



Tymbota M., Stytsenko M.

AGE ASPECTS OF THE FORMATION OF PROFESSIONAL BURNOUT IN HIGH SCHOOL TEACHERS

Kharkiv national medical university
Department of Hygiene and Ecology No. 2
Kharkiv, Ukraine

Research advisor: prof. Zavgorodnii I.V.

Introduction. Professional activity of high school teachers is associated with different workloads. In addition to the physical factors of the load, such as noise, it is worth noting yet a mental load. It can be caused by interactive emotional work, especially communication between students and teachers. At the same time, very little is known about the fact that I teach in higher education institutions affects the health and emotional exhaustion of teachers. Pedagogical staff leads, in addition to teaching, scientific work, and, in medical universities, also a clinical one. Information on the burnout syndrome at university teachers is still not enough. There are only indications that the teaching staff of universities is not at risk in terms of stress and emotional burnout. The purpose of the study was to determine the role of teaching activity in higher education institutions in the genesis of emotional exhaustion in different age groups.

Materials and methods. To achieve the goal, 81 professors of higher education were questioned. The data were collected by anonymous questionnaires. The questionnaire contained questions about socio-demographic and professional data, as well as questions of the standardized scale – Maslach Burnout Inventory – General Survey (MBI-GS), which allows to determine the risk of development of burnout based on three scales: «emotional exhaustion» (EE), «cynism» (depersonalization) (D) and «personal achievements» (PA) (Maslach & Jackson, 1981).

Results. The obtained results indicate that the "high" level of emotional exhaustion of teachers is higher in their age group up to 36 years (35.3%), gradually decreasing to 4.5% with the age of 58 years, which can be explained by the formation of psychophysiological mechanisms of adaptation to the implementation of responsible tasks and formation, finally, the adaptive stability of working to influence of the factors of the work process. Depersonalization phenomena have a high degree of severity in the group under 36 years old (41.2%), gradually decreasing to 4.5% in the group more than 58 years.

The assessment of the phenomena of the scale "Personal Achievements" confirms the high level of personal achievements of teachers in all age groups, but the highest level is showed in the age group more than 58years, which indicates a pretty high self-esteem of professional efficiency among teachers with the highest academic teaching experience. The results of a higher incidence ("some burnout symptoms" and "burnout risk") in the first age group (up to 36 years) compared with other groups confirm some studies that show a propensity to burn out not only older, but also a younger age.



Conclusion. The influence of age on the burnout effect is ambiguous.