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THE CATEGORY «PROFESSIONAL BURNOUT»: THE ESSENCE AND CHARACTERISTIC

The article is devoted to the problem of burnout as a destructive phenomenon in the work of university teachers. Three main approaches to the definition of professional burnout have been outlined. A generally accepted theory of viewing the structure of burnout as the one including the emotional debilitating, depersonalization process of personal achievement has been scrutinised. Main mental and physical symptoms and hallmarks of debilitation reflected in physical, psychological, and behavioral spheres of a teacher's life have been identified. The article deals with a problem of professional burnout of staff. Considered occupational stress factor leading to the emergence of professional burnout and some views on the nature, symptoms, and consequences of professional burnout and exhaustion of energy in emotional and personal resources of the university teacher.

Keywords: *burnout, depersonalization, university teacher, professional activity.*

Introduction

In existing conditions of globalization, the growth of information, communicative, emotional stresses, lack of motor activity and interference in the harmonious lifestyle of modern man as a result of the intensification of professional activity, the professional burnout has become a present-day phenomenon.

As a phenomenon of the subject of labor existence, the professional burnout is one of the major problems of theoretical and applied psychology of labor, the subject of work psychology, psychology of management and human resources management.

The urgency of professional burnout issues is related to the phenomenon conceptualization of the burnout in the context of labor activity, the definition of mechanisms and risk factors of its evolution aimed at development of scientifically grounded technologies for counteraction to its negative consequences.

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Materials and methods

There is no clear updated vision and understanding of the deep psychological mechanisms of the phenomenon of «burnout» at the conceptual level.

So, for example, in the analyzed dictionary sources (Great Dictionary of Modern Ukrainian Language / Formation and editors, V. T. Busel; Philosophical Dictionary / Ed. V. V. Shynkaruk; Psychological Dictionary etc.) there are not clear definitions of concepts «burnout», «emotional extinction», «professional burnout». This proves that, despite of a number of investigations, dealing with certain aspects of the burnout, a significant number of issues remain unresolved.

Among them: the lack of unambiguous understanding and definition of the subject area of the phenomenon of burning; A variety of views on nature, the root cause of burnout and its structure; unreasonably wide interpretation of the phenomenon of burning and its spread to various spheres of human life, except for professional.

Therefore, the purpose of this article is to substantiate the essence and highlight the characteristic of the category of «professional burnout» on the basis of theoretical analysis of science sources.

To do this, consider the concept of «emotional burnout».

The term «burnout» was proposed by the American psychiatrist H. J. Freidenberg in 1974. Sometimes this term is translated as «emotional burning». H. J. Freidenberg investigated the syndrome that manifested itself in the following manifestations:

- a) Feelings of indifference, emotional devastation, exhaustion (one can not give up work as it was before);
- b) dehumanization (development of negative attitude towards its colleagues and clients);
- c) negative self-perception in a professional plane – a feeling of insufficient professional skills.

There are three main factors that play a significant role in the emotional burnout syndrome – personal, role and organizational.

Personality factor. The conducted studies show that age, family status, herds of this work, do not affect the emotional burnout. But women in a greater degree develop emotional exhaustion than men, they fail to connect the motivation (arranged wages) and the development of the syndrome due to the importance of work, satisfaction with professional growth.

Psychologist H. J. Freidenberg describes «burning down» as sympathetic, humane, mummy, idealistic, oriented to people, and – at the same time – unstable, introverted, obsessed with fixed ideas.

V. Boyko points out the following personal factors contributing to the development of a syndrome of professional burnout: a tendency to

emotional coolness, a tendency to intensive experience of negative circumstances of professional activity, weak motivation of emotional dedication in professional activity.

Role factor. Established relationship between role conflict, role uncertainty and emotional burnout. Work in the situation of distributed responsibility limits the development of the syndrome of emotional burnout, and with a not clear or unevenly distributed responsibility for their professional actions, this factor sharply increases even at a significantly lower work load. Contribute to the development of emotional burnout those professional actions in which general efforts are not coordinated, there is no integration of actions, there is competition, while the successful outcome depends on the concerted actions.

Organizational factor. The development of the emotional burnout syndrome is associated with the presence of intense psycho-emotional activity: intensive communication, reinforcement of its emotions, intensive perception, processing and interpretation of the information received and decision-making. The second factor in the development of emotional burnout is the destabilizing organization of activities and the disadvantaged psychological atmosphere. This is a fuzzy organization and planning of work, lack of necessary funds, the presence of bureaucratic moments, many hours of work, which has a difficultly measured content, the presence of conflicts both in the system «leader – subordinate» and among colleagues.

There is another factor that contributes to the syndrome of emotional burn-up – the presence of a psychologically complex contingent, which has to deal with a professional in the field of communication (serious patients, «complex» adolescents, etc.)

Currently, there are several theories that distinguish the stages of emotional burnout.

J. Grinberg proposes to consider emotional extinction as a five-step progressing process.

1. The first stage of emotional burnout («honeymoon»). An employee is usually happy with work and tasks, and is enthusiastic about them. However, as work continues to continue, professional activity begins to bring less satisfaction and the worker becomes less energetic.

2. The second stage («fuel shortage»). Fatigue, apathy appear, there may be problems with sleep. In the absence of additional motivation and incentives, the employee loses interest in his work or disappears attractiveness of work in this organization and the productivity of its activities. Possible violations of labor discipline and disqualification (distancing) from professional duties. In the case of high motivation, the worker can continue to burn, using internal resources, but at the expense of his health.

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3. Third stage (chronic symptoms). Excessive work without rest, especially «workaholics», leads to such physical manifestations as exhaustion and predisposition to illnesses, as well as psychological experiences – chronic irritability, acute malice or depression, «tucked into the corner». The constant experience of lack of time.

4. The fourth stage (crisis). As a rule, chronic diseases develop, resulting in a person partially or completely losing capacity for work. Increasing dissatisfaction with their own efficiency and quality of life.

5. Fifth stage («breaking the wall»). Physical and psychological problems become more acute and can provoke the development of dangerous diseases, threatening the person's momentum. The employee has so many problems that his career is in jeopardy.

Scientists B. Perlman and E. A. Hartman proposed a «Dynamic Model» that includes four stages of emotional burnout:

1. The first stage is the tension associated with additional efforts to adapt to situational work requirements. Such tensions call the two most likely types of situations. First: skills and abilities of an employee are insufficient to meet the status-roles and professional requirements. Second: work may not meet its expectations, needs or values. These and other situations create a contradiction between the subject and the work environment, which triggers the process of emotional burnout.

2. The second stage is accompanied by a strong feeling and stressful experience. Numerous stressful situations do not cause relevant experiences, because there is a constructive assessment of their capabilities and awareness of the requirements of the working situation. Movement from the first stage of emotional burn-up to the second depends on the resources of the individual and on the status-role and organizational components.

3. The third stage is accompanied by the reactions of the main three classes (physiological, affective, cognitive) in individual variants.

4. The fourth stage is an emotional extinction as a multifaceted experience of chronic psychological stress. Being a negative consequence of psychological stress, the burnout experience manifests itself as a physical, emotional exhaustion, as an experience of subjective misfortune – physical and psychological discomfort. The fourth stage is figuratively comparable to the «attenuation of combustion» in the absence of the required fuel.

According to M. Burisch the model, the development of the emotional burnout syndrome is a series of stages. At first, there are significant energy costs – the result of an extremely high positive installation for professional activities.

As the syndrome develops, there is a sense of fatigue, which is gradually replaced by disappointment, decreased interest in their work. However, it should be noted that the development of emotional burnout is individual and is determined by the difference in the emotional and

motivational sphere, as well as the conditions in which the professional activities of a person.

In the development of a syndrome of emotional burnout, M. Burisch distinguishes the following stages and phases:

Preventive phase

Excessive part:

- Excessive activity;
- Sacrifice of needs that are not linked with work, conscientious removal from your mind of failures and disappointments;
- Limitation of social contacts.

Exhaustion:

- Feeling of tiredness;
- Insomnia;
- Risk of accidents;

Reduction of personal participation

In relation to colleagues:

- Loss of positive conception of colleagues;
- Step up from assistance to control and supervision;
- Shifting of guilt for one's failures onto others;
- Dominance of stereotypes in personal behavior towards other employees manifestation of inhuman approach to a person.

In relation to other people:

- Absence of empathy;
- Indifference;
- Cynical remarks.

In regard to professional activities:

- reluctance to perform their own duties;
- unsubstantiated prolongation of pauses in work, late arrivals, leaving work sooner;
- focus on material side with unhappiness with work.

Growing requirements:

- loss of life ideal, focus on one's needs;
- feeling of being used by other people;
- envy.

Emotional reactions

Depression:

- Constant feeling of guilt, decline in self-esteem;
- Uncalled for fears, mood changes, apathy.

Agression:

- protective behavior, accusation of others, ignorance of one's own inputs in failures;
- lack of tolerance and ability to compromise;

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- suspicion, conflict with other.

Phase of destructive behavior

Intellectual sphere:

- Decrease of concentration, inability to perform complicated tasks;
- Rigid thinking, lack of imagination.

Motivation area:

- Lack of initiative;
- Decrease in effective activities;
- Performing duties strictly following instructions.

Emotional social sphere:

- Indifference, avoidance of informal contacts;
- Lack of participation in other people's lives or excessive attachment to a specific person;
- Avoiding subjects linked to work;
- Self-sufficiency, loneliness, abandonment of hobbies, boredom.

Psychomatic reactions and decline in immunity:

- Inability to relax in a free time;
- Insomnia, sexual disfunctions;
- Increased blood pressure, tachycardia, headaches;
- Pain in the back, digestive disorders.

Disappointment and negative approach to life:

- Feeling of impotence and lack of meaning in life;
- Existence despair.

According to M. Burych, a strong dependence on work leads in the end to complete despair and existential emptiness.

Results

Thus, according to the results of the theoretical analysis of the concepts of «emotional burnout», «professional burnout» is extremely important in the professional activity of the individual.

The study of the mechanisms of counteraction to professional burnout as a systemic effect of subjective-personal, organizational and social factors is important for many branches of science and practice related to practice, professional maladaptation, deformation, mental well-being and professional health, labor motivation, social interaction of employees in various professional groups.

Professional burnout is a system quality of the subject of professional activity, which is formed as a result of the violation of optimal functioning in the system of «subject – profession – organization – society».

It is manifested in negative psychic conditions, attitudes towards oneself or in their own achievements, to other subjects of professional activity, as a cause and effect of reducing the supply of resources at different levels of psychological regulation.

Discussion and conclusions

Thus, professional burnout is an inserted into the system quality of the individual, which manifests itself in the deformation of professional objectives by way of semantic alienation. The dynamics of the development of professional burnout is due to contradictions between the organizational and professional requirements to the subject of labor, its expectations, the activity of attracting resources to the activities and management of them. With the negative development of professionalization, these contradictions contribute to the violation of semantic regulation, semantic alienation (loss of faith and the content of active activity), decrease in the activity of life position and confidence, are manifested in a significant change of subjective assessment of the ratio of vital «losses» and «achievements».

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Лариса Бегун-Трачук. Сутність та характеристика категорії «професійне вигорання».

У статті розглядається важлива проблема професійного вигорання персоналу. Розглянуто чинник професійного стресу, що призводить до виникнення професійного вигорання, і деякі погляди на суть, симптоми та наслідки професійного вигорання й виснаження емоційно-енергійних і особових ресурсів викладачів вищої школи. Проаналізовано сучасний стан визначення предметної області феномену вигорання; різноманіття поглядів, його першопричину та структуру; трактування феномену вигорання і його поширення на різні сфери людської життєдіяльності. Було розглянуто механізми протидії професійному вигоранню, питання, пов'язані з професійною дезадаптацією, деформацією, душевним благополуччям та

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професійним здоров'ям, трудової мотивації, соціальної взаємодії викладачів вищої школи.

Ключові слова: вигорання, деперсоналізація, професійне вигорання.

Larisa Behun-Trachuk. Treść i charakterystyka kategorii «wypalenie zawodowe».

W artykule rozpatruje się ważny problem wypalenia zawodowego personelu. Analizie poddano czynniki zawodowego stresu, który doprowadza do powstawania wypalenia zawodowego, oraz niektóre poglądy na istotę, symptomy i skutki wypalenia zawodowego, a także wyczerpania emocjonalnych, energetycznych oraz osobowych zasobów wykładowców wyższych uczelni. Przeanalizowano aktualny stan określenia przedmiotowego obszaru zjawiska wypalenia; przedstawiono różne poglądy, przyczynę tego zjawiska i jego strukturę; a także jak traktowany jest ten problem i jak rozprzestrzenił się na różne obszary ludzkiego życia. Rozpatrzono także mechanizmy przeciwdziałania zawodowemu wypaleniu, zagadnienia związane z zawodową dezadaptacją, deformacją, jak również psychiczną kondycją i zdrowiem, z motywacją zawodową i społecznym współdziałaniem wykładowców wyższych uczelni.

Słowa kluczowe: wypalenie, depersonalizacja, wypalenie zawodowe.

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