation of a positive microclimate in the teaching staff, the organization of supervision, professional training, seminars on emotional competence, and the creation of conditions for experience sharing and mutual support. The role of the educational institution's administration is also important, as it should promote the creation of a comfortable and safe educational environment where every teacher feels supported and respected.

Thus, professional burnout syndrome is a complex socio-psychological phenomenon that requires comprehensive theoretical understanding and practical

solutions. Its consequences extend far beyond the personal sphere of the teacher, affecting the effectiveness of education, the quality of the educational process, and the psychological well-being of students (pupils). Preventing burnout should become one of the key priorities in educational policy and an important component of professional growth.

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