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O. STATIVKA¹, PhD (Pedagogy), Associate Professor,
Head of the Department of Language Training

e-mail: orlovahelena@gmail.com, ORCID ID: <https://orcid.org/0000-0002-9956-9082>

O. BRYNTSEVA²,

Senior Lecturer of the Department of Foreign Language Training, European Integration and International Cooperation

e-mail: elenabrynceva2@gmail.com, ORCID ID: <https://orcid.org/0000-0002-2354-7901>

A. PODOROZHNA²,

Senior Lecturer of the Department of Foreign Language Training, European Integration and International Cooperation

e-mail: podorozhnik79@gmail.com, ORCID ID: <https://orcid.org/0000-0001-5248-7699>

¹*Kharkiv National University of Internal Affairs,*

27, Lev Landau Avenue, Kharkiv, 61080, Ukraine

²*V. N. Karazin Kharkiv National University,*

4, Svobody Square, Kharkiv, 61022, Ukraine

PROFESSIONAL BURNOUT OF TEACHERS IN WARTIME: COPING STRATEGIES AND ORGANIZATIONAL SUPPORT

Objective. To investigate manifestations of professional burnout among teachers, identify its main components, and evaluate the effectiveness of individual and organizational coping strategies in the context of military operations.

Methods. A combination of theoretical and empirical methods was used. A theoretical analysis was conducted using methods of analysis, synthesis, and generalization of scientific sources. The empirical study employed standardized psychodiagnostic techniques, including the Maslach Burnout Inventory (MBI) and the Connor–Davidson Resilience Scale (CD-RISC), as well as questionnaires and semi-structured interviews. The results were processed using mathematical and statistical analysis methods (correlation analysis).

Results. The results show that a significant proportion of teachers demonstrate moderate or high levels of professional burnout. The most pronounced structural component of burnout is emotional exhaustion, which manifests itself in chronic fatigue, reduced emotional involvement in professional activities, and depletion of internal resources. It was found that teachers with high burnout are characterized by reduced psychological stability, lower ability to cope with stressful situations, and decreased personal resources. Correlation analysis showed a statistically significant relationship between emotional exhaustion and indicators of stress resistance: as burnout increases, psychological stability decreases. Survey and interview data confirmed that teachers experience increased psychological stress during military action, which negatively affects their professional motivation, emotional state, and the quality of pedagogical interaction. Respondents emphasized the need for psychological support, professional counseling, and stress resistance development programs.

Conclusions. The prevention of professional burnout necessitates a comprehensive approach that integrates the development of individual teacher resources with organizational support measures. The introduction of psychological support systems, workload optimization, supervision, coaching, and support groups contributes to increasing the resilience of teachers and maintaining the quality of the educational process.

KEY WORDS: *professional burnout, teacher, psychological resilience, stress resistance, organizational support, individual strategies, war*

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Introduction

In the context of the modernization of the education system and increasing demands on teachers' professional activities, the problem of professional burnout is becoming particularly relevant. The intensification of the educational process, high emotional stress, responsibility for the results of teaching and upbringing, as well as the need to constantly adapt to changes in the professional environment, contribute to the development of chronic stress among teachers. As a result, these factors often lead to a decrease in professional motivation, emotional exhaustion, and loss of job satisfaction.

Teacher burnout is a complex psychological and emotional phenomenon that manifests as emotional exhaustion, depersonalization, and a decline in professional effectiveness. This condition negatively affects not only the psychological well-being of the teacher, but also the quality of the educational process, interpersonal relationships with students and colleagues, and the overall climate of the educational organization.

In the context of military action, the problem of professional burnout among teachers becomes particularly acute and socially significant. The constant threat to safety, unstable living conditions, forced migration, loss of the familiar educational environment, and the need to work in a state of uncertainty significantly increase the psycho-emotional burden on teachers. At the same time, their professional and moral responsibility for maintaining the psychological stability of students, many of whom are themselves experiencing the traumatic experience of war, increases [11]. In such circumstances, teachers are forced to combine educational, upbringing, and support functions, which significantly increases the risk of emotional exhaustion and loss of professional resources. Consequently, the study and implementation of strategies to overcome professional burnout and provide systemic support to teachers during

wartime are essential conditions for maintaining their psychological health, the stability of the education system, and ensuring the continuity of a high-quality educational process [6].

In recent years, scientific research has focused increasingly not only on the causes and manifestations of professional burnout, but also on ways to prevent and overcome it. Foreign researchers emphasize the multifactorial nature of this phenomenon, as well as its close connection with the specifics of professional activity organization and the availability of personal and social resources [2,9,13]. Significant emphasis is placed on developing comprehensive approaches aimed at reducing the level of emotional exhaustion and restoring the professional effectiveness of specialists. Of particular importance in contemporary research is the problem of implementing effective strategies to support teachers, aimed at strengthening their psychological resilience, professional motivation, and sense of self-efficacy [2, 15]. The authors note that a combination of individual stress management strategies and organizational support measures can significantly reduce the risk of professional burnout and increase engagement in professional activities.

In the works of Ukrainian scientists, the issue of professional burnout among teachers is also examined through the lens of preserving their psychological well-being and professional health. In particular, they emphasize the importance of timely psychological assistance, the development of personal resources, and the creation of a supportive educational environment as key conditions for preventing and overcoming burnout [12,5,16]. Thus, psychological support and organizational assistance for teachers are considered by modern science to be essential components for ensuring the stability and effectiveness of the educational system as a whole.

Methodology

The object of the study is professional burnout among teachers as a complex psychological and pedagogical phenomenon that develops under the influence of prolonged professional stress and increased emotional strain in the educational process.

The subject of the study is strategies for overcoming professional burnout among teachers, as well as forms of psychological support designed to maintain their psychological well-

being and professional effectiveness in conditions of increased stress, particularly during wartime.

The methodological basis of the study is a combination of theoretical and empirical methods. In the course of theoretical analysis, methods of analysis, synthesis, and generalization of scientific sources were employed, which enabled the systematization of modern approaches to understanding the phenomenon of professional burnout and the identification of effective

strategies for overcoming it.

The empirical study involved the use of standardized foreign psychodiagnostic techniques, in particular the Maslach Burnout Inventory (MBI) to assess the level of professional burnout in terms of emotional exhaustion, depersonalization, and professional efficiency, as well as the Connor–Davidson Resilience Scale (CD-RISC) to assess the level of psychological resilience and resourcefulness of the personality. Additionally, questionnaires and semi-structured interviews were employed to investigate the

Research results

Empirical research has shown that a significant proportion of teachers exhibit moderate to high levels of professional burnout, as measured by the Maslach Burnout Inventory (MBI). A questionnaire survey and semi-structured interview were conducted among teachers of the Department of Foreign Language Training, European Integration, and International Cooperation at the Educational and Scientific Institute of the UEPA of V. N. Karazin Kharkiv National University. The most pronounced component of burnout is emotional exhaustion, which manifests itself in chronic fatigue, reduced emotional involvement in professional activities, and difficulties in restoring psychological resources. Depersonalization manifested itself in the form of a tendency toward emotional distancing and the formation of an indifferent attitude toward professional duties. Professional performance indicators were reduced in some respondents, which may indicate a feeling of dissatisfaction with their own teaching activities.

According to the Connor–Davidson Resilience Scale (CD-RISC), most teachers demonstrated an average level of psychological resilience. At the same time, teachers with high levels of professional burnout had significantly lower levels of resilience and personal resources. It confirms the existence of an inverse relationship

Discussion

Professional burnout in teachers is a complex psychological and pedagogical phenomenon that manifests as emotional, cognitive, and behavioral exhaustion resulting from prolonged exposure to professional stressors. The term "burnout" was first introduced by Freudenberger (1974) to describe a state of chronic fatigue, decreased motivation, and emotional exhaustion among workers in the social and educational spheres. Subsequent research by Maslach and Leiter [8] refined the structure of professional burnout, identifying three main

individual experiences of teachers in coping with professional challenges and their requirements for psychological support. The results obtained were processed using mathematical and statistical analysis methods.

The purpose of this article is to analyze strategies for overcoming professional burnout among teachers and to identify the primary areas of psychological and social support that contribute to reducing burnout levels and enhancing resistance to professional stress.

between burnout and the ability to counteract stress factors effectively.

The data from the questionnaire and semi-structured survey indicated that teachers experience a high level of professional stress and require psychological support, particularly in the form of counseling, emotional relief, and stress management training. It is particularly evident in times of war, when teachers are forced to combine their professional duties with concern for their own safety and that of their families, as well as supporting students who are experiencing traumatic events. War conditions significantly increase stress levels, contribute to rapid emotional exhaustion, and reduce resources for recovery, which increases the risk of professional burnout. Mathematical and statistical processing of the results (correlation analysis) revealed significant links between the level of emotional exhaustion and indicators of psychological resilience among teachers, confirming the importance of personal resources in overcoming professional burnout.

The results obtained enable us to conclude that there is a need for systematic psychological and organizational support for teachers, particularly during wartime, to preserve their professional well-being and ensure the effectiveness of the educational process.

components:

Emotional exhaustion is characterized by chronic fatigue, decreased emotional involvement in professional activities, and loss of energy to perform teaching duties. Teachers experiencing this condition often feel tired even after the weekend, find it difficult to concentrate on lesson planning, and interact with students with irritability and reduced tolerance. For example, after several hours of working with a noisy class, an elementary school teacher may become so exhausted that they lose the ability to engage

emotionally in subsequent lessons, and a foreign language teacher may lose the desire to correct students' mistakes after long online classes [1].

Depersonalization, or cynicism, manifests as a detached attitude towards students and colleagues, a decrease in empathy, and reduced social involvement. A teacher may perceive students as "objects of work" rather than individuals, avoid individual contact, and pay less attention to the emotional needs of children. For example, a teacher who previously actively supported weak students now responds to their questions with irritation or formally checks their notebooks without providing feedback. Such alienation harms the psychological climate in the classroom and negatively impacts student motivation.

A decline in professional effectiveness manifests as a feeling of incompetence, an underestimation of work results, and a loss of motivation for professional development. Teachers may believe that their efforts are fruitless, doubt their abilities, and avoid learning new methods. For example, a math teacher who previously developed original lessons stops introducing innovations, and a music teacher believes that their work does not impact student success and stops planning individual lessons for talented children.

These three components are closely interrelated: emotional exhaustion intensifies depersonalization, and decreased professional effectiveness contributes to increased feelings of fatigue and alienation. Together, they create a vicious cycle of burnout that negatively affects the quality of teaching and the psychological well-being of teachers.

Professional burnout among teachers has multidimensional consequences that manifest themselves on psychological, physical, social, and professional levels. From a psychological point of view, it is accompanied by chronic fatigue, increased anxiety, depressive states, decreased self-esteem, and a feeling of professional incompetence, which often leads to emotional distancing from students and colleagues. Physical manifestations of burnout include sleep disturbances, frequent headaches, decreased immunity, and general exhaustion. Behavioral changes can manifest themselves in the formal performance of duties, avoidance of additional tasks, skipping classes, and conflicts within the team. The professional consequences of burnout are manifested in a decrease in motivation for professional development, an unwillingness to implement innovative methods, and a loss of

interest in work, which increases the risk of dismissal or a change of profession. Social aspects include deteriorating relationships within the team and family, reduced support from those around them, and isolation. Together, these consequences create a vicious cycle in which psychological and physical exhaustion exacerbate professional difficulties, while reduced work efficiency and social alienation increase stress and the risk of further burnout. For example, a teacher who constantly experiences emotional exhaustion due to high demands and unstable working conditions during military operations may formally conduct lessons, lose motivation to implement new methods, and experience increased conflict with students and colleagues [3].

Professional burnout becomes particularly significant in conditions of increased stress, such as during crises or military operations, when teachers are forced to combine their professional duties with personal experiences and concerns for the safety of their students and families. In such conditions, emotional and cognitive exhaustion accelerates, and the risk of professional burnout increases significantly [8]. Thus, professional burnout in teachers is a complex, multi-level phenomenon that affects the emotional, cognitive, and behavioral spheres of the individual. The emotional sphere manifests itself in chronic fatigue, irritability, decreased emotional involvement in work, and depletion of internal resources; the cognitive sphere manifests itself in reduced concentration, ability to make effective decisions, critical perception of one's own activities and work performance; the behavioral sphere manifests itself in reduced involvement in the educational process, the formation of a detached or cynical attitude towards students and colleagues, as well as a decrease in motivation for professional development.

Prevention of professional burnout is a set of measures aimed at preventing the development of chronic stress and depletion of personal resources before they lead to serious consequences for the mental and physical health of the teacher, as well as for the quality of the educational process. Preventive measures include both individual strategies and organizational approaches.

Effective prevention of teacher burnout requires the development of individual strategies aimed at strengthening personal resources and increasing stress resistance. First and foremost, it is essential to develop emotional regulation skills that enable you to manage your reactions in challenging situations and maintain professional

composure. For example, teachers can use deep breathing techniques or short meditations before classes, keep emotion diaries to recognize and analyze stressful situations, and apply positive reappraisal of difficulties, viewing challenging students as an opportunity for professional growth [14]. Equally important is planning a rational work and rest schedule, which helps conserve energy and prevent chronic fatigue. It can be achieved by creating a daily schedule that includes breaks, setting a clear end time for the workday, and using concentration techniques such as the Pomodoro Technique [7]. At the same time, teachers can practice psychological self-support by recording their achievements and their students' successes, using affirmations to boost confidence, and regularly analyzing what personal resources helped them cope with difficult situations. Finally, participation in professional training and seminars aimed at improving competencies and managing stress plays a significant role; this may include courses on emotional intelligence, time management, or psychological support groups where teachers share experiences and receive practical advice on overcoming professional difficulties. The comprehensive use of these strategies enables educators to strengthen their internal resources, increase emotional stability, and reduce the risk of professional burnout, ultimately contributing to maintaining the quality of the educational process and their own mental well-being.

Effective prevention of professional burnout among teachers requires not only individual efforts but also systematic organizational support from educational institutions. The introduction of psychological

Conclusion and further research prospects

Professional burnout among teachers is a complex phenomenon that encompasses emotional, cognitive, and behavioral exhaustion, significantly affecting teachers' psychological well-being and the quality of the educational process. The most pronounced component of burnout is emotional exhaustion, which is exacerbated by high professional responsibility and stress factors associated with wartime conditions. The study demonstrated that individual strategies, including developing emotional regulation, planning work and rest schedules, psychological self-support, and participating in stress resistance training, help strengthen teachers' internal resources and enhance their psychological resilience. Organizational support measures, including the

support systems enables teachers to seek timely consultation with a psychologist, participate in mentoring programs, and utilize online platforms to obtain recommendations for stress management, thereby reducing emotional exhaustion and strengthening their internal resources. Creating a favorable working environment and opportunities for communication with colleagues contribute to the formation of professional solidarity and team spirit. Regular pedagogical forums, meetings, team-building activities, and mutual assistance groups provide an opportunity to exchange experiences, discuss challenging situations, and receive emotional support. Rational distribution of workload and provision of opportunities for professional development help educators maintain motivation and improve competence; this is achieved through optimization of work schedules, diversity of activities, participation in project work, and organization of professional development courses. Finally, regular supervision, coaching, and support groups create conditions for a systematic analysis of professional difficulties, the development of strategies to overcome them, and the strengthening of teachers' emotional resilience. The comprehensive application of these organizational strategies significantly reduces the risk of professional burnout, maintains the quality of the educational process, and ensures the psychological well-being of the teaching staff.

Thus, preventing professional burnout requires systematic work at both the individual teacher's level and the educational organization's level, which reduces the risk of resource depletion, increases job satisfaction, and maintains the quality of the educational process.

creation of psychological assistance systems, workload optimization, supervision and coaching sessions, the formation of a supportive work environment, and support groups, significantly reduce the risk of professional burnout and ensure the effectiveness of the educational process. The combination of individual and organizational strategies is crucial for comprehensive burnout prevention, particularly in conditions of heightened stress and instability resulting from war.

Prospects for further research include the development and testing of comprehensive psychological support programs tailored to wartime and crises, as well as the examination of the long-term effects of professional burnout on the mental and physical health of teachers. An

important area of research is the effectiveness of remote and online forms of psychological assistance, the impact of mentoring programs and support groups on stress resistance, and the

analysis of the relationship between burnout and other indicators of professional activity and quality of education.

Conflict of interest

The authors declare that there is no conflict of interest regarding the publication of this manuscript. Furthermore, the authors has fully adhered to ethical standards, including those related to plagiarism, data falsification, and duplicate publication.

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О. СТАТІВКА¹,

кандидат педагогічних наук, доцент, завідувач кафедри мовної підготовки
e-mail: orlovahelena@gmail.com, ORCID ID: <https://orcid.org/0000-0002-9956-9082>

О. БРИНЦЕВА²,

старший викладач кафедри іншомовної підготовки, європейської інтеграції та міжнародного співробітництва

e-mail: elenabrynceva2@gmail.com, ORCID ID: <https://orcid.org/0000-0002-2354-7901>

А. ПОДОРОЖНА²,

старший викладач кафедри іншомовної підготовки, європейської інтеграції та міжнародного співробітництва

e-mail: podorozhnik79@gmail.com, ORCID ID: <https://orcid.org/0000-0001-5248-7699>

¹Харківський національний університет внутрішніх справ,

проспект Льва Ландау, 27, м. Харків, 61080, Україна

²Харківський національний університет імені В.Н. Каразіна,

майдан Свободи, 4, м. Харків, 61022, Україна

ПРОФЕСІЙНЕ ВИГОРАННЯ ПЕДАГОГІВ В УМОВАХ ВІЙНИ: СТРАТЕГІЇ ПОДОЛАННЯ ТА ОРГАНІЗАЦІЙНА ПІДТРИМКА

Мета. Дослідити прояви професійного вигорання педагогів, визначити його основні компоненти та оцінити ефективність індивідуальних і організаційних стратегій подолання в контексті воєнних дій.

Методи. Використано поєднання теоретичних і емпіричних методів. Теоретичний аналіз здійснено за допомогою методів аналізу, синтезу та узагальнення наукових джерел. Емпіричне дослідження передбачало застосування стандартизованих психодіагностичних методик: Maslach Burnout Inventory (MBI) та Connor–Davidson Resilience Scale (CD-RISC), а також методів анкетування та напівструктурованого інтерв'ю. Результати оброблялися методами математико-статистичного аналізу (кореляційний аналіз).

Результати. Отримані результати свідчать про те, що значна частина викладачів демонструє помірний або високий рівень професійного вигорання. Найбільш вираженим структурним компонентом вигорання є емоційне виснаження, яке проявляється в хронічній втомі, зниженні емоційної залученості до професійної діяльності та виснаженні внутрішніх ресурсів. Виявлено, що викладачі з високим рівнем вигорання характеризуються зниженими показниками психологічної стійкості, меншою здатністю до подолання стресових ситуацій та зменшенням особистісних ресурсів. Кореляційний аналіз показав наявність статистично значущого взаємозв'язку між рівнем емоційного виснаження та показниками резистентності до стресу: зі зростанням рівня вигорання спостерігається зниження психологічної стійкості. Дані анкетування та інтерв'ю підтвердили, що викладачі відчувають підвищене психологічне навантаження в умовах воєнних дій, що негативно впливає на їх професійну мотивацію, емоційний стан та якість педагогічної взаємодії. Респонденти наголошували на потребі в психологічній підтримці, професійному консультуванні та програмах розвитку стресостійкості.

Висновки. Профілактика професійного вигорання потребує комплексного підходу, що поєднує розвиток індивідуальних ресурсів педагога та організаційні заходи підтримки. Упровадження систем психологічної допомоги, оптимізація робочого навантаження, супервізії, коучинг і групи підтримки сприяють підвищенню стійкості педагогів та збереженню якості освітнього процесу.

КЛЮЧОВІ СЛОВА: професійне вигорання, педагог, психологічна стійкість, стресостійкість, організаційна підтримка, індивідуальні стратегії, війна.

Конфлікт інтересів

Автори заявляють, що конфлікту інтересів щодо публікації цього рукопису немає. Крім того, автори повністю дотримувалися етичних норм, включаючи плагіат, фальсифікацію даних та подвійну публікацію.

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