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STUDY OF WORK-RELATED LIFE AND BEHAVIORAL PATTERNS IN THE ASPECT OF
OCCUPATIONAL BURNOUT DEVELOPMENT AMONG TEACHERS OF THE HIGHER
MEDICAL EDUCATIONAL INSTITUTION

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Introduction. Occupational burnout (OB) is one of the most major threats in the teacher's workplace due to constant contact with people, conflict resolution, a large number of tasks, etc. Early identification of the burnout-development risk is easier than treating a burnout. The aim of this study: to determine the specifics of the occupational behavior model of teachers of higher medical education as a risk factor for the development of OB.

Materials and methods. The study was conducted on the basis of Kharkiv National Medical University, the sample included 105 teachers (21 men and 84 women), age range 23-78. Regarding the distribution of teaching (22) teachers had a humanitarian and socio-economic profile, 32 (30.5%) – natural science, 51 (48.6%) – clinical profile of teaching. The study of work-related life and behavioral patterns was conducted using the Arbeitsbezogenes Verhaltens- und Erlebensmuster (AVEM) questionnaire. Statistical processing of the results was performed using the software package IBM SPSS Statistics Standard Campus Edition 26.0 (5725-A54).

Results. The study found that the number of teachers who have a fairly unpretentious attitude to their work, have high rates of detachment and the lowest scores on a commitment to work, was 11 people (of whom 1 (4.8%) men and 10 (11.9%) women $p \leq 0.05$), and due to these characteristics they are associated with type S "economical". At the same time, most teachers (41 people) were classified as type A "exhausted", including 7 (33.3%) men and almost 34 (40.5%) women $p \leq 0.05$. This type is described by the prevalence of negative emotions as a consequence of mental overload; such people are dissatisfied with the effectiveness of their work. In our study 27 teachers, 7 (33.3%) male and 20 (23.8%) female $p \leq 0.05$ were put into type B "burnout". The emotional status of this type is characterized by low scores on the balance of mental resilience and lack of social support, and on the contrary, high rates of dissatisfaction with work and life. Such people have a low subjective value of their professional activity and their low-stress resistance is combined with constant anxiety and fear, a distinctly reduced ability to rest and to solve problems. It occurs that women are the most affected group in each type.

Conclusion. The work shows that most of the teaching staff, in particular, women, already have burnout syndrome (type B) or are at risk (types S and A). Probably, such a gender difference is due to the constant balancing of women's work-home duties and their greater need for emotional feedback at work, outside support. It is best to pay attention to the earliest signs of the problem when an unpretentious attitude to their work on a regular basis is noticeable. Otherwise, a progressive OB may lead to the development of psychosomatic disorders, general loss of interest in any professional activity, and, as a consequence, dismissal.