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EVALUATION OF PERSONAL CHARACTERISTICS OF TEACHERS,
DEPENDING ON AGE AND THEIR IMPORTANCE IN THE STRUCTURE OF
THE FORMATION OF EMOTIONAL BURNOUT

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Introduction. In our time, each of us is faced with many different stimuli, especially external ones. However, there are professions whose representatives face peak loads every day. One of these professions is a high school teacher. Every day, representatives of this profession are faced not only with daily physical exertion, but also with a high level of mental exertion. Long-term stay in this state can lead to various physical and mental health disorders, in particular, to emotional burnout. Earlier, emotional burnout was studied in representatives of professions associated with high physical, not mental, stresses. Thus, there is a need for research to establish the probability of burnout syndrome among high school teachers. 532 The purpose of the study was to determine the impact of teaching in the development of burnout, as well as identify personality traits that have an effect on the formation of this syndrome. Materials and methods. The study sample included 81 teachers of higher medical schools, which were divided into 4 age groups: up to 36.6 years, 36.6 - 48.6 years, 48.6 - 58.6 years, and over 58, 6 years. Data was collected by anonymous questioning. The questionnaire included questions about professional activities, as well as questions from the standardized scale - The Freiburg Personality Inventory, which is used to determine personality traits and states that are of primary importance for the process of social adaptation. It consists of 114 questions, which are divided into 12 scales: neurotic (17 questions), spontaneous aggressiveness (13), depression (14), irritability (11), sociability (15), poise (10), reactive aggressiveness (the desire to dominate) (10), shyness (10), openness (13), masculinity-femininity (15), and also two additional scales: extroversion-introversion (12 questions) and emotional lability (14). Research results. When analyzing the results of the study of personality traits in various categories of personal properties with regard to age, it

was found that most of the values are in the optimal range. However, among the teachers of the age group up to 36.6 years, the values of the variables “Spontaneous aggressiveness”, “Irritability”, “Shyness”, and “Emotional lability” were higher than those in the age group of 48.6 - 58.6 years. The same pattern is also observed among young teachers, as well as in comparison with persons aged 36.6 - 48.6 years (“Depression”, “Shyness”, “Emotional Lability”), and in relation to the group of persons over the age of 58.6 years (“Irritability”, “Sociability”, “Openness”). The highest degree of poise was shown by teachers of the age group of more than 58.6 years compared with the group aged 36.6 - 48.6 years. Conclusions. Research data shows that young teachers are more susceptible to external factors. This may be explained by the fact that older teachers already have a developed focus on the adverse factors of the working process as a result of years of experience.