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**PROBLEMS OF PROFESSIONAL BURNOUT OF  
SCIENTIFIC AND PEDAGOGICAL WORKERS  
INSTITUTIONS OF HIGHER EDUCATION IN  
THE CONDITIONS OF WAR AND WAYS TO  
SOLVE THEM**

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**Introduction.** Modern life in conditions of full-scale war makes people more and more vulnerable. The fast rhythm of life is an inevitable companion of any goal-oriented and prosperous person in his career. Intense work in wartime mode and constant time pressure, the desire to do as many things as possible at the same time, increasing time requirements, exhaust the capabilities of the nervous system, which are not unlimited. Issues of prevention and management of stress at work are becoming more and more relevant, since the socio-economic and political situation changes quite quickly in war conditions, the requirements for the efficiency of any professional activity increase, and the neuro-psychological and informational loads increase. As a result, a long-term stress reaction occurs due to the effect on a person of chronic professional stress, which today is considered as a syndrome of "professional burnout". In this regard, the syndrome of "professional burnout" should be considered as a factor that leads to the deformation of the personality of a professional.

**The hypothesis of the scientific research** consists in the study of the problems of professional burnout of scientific and pedagogical workers of higher education institutions in the conditions of war and the development of recommendations on ways to solve them.

**The purpose of the study is** to substantiate the peculiarities of professional burnout of scientific

and pedagogical workers of higher education institutions in the conditions of war and ways of solving them.

**The methodology of scientific research is** general scientific research methods: comparison, expert analysis, grouping method, systematic approach. One of the effective methods for preventing the syndrome of "professional burnout" in the field of "people-to-people" professions is a properly organized and content-filled educational environment of a higher education institution in wartime conditions.

**Conclusions and prospects for further research.** The study defined the concept of "professional burnout". The main problems affecting the formation of the "professional burnout" syndrome of teachers of higher education institutions are characterized. The syndrome of "professional burnout" is revealed as a dynamic process and the stages of development are highlighted. The question of the influence of the peculiarities of the educational environment in the conditions of war and in general professional activity in the field of "person-to-person" professions on the development of professional burnout syndrome is highlighted.

**KEYWORDS:** higher education institutions; scientific and pedagogical workers; prevention of professional burnout; stress; stress resistance; spiritual burnout; physical burnout; moral burnout; martial law; therapy.

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## ПРОБЛЕМИ ПРОФЕСІЙНОГО ВИГОРАННЯ НАУКОВО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ В УМОВАХ ВІЙНИ ТА ШЛЯХИ ЇХ ВИРІШЕННЯ

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**Вступ.** Сучасне життя в умовах повномасштабної війни робить людей все більш вразливими. Швидкий ритм життя – неминучий супутник будь-якої цілеспрямованої та процвітаючої в кар'єрі людини. Напружена робота в режимі воєнного часу та постійного цейтноту, прагнення зробити якомога більше справ одночасно, підвищення вимог часу, виснажують можливості нервової системи, які не безмежні. Питання профілактики і керування стресами на роботі набувають все більшої актуальності, оскільки в умовах війни достатньо швидко змінюються соціально-економічна і політична ситуації, зростають вимоги до ефективності будь-якої професійної діяльності, збільшуються нервово-психічні й інформаційні навантаження. Як результат, внаслідок дії на людину хронічних професійних стресів виникає довготривала стресова реакція, яка на сьогоднішній день розглядається як синдром «професійного вигорання». У зв'язку з цим синдром «професійного вигорання» слід розглядати як чинник, що призводить до деформації особистості професіонала.

**Гіпотеза** наукового дослідження полягає у дослідженні проблем професійного вигорання науково-педагогічних працівників закладів вищої освіти в умовах війни та розробці рекомендацій щодо шляхів їх вирішення.

**Метою дослідження** є обґрунтування особливостей професійного вигорання

науково-педагогічних працівників закладів вищої освіти в умовах війни та шляхів їх вирішення.

**Методологією наукового дослідження** є загальнонаукові методи дослідження: порівняння, експертного аналізу, метод групування, системний підхід. Одним із ефективних методів для профілактики синдрому «професійного вигорання» у сфері професій типу «людина-людина» є правильно організоване та змістовно наповнене освітнє середовище закладу вищої освіти в умовах війни.

**Висновки та перспективи подальших досліджень.** В дослідженні визначено поняття «професійного вигорання». Охарактеризовано основні проблеми, що впливають на формування синдрому «професійного вигорання» викладачів ЗВО. Розкрито синдром «професійного вигорання» як динамічний процес та висвітлено стадії розвитку. Висвітлено питання впливу особливостей освітнього середовища в умовах війни та загалом професійної діяльності у сфері професій типу «людина-людина» на розвиток синдрому професійного вигорання.

**КЛЮЧОВІ СЛОВА:** заклади вищої освіти; науково-педагогічні працівники; профілактика професійне вигорання; стрес; стресостійкість; духовне вигорання; фізичне вигорання; моральне вигорання; воєнний стан; терапія.

**Statement of the problem** Undoubtedly, people-to-people professions require from their representatives, in addition to professional competencies, emotional intelligence, stress resistance, and moral and willpower qualities. The high demands and emotional burdens faced by teachers of higher education institutions contain the danger of complex experiences related to work situations and the possibility of professional stress.

The intensive development of modern innovative educational technologies, mobile Internet resources, and social networks has led to the constant, 24-hour availability of teachers who do not have time for rest, self-recovery of their physical and psychological health. Representatives of many other professions have clearly standardized working hours. What cannot be said about teachers of higher education institutions, especially in the conditions of war. Such a difficult situation leads to the general exhaustion of the personality, to the process of its multifaceted "burnout".

**Analysis of recent research on the problem** The analysis of domestic and foreign literature showed that a significant number of publications are devoted to the problems of the syndrome of "professional burnout" and the successful formation of the professional career of employees of educational organizations. In particular, a number of scientific works are aimed at the development and improvement of methods for diagnosing the syndrome of "professional burnout". In view of the growing number of studies, the problem of preventing the syndrome of "professional burnout" of teachers of higher education institutions has not lost its relevance, especially in wartime conditions.

According to the definition of the World Health Organization, "burnout" syndrome is a physical, emotional or motivational exhaustion, characterized by impaired productivity at work and fatigue, insomnia, increased susceptibility to somatic diseases, as well as the use of alcohol or other psychoactive substances with in order to obtain temporary relief, which tends to develop physiological dependence and (in many cases) suicidal behavior. "Emotional burnout" is a reaction of the physiological and psychological spheres of a person, which arises as a result of prolonged exposure to medium-intensity stresses caused by his leading activities. The syndrome of "emotional burnout" is a complex psychophysiological phenomenon, which is defined as emotional, mental and physical exhaustion due to prolonged emotional stress.

Thus, in the conditions of the war, the problem of "emotional professional burnout" of teachers of higher education institutions has already become a global problem.

**The purpose of the study there** is study of the problem of professional burnout of scientific and pedagogical workers of higher education institutions in the conditions of war.

**Presentation of the main material** The general idea of the psychology of the educational and industrial environment is primarily aimed at eliminating stress, since, according to experts (Sydorchuk, 2016; <http://stud.com.ua>), it is stress that often becomes the cause of mistakes and injuries. In a state of stress, a person's sleep, coordination of movements, the ability to make decisions are often disturbed, and the general working capacity and efficiency of activities decrease. Thus, by reducing the effect of all stressful factors, we can obtain not only a significant improvement in the quality of work, but also a significant reduction in injuries, and therefore the associated financial costs.

Stress is inherent in any profession, in particular, related to intellectual workload. In general, the concept of "stress" has more than 40 different definitions. According to G. Selye, stress is a non-specific reaction of the body in response to a very strong external action (stress factor) that exceeds the norm, as well as a corresponding reaction of the nervous system. According to the classification of G. Selye, the development of a stressful state has three stages:

1. The stage of anxiety causes mobilization of the body, during which biological reactions occur, which determine the possibility of fighting or fleeing. Physiological changes occur: narrowing of blood vessels, thickening of blood, increased pressure, outflow of blood from the skin, enlargement of the liver, spleen, increased work of the kidneys, etc.

2. Stage of resistance. The body tries to resist or cope with the threat. If the threat continues and cannot be avoided, the body adapts to the stress and continues to work under the changed conditions.

3. Stage of exhaustion (disorganization). If the effect of stress continues and the person is unable to adapt, it depletes the body's resources. The same reactions that allow you to resist short-term stressors (increased muscle tension, preventing signs of pain, stopping digestion, high blood pressure) are harmful in the long term.

One of the types of stress is professional stress, which manifests itself in psychological and somatic reactions to stressful situations in a person's professional activity. According to the results of the study, 81% of Ukrainians feel stressed at the workplace. The most dangerous for a person is the development of chronic stress, its manifestations are listed in the Table 1.

Against the background of chronic professional stress, the syndrome of professional burnout develops as a set of negative experiences related to professional activity, the team, the organization; this condition leads to the exhaustion of the emotional, energetic and personal resources of a person, which potentiates the deformation of the personality of the professional. According to the latest researches, the teaching profession is included in the risk group of occupational stress (<http://studopedia.com.ua>; Pines and Aronson, 1988; Brill, (1984). The activity of a teacher of secondary education, which belongs to the

sphere of "person – person", due to its oversaturation with stressogenic factors, requires a specialist to have powerful reserves of self-regulation, and that is why it belongs to the most emotionally stressful types of work. Professional burnout of teachers consists of the following components: feeling of professional incompetence; frustration; emotional exhaustion; professional deformation; professional marginalism. Risk groups for the occurrence of professional burnout syndrome among teachers of higher education institutions are employees who: recently started work and have not yet sufficiently adapted to their duties, team, corporate culture; work for a long time, who have already developed stereotypes of perception and behavior; have a low level of professional competence; have a very high level of requirements, perfectionists and workaholics; have a high level of the following psychological properties: neuroticism, anxiety, rigidity, conflict and a low level of self-esteem, self-efficacy; have constant problems outside of work (health, family, etc.). Thus, the main task facing managers and first of all as a professional person, there is a prevention of the occurrence of professional stress and the syndrome of professional burnout that follows. Employees of Ukrainian companies use ignoring it, playing sports and using sedatives as the main method of combating professional stress, only 2% turn to a psychologist (<http://studopedia.com.ua>). In recent decades, the concept of stress management has been formed – it is the competent management of one's condition and behavior during severe physical or psychological stress. There are several methods and means of overcoming psychological, including industrial stress (Table 2).

Table 1

**Symptoms of chronic stress**

<p><b>Manifestations in the field of thinking</b></p> <ul style="list-style-type: none"> <li>• loss of concentration, subjective feeling of "weakening of memory"</li> <li>• easy distraction</li> <li>• loss of initiative, professional interests</li> <li>• negative thoughts</li> <li>• tendency to make hasty decisions or postpone decision-making</li> </ul>	<p><b>Manifestations at the level of behavior</b></p> <ul style="list-style-type: none"> <li>• anxiety, fussiness, which prevents concentration on the task</li> <li>• loss of appetite or overeating</li> <li>• restless sleep</li> <li>• conflict</li> <li>• increase in absences from work</li> <li>• tendency to accidents</li> <li>• evasion of responsibility</li> <li>• abuse of smoking, alcohol, addiction to tranquilizers and sleeping pills</li> </ul>
<p><b>Psychovegetative symptoms</b></p> <ul style="list-style-type: none"> <li>• shortness of breath, persistent headaches</li> <li>• increased heart rate, high blood pressure</li> <li>• upset stomach, nausea</li> <li>• increased fatigue</li> <li>• vague pains in different parts of the body</li> <li>• tendency to allergic reactions, skin rash</li> <li>• frequent colds</li> <li>• double vision</li> </ul>	<p><b>Manifestations in the field of emotions</b></p> <ul style="list-style-type: none"> <li>• confusion, irritation</li> <li>• bad mood, rapid mood changes</li> <li>• indecisiveness, lack of enthusiasm</li> <li>• inability to feel sympathy for other people</li> <li>• loss of confidence, low self-esteem</li> <li>• dissatisfaction with work and life in general, feelings of fatigue</li> </ul>

Table 2

**Methods of overcoming stress**

Types of stress factors	Coping means
the realm of wise acceptance	<ul style="list-style-type: none"> <li>• muscle relaxation</li> <li>• deep breathing</li> <li>• visualization – use of positive images</li> <li>• rational therapy</li> <li>• rayraming</li> </ul>
area of constructive actions	<ul style="list-style-type: none"> <li>• choosing the right strategy</li> <li>• setting an adequate goal</li> <li>• special skills training</li> <li>• time management training</li> </ul>
the area of subjective stress	<ul style="list-style-type: none"> <li>• overcoming the evaluation approach</li> <li>• positive thinking skills</li> <li>• changing inadequate beliefs</li> <li>• blocking unwanted thoughts</li> </ul>
area of self-regulation	<ul style="list-style-type: none"> <li>• autotening</li> <li>• neurolinguistic programming</li> <li>• self-confidence training</li> <li>• relaxation</li> <li>• breathing techniques</li> <li>• biological feedback (biofeedback)</li> </ul>

The methods of self-regulation and self-management are probably the most important for teachers of higher education institutions.

Mental self-regulation is a person's ability to purposefully change the work of various psychophysiological functions, which requires special means of reality control.

Pedagogical activity, due to its oversaturation with stressogenic factors, requires a specialist to have powerful reserves of self-regulation, and that is why it is one of the most emotionally stressful types of work. In this regard, one of the negative consequences of long-term stress is the syndrome of professional burnout (Meshko, 2012).

Modern scientists define the syndrome of "professional burnout" as a personal deformation caused by professional stress. The vast majority of researchers see the main cause of professional burnout in the so-called "chronic fatigue syndrome", which is accompanied by psychosomatic and somatopsychic disorders. The key component of the syndrome of "professional burnout" is the discrepancy between the personality and the demands placed on it. Today, almost all groups of specialists in "communicative" professions, professions of the "human-human" type (teachers, medical workers, military personnel, educators, actors, service workers, etc.) have people with a high and medium level of "burnout". This problem is quite acute for teachers of higher education, who are subjected to intense deforming influence. This is connected, first of all,

with the peculiarities of professional activity, as well as the lack of conditions in higher education to relieve psychological fatigue, insufficient competence in matters of maintaining and strengthening professional health.

Currently, the work of a teacher at a higher education institution is in the "risk group", it is characterized by tension, increased responsibility, and the obviousness of a wide range of duties, which causes its chronic stress. After all, the professional activity of a teacher obliges to have a high level of professionalism, to easily and quickly adapt to the complex conditions of pedagogical activity and to respond adequately to various circumstances. It is appropriate to point out that the level of professional burnout among teachers of higher education institutions, due to the specificity of the profession, is considered one of the highest. This is evidenced by the results of empirical research, which proved that the majority of teachers are characterized by a high and medium level of manifestation of the syndrome of "professional burnout" (<http://stud.com.ua>; Pines and Aronson, 1988; Brill, (1984). Most often, "professional burnout syndrome" occurs in "soft", humane people who are more inclined to compassion. At the same time, "professional burnout syndrome" is dangerous for authoritarian, emotionally cold and restrained people who have a low level of empathy (<http://studopedia.com.ua>; Schaufeli, Maslach and Marek, 1993).

The following external and internal causes of teacher burnout are identified.

***External reasons:***

1. Corporate culture: multi-tasking, overloading, the need to perform duties that go beyond the functional duties at the workplace, regular reporting within the specified deadline, the possibility of punishment for failure to complete tasks on time, constant deviations in the authoritarian style of management.

2. Destabilizing organization of activities: constant innovations, role uncertainty, constantly tense rhythm of work, irregular working hours.

3. Intense psycho-emotional activity: a heavy contingent of students and colleagues, the need for constant intensive communication with people.

4. Constant requirements for high personal responsibility in the workplace.

5. Insufficient financial remuneration for the performed activity, which is subjectively perceived as unsatisfactory.

6. Lack of psychological reward, which is perceived by a person as the uselessness of his work for society.

7. Independence of remuneration from the efforts and personal contribution of the employee.

8. Unfavorable psychological atmosphere of professional activity, determined by conflict between the boss and subordinates, and between colleagues.

9. High level of rivalry in the team.
10. Uniformity of duties, long stay (more than 5 years) in the position.
11. Feeling of instability, fear of losing one's workplace.
12. New working conditions, the need to demonstrate high efficiency at the new workplace.

***Internal reasons:***

1. Increased nervousness and anxiety in war conditions.
2. Increased vulnerability and sensitivity, which can completely block the mechanism of psychological protection.
3. Very high level of empathy.
4. Emotional rigidity. Emotional burnout occurs more often in those who are less reactive and expressive and more emotionally restrained. People with impulsive burnout syndrome develop more slowly.
5. Increased personal and social levels of responsibility.
6. Weak professional orientation, low motivation of emotional return in professional activity.
7. Low self-esteem.
8. Low self-efficacy.
9. The internal need to always "be a role model" – to radiate energy, professionalism and self-confidence every minute, to look good.
10. An idealistic attitude to work, a tendency to dream, which leads to the use of emotional burnout as a mechanism of psychological protection.
11. Ethical defects and personal disorientation.

The main factors affecting the formation of the syndrome of professional burnout among teachers of higher education are:

- personal factor (tendency to compassion, idealistic attitude to work, at the same time instability, tendency to daydream, obsession with obsessive ideas; empathy, humanity, softness, idealization, introversion, fanaticism, etc.). Seniority, marital status, and age do not affect professional burnout. However, psychologists believe that the syndrome of professional burnout is more common in women than in men. Since women are more prone to the emotional experience of failures both in professional activities and in personal life;

- the role factor manifests itself in role conflict and role uncertainty. A team in which the responsibilities of employees are clearly divided will be much less prone to burnout, compared to others;

- organizational factor (indifference to one's duties reflected at work, dehumanization in the form of negativism towards both students and colleagues, a sense of one's own professional incapacity, dissatisfaction with work, depersonalization phenomena). The syndrome of professional burnout is directly related to the need for intensive communication, supported by emotions, intensive perception, processing and interpretation of information, decision-



making. Also, professional burnout is caused by an unfavorable atmosphere in the team, incorrect organization and planning of activities, conflicts in the team, "difficult students".

It is especially emphasized that the set of signs and symptoms of professional burnout in each individual case may vary depending on the individual characteristics of the employee, the characteristics of his social and psychological environment and working conditions.

Professional burnout is most often observed in young teachers, as they demand effective work from themselves, if the teacher does not achieve the desired result in working with students and colleagues, he has feelings of incompetence and dissatisfaction with the chosen profession. Teachers with more experience are more likely to experience mental and physical exhaustion than emotional exhaustion.

**Research Findings and Prospects** In order to avoid such negative dynamics and maintain health and a high level of work capacity, it is desirable for a teacher of higher education institutions to prevent "emotional and professional burnout" by applying, in particular, a comprehensive approach based on the theoretical research of modern scientists (<http://stud.com.ua>; <http://studopedia.com.ua>; Pines and Aronson, 1988; Brill, (1984). In a comprehensive approach, we see the correction of the teacher's mental, physical and spiritual health.

I. Recommendations for correction of the physical component.

1. The simplest, universal way to restore personality and the primary need of the human body is an established sleep regime (8 hours). After all, a constant lack of adequate sleep, due to excessive teacher overload, leads to negative acquired habits and stimulates the development of "professional burnout".

2. Diet according to the biological rhythm and the teacher's regimen. Balanced and healthy food is a guarantee of not only physical but also emotional health of a specialist.

3. Physical activity, namely: sports, morning gymnastics, yoga, fitness, dancing, etc.; massage – will help to restore strength as quickly as possible and will allow to relieve the tension of the whole body.

4. Aromatherapy is a method of therapy using essential oils that are introduced into the body through the respiratory tract (inhalation, inhalation) and through the skin (massage, compress, etc.). This method has a beneficial effect on the human body (smells of citrus fruits, bergamot, spices have a positive effect on the nervous system, there is a feeling of invigoration).

5. Breathing exercises (respiratory gymnastics, bodyflex, etc.) tone the nervous and vascular systems, increase blood circulation, contribute to the formation of the ability to concentrate, eliminate psycho-emotional stress and their consequences.

## II. Recommendations for correction of the mental component.

1. Art therapy is a type of psychotherapy and psychological correction based on art and creativity. A special place should be given to "color treatment" isotherapy. The use of green and blue colors promotes relaxation, red and yellow when there is a need to renew energy. Music therapy also contributes to the harmonization of the psycho-emotional state and helps to get rid of negative emotions.

2. Keeping a diary with introspection. It is appropriate to make records of both positive and negative changes and reactions to certain events.

3. Time management consists in planning and correcting the activity schedule for the week. This technique will help the teacher to correctly allocate time for work and rest, without missing anything.

4. Positive psychology is based on positive constructive thinking of the individual, avoiding the use of negative clichés, in order to successfully achieve clearly defined productive goals.

## III. Recommendations for correcting the spiritual component.

1. Communicating with family, friends, nature, animals (the environment always helps restore strength and energy).

2. Various trips enrich and diversify life. It is advisable to combine the trip with a visit to an interesting scientific conference, to expand the scientific worldview and expand communication platforms.

It is common knowledge that professional burnout of an employee is most dangerous at the beginning of its development. A "burning out" employee, as a rule, is hardly aware of his symptoms, so changes in his behavior are the first to be noticed by colleagues. That is why it is very important for managers and colleagues to notice such manifestations in a timely manner and properly organize a support system for these employees. According to experts, the prevention and correction of mental burnout should include inculcating in the personality the skills of adequate emotional response to external and internal circumstances. Self-control skills, the ability to work with one's own negative emotions, and the ability to express feelings and emotions freely and naturally are important.

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