





Emotional burnout of Ukrainian teachers in the context of a full-scale invasion

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ABSTRACT. Teaching is considered an emotionally challenging profession that can lead to the emotional burnout of an employee. Factors that might be considered significant predictors of emotional burnout have been generalized. The following are suggested to be among the primary groups of symptoms of a teacher's emotional burnout: physical, socio-psychological, emotional, behavioral, and intellectual. The purpose of the study was to determine the manifestation of emotional burnout among university educators in the post-pandemic era under martial law and to find out the cause-and-effect relationship. A voluntary survey of 177 educators at four universities located in the central part of Ukraine, at a distance of more than 200 km from the line of direct military operations, was carried out. Boyko's "Diagnostics of the Level of Emotional Burnout" and the authors' questionnaire have been implied. The study revealed that 13% of educators have developed the syndrome of emotional burnout, and the syndrome is in the creation stage in 34.46%. In the structure of the syndrome of emotional burnout, the dominant phase is resistance. The exhaustion and stress phases are less pronounced. Among the dominant symptoms of emotional burnout are inadequate selective emotional responsiveness and a reduction in professional duties.

Keywords: emotional burnout, educator, teaching, university teacher, stress.

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Esgotamento emocional de professores Ucrânicos no contexto de uma invasão em grande escala

RESUMO. O magistério é considerado uma profissão emocionalmente desafiadora que pode levar ao esgotamento emocional do educador. Os fatores que podem ser considerados preditores significativos do esgotamento emocional foram generalizados. Sugere-se que os seguintes fatores estejam entre os principais grupos de sintomas de esgotamento emocional de um professor: físico, sociopsicológico, emocional, comportamental e intelectual. O objetivo do estudo foi determinar a manifestação do esgotamento emocional entre os educadores universitários na era pós-pandemia sob a lei marcial e descobrir a relação de causa e efeito. Foi realizada uma pesquisa voluntária com 177 educadores de quatro universidades localizadas na região central da Ucrânia, a uma distância de mais de 200 km da linha de operações militares diretas. Foram aplicados o "Diagnóstico do Nível de Esgotamento Emocional" de Boyko e o questionário dos autores. O estudo revelou que 13% dos educadores desenvolveram a síndrome do esgotamento emocional, e a síndrome está em fase de criação em 34,46%. Na estrutura da síndrome do esgotamento emocional, a fase dominante é a resistência. As fases de exaustão e estresse são menos pronunciadas. Entre os sintomas dominantes do esgotamento emocional estão a resposta emocional seletiva inadequada e a redução das tarefas profissionais.

Palavras-chave: esgotamento emocional, educador, ensino, professor universitário, estresse.

El desgaste emocional de los profesores Ucranianos en el contexto de una invasión a gran escala

RESUMEN. La enseñanza se considera una profesión emocionalmente desafiante que puede conducir al desgaste emocional de un empleado. Se han generalizado los factores que podrían considerarse predictores significativos del desgaste emocional. Se sugiere que entre los principales grupos de síntomas del desgaste emocional de un profesor se encuentran los siguientes: físicos, socio-psicológicos, emocionales, conductuales e intelectuales. El propósito del estudio era determinar la manifestación del agotamiento emocional entre los educadores universitarios en la era pospandémica bajo la ley marcial y averiguar la relación causa-efecto. Se realizó una encuesta voluntaria a 177 educadores de cuatro universidades situadas en la parte central de Ucrania, a una distancia de más de 200 km de la línea de operaciones militares directas. Se han aplicado el "Diagnóstico del nivel de agotamiento emocional" de Boyko y el cuestionario de los autores. El estudio reveló que el 13% de los educadores han desarrollado el síndrome de desgaste emocional, y el síndrome se encuentra en la etapa de creación en el 34,46%. En la estructura del síndrome de desgaste emocional, la fase dominante es la resistencia. Las fases de agotamiento y estrés son menos pronunciadas. Entre los síntomas dominantes del desgaste emocional se encuentran la inadecuada capacidad de respuesta emocional selectiva y la reducción de las tareas profesionales.

Palabras clave: agotamiento emocional, educador, enseñanza, profesor universitario, estrés.

Introduction

Teaching is considered an emotionally challenging profession due to the high impact of a wide diversity of occupational risk factors on educators' health: stress, burnout, and attrition (Agyapong et al., 2022). Work overload, role ambiguity, lack of workplace social support or classroom management difficulties, low salaries, and improper arrangements of the classroom environment were found to be significant factors responsible for the burnout among teachers (Sari, 2004). Teaching is a highly demanding profession that requires both excellent knowledge of the subject and, at the same time, unlimited psychological resources for coping with everyday emotional challenges.

The aforementioned is particularly relevant for the profession of teaching over the last 5 years, when student and parent expectations have changed significantly (Kariou et al., 2021). The modern education system makes increasingly high demands on the teachers' energy, strength, and resources (Shukla & Trivedi, 2008; Oh, 2023). Teachers must constantly upgrade their professional competency standards in order to achieve these criteria, which calls for increased physical and mental strain (overtime activity). Teachers who are in stressful work environments eventually run out of psychophysiological resources. The continual growth in the number of students per teacher contributes to the "burnout". The management of the educational system, a comparatively low pay scale, and a lack of job satisfaction all put constant pressure on teachers.

Teachers who are emotionally adept are better able to handle emotional and social pressures since they are expected to exhibit good emotions and repress negative ones. They must also constantly regulate both their own emotional displays and those of their students (Przybylska, 2016).

This is consistent with the literature indicating that employees can experience burnout as a result of the congruence and discordance between their personal emotional states and occupational expectations (Mesmer-Magnus et al., 2012).

Teacher burnout associated with the depletion of psychological resources (Kim and Asbury, 2020) has received a considerable amount of attention, both from policy-makers as well as in educational research (Donker et al., 2020; Valosek et al., 2021; Cheng, 2022).

A bulk of research has been done concerning teacher emotional burnout. The natural experiment to determine the manifestations of emotional burnout among 56 university

teachers at the end of the academic year, conducted by Bocheliuk et al. (2021), revealed signs of burnout in one-third of university teachers. The leading symptoms were emotional exhaustion and depersonalization, decreased feelings of joy, and increased severity of anxiety and depressive reactions.

The investigation of a sample of 200 teacher educators in District Gaya, India, has shown that educators suffered from extreme (17.5%), mild (74%), and low (8.5%) burnout. It also shows that male and female teacher educators were not significantly different on burnout scores. The burnout of teacher educators differs significantly depending on whether they live in an urban or rural environment. In contrast to their urban counterparts, rural teacher educators had higher mean scores, indicating that they were more burned out. There was no significant difference in burnout scores for educators with less and more experience (Kant and Shanker, 2021).

However, the study by Kyrian et al. (2020) was contradictory to this finding. The study revealed that the actual socio-demographic characteristics of teachers (age, gender) have a greater impact on such a component of professional burnout as emotional exhaustion, while organizational and professional characteristics have a greater effect on such components of professional burnout as depersonalization and reduction of personal achievements. According to the scholars, the length of teaching experience has a positive effect on reducing almost all components of professional burnout; the level of expression of emotional exhaustion decreases with age; women have a lower degree of emotional exhaustion than men.

The cross-sectional study by Tsybuliak et al. (2023) examined burnout dynamics among Ukrainian academic staff during the full-scale war. The results showed a significant positive trend in emotional exhaustion among Ukrainian academic staff, with females being more sensitive to war-related factors. The results demonstrate that prolonged stressful situations associated with the ongoing war and constant changes in professional conditions lead to significant depersonalization dynamics among academic staff of both sexes. For male academic staff, factors such as age and academic position become less significant for depersonalization. However, university relocation and migration processes were significant factors affecting female academic staff's perception of effectiveness and accomplishment in their professional activities.

In line with the previous findings, the empirical study by Soroka and Gmyr (2021) found that teachers with 11–30 years of experience exhibit excessive emotional exhaustion to

a greater extent, along with the development of indifference in professional relationships. In addition to attempting to minimize the amount of time they spend on professional responsibilities. They also have worse physical health than new instructors. Elderly educators experience blood pressure issues, sleep disturbances, and headaches as a result of unchecked stress brought on by interpersonal interactions in the workplace (Soroka & Gmyr, 2021).

While the study by Bleck and Lipowsky (2022) discovered that latent variations in emotional tiredness prior to and during the COVID-19 pandemic were not substantially predicted by gender, age, the type of teaching profession analyzed, or the quantity of distance learning.

Oh (2023) found that when examining the correlation between burnout and demographic factors such as age, experience, marital status, and gender, the results are inconsistent, which makes it challenging to consider these factors as significant predictors of burnout.

Other authors (Ozamiz-Etxebarria et al., 2021) have investigated the effects of stress, anxiety, and burnout. They reached a reasoned conclusion about the need to protect the emotional well-being of teachers in order to improve both the quality of teaching and the mental health of educators.

However, one of the problems in Ukraine is the limited knowledge and comprehension of teachers' emotional burnout during times of military aggression. Many teachers and employees of educational institutions are not fully aware of the harmful effects of war on the well-being of teachers. As a result, the issue is frequently disregarded or not sufficiently addressed, depriving educators of the tools and support they need to manage the emotional difficulties they encounter.

Literature review

Currently, the problem of emotional burnout is the subject of research in the field of many related sciences, which study this phenomenon from different perspectives. The analysis of scientific works proved the diversity and ambiguity of opinions regarding the nature of emotional well-being of educators.

Various studies have already captured the perspective of teachers' emotional well-being by looking for variables and circumstances that guarantee its preservation and strengthening;

strategies, tactics, and means of preventing the action of risk factors for health; and reserves and potentials, which will guarantee a person's essential and sufficient degree of professional functioning, ensuring a high-quality outcome upon implementation (Oh, 2023).

The analysis of scientific works proved the diversity and ambiguity of views on the nature of emotional burnout among educators. Emotional intelligence, emotional exhaustion, and professional burnout are important concepts that have been the focus of numerous investigations (Donker et al., 2020; Bleck & Lipowsky, 2022; Cuadrado et al., 2022; Kariou et al., 2021; Turner & Garvis, 2023). Overall, the review of the literature supports the significant associations between these work-specific variables, with the majority of results pointing to a consistent relationship between work environment and emotional burnout.

Burnout is a psychological syndrome that involves a prolonged response to chronic emotional and interpersonal stressors on the job (Maslach et al., 1996).

Emotional burnout is usually seen as a stress reaction in response to professional and emotional demands, whereby a person is overly devoted to professional activities and at the same time despises family life or leisure. Such a long-term imbalance inevitably leads to the syndrome of emotional burnout; therefore, it is a consequence of stress that a person is unable to control. This is preceded by a state when a person subconsciously accumulates negative emotions and does not get rid of them.

According to Oh (2021), teacher burnout syndrome is a general term for a phenomenon in which the ability to devote oneself to students is reduced due to a lack of emotional energy due to teaching work (emotional exhaustion), the attitude of treating students as if they are objects (depersonalization), and failure and helplessness in the teaching profession are not devoted to the development of students (reduced personal accomplishment).

The teacher's work is associated with physical and neuropsychological stress, and the emotional sphere gradually loses the ability to respond adequately to the situation of professional interaction. This leads to the formation of emotional burnout, which acts as a mechanism of psychological protection developed by the individual in the form of complete or partial exclusion of emotions or a decrease in their activity in response to psychotraumatic influences. A person acquires a certain emotional stereotype that allows him to dose and economically spend energy resources. The extreme manifestation of emotional burnout is characterized by the emergence of dysfunctional consequences of communicative and psychosomatic coloring.

The results of scientific research provide an understanding of the essence of the phenomenon of burnout and its manifestations as a structured series of symptoms, which is a frequent manifestation of professional deformation for individuals who work in interpersonally oriented occupations such as healthcare and education (Maslach & Leiter, 2016). It is about gradual emotional fatigue and devastation, behind which there are serious psychological and psychophysiological reactions that have their own causes, forms of manifestation, and communicative consequences. The main thing is that the basis for the occurrence of burnout is the powerful action of a social factor, which is combined with relevant internal factors.

The process of “burnout” simultaneously affects the emotional, cognitive, and somatic spheres of a person’s personality and affects the effectiveness of the performed activity.

Emotional burnout is considered the main component of professional burnout and is characterized by an understated emotional background, indifference, or emotional oversaturation. Depersonalization manifests itself in the deformation of relations with other people. In some cases, this may be an increase in dependence on other people; in others, – an increase in negativism, cynical attitudes, and feelings towards recipients: patients, clients, subordinates, etc. Reduction of personal achievements is the most serious stage, which is characterized by a decrease in the sense of competence and value of own activity, negative self-perception, a decrease in professional and personal self-esteem, where motivation and, ultimately, an indifferent attitude to work.

Boyko (2002) conceptualizes emotional burnout as having three consecutive components: tension, resistance, and exhaustion.

The first component, tension, is characterized by a feeling of emotional depletion and fatigue caused by one’s own professional activity. The second component, resistance, involves severe emotional exhaustion, which provokes the emergence and development of defensive reactions that make a person emotionally closed, detached, and indifferent. Against this background, any emotional involvement in professional affairs and communications results in a person feeling overworked.

The third component, exhaustion, is characterized by the psycho-physical overtiredness of a person, desolation, leveling of one’s own professional achievements, violation of professional communications, cynicism towards colleagues and students in work-related matters, and the emergence of psychosomatic disorders.

When considered together, the syndrome of emotional burnout is a physiological response to the long-term consequences of medium- and high-intensity professional stress. A state of persistent stress is brought on by regular labor, often without breaks or weekends, and ongoing physical, psychological, and intellectual strain that is exacerbated by intense emotional interactions. Negative events and circumstances add up over time, and this can cause major physical and mental illnesses. Thus, the first people who run the risk of experiencing emotional burnout are those who are willing to work nonstop and who dedicate their time to their profession without taking breaks, vacations, or days off.

Causal factors of teacher emotional burnout syndrome

Teacher emotional burnout syndrome is emerging as a major problem in the educational field and is caused by a number of factors (Oh, 2023).

The following primary causes of teacher emotional burnout were identified through an analysis of literary materials on the study's subject (Kamal et al., 2021; Othman & Sivasubramaniam, 2019; Oh, 2023; Turner & Garvis, 2023):

organizational factors (working environment, excessive workload, extra responsibilities within the department and their complexity; duration and nature of a workday; chronic intense psycho-emotional activity, which is associated with intensive and long-term communication; unstable activity organization; management inconsistencies, a lack of impartial standards for assessing performance, a weak system for inspiring and motivating teachers, ambiguity of work requirements, increased responsibility for the performed functions, in particular for the quality of education and well-being of students; inexorable rise of administrative work, which can eat into actual teaching time too; lack of administrative support);

individual factors: demographic characteristics (age, gender, educational level and teaching experience, marital status), work-family conflict (Záborská et al., 2018); violation of the work and rest regime, 'unhealthy' workaholism, and the desire to be involved in all processes; negative affectivity (a tendency to feel depression, anxiety, or stress) (Genoud & Waroux, 2021). However, outcomes regarding age as an indicator of educator burnout are rather inconsistent in the literature (Cheng, 2022);

general situational factors (unfavorable psychological environment of professional activity; lack of career progress; insufficient knowledge; need to connect with challenging

students; conflict situations with coworkers, management, and students; involvement in decision-making; non-availability of feedback;

Significant amount of emotional labor (also referred to as expressive suppression (Donker et al., 2020) (expressing or hiding true emotions or expressing the appropriate emotion for the situation (Park et al., 2014); the need to align with the prescribed emotional-display rules (Kariou et al., 2021);

COVID-19 pandemic-associated challenges as an additional stressor for teachers (Weißenfels et al., 2022; Kraft et al., 2021): swift transformation in digital forms and digital education (Bleck & Lipowsky, 2022); heavier workload; additional organizational and communication requirements; initial familiarization issues with digital media.

war-related factors (prolonged stressful situations associated with the ongoing war; constantly changing safety conditions since February 24, 2024, when the most extensive military conflict in Central Europe since 1945, instigated by the Russian Federation against Ukraine began (Kurapov et al., 2023); university relocation and migration processes (Nenko et al., 2023; Tsybuliak et al., 2023); direct dependance of professional activity and daily routine on “the map of active hostilities, missile attacks, air raid alerts, the availability of electricity, and the stability of the Internet” (Kvyetnyy et al., 2023); relentless attacks by occupiers while residing in occupied territories (Falko & Zhukov, 2023; Suchikova et al., 2023); these challenges represent only a fraction of the formidable obstacles that Ukrainian academic staff members have been facing for almost two years (Tsybuliak et al., 2023).

United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020) has already identified the presence of stress among teachers due to activities related to distance learning, the uncertainty of their duration and lack of familiarity with online education. This is because the protracted nature of the COVID-19 pandemic has led to burnout, making teachers less confident in their ability to do their jobs and making it more difficult to manage student behavior (Burić & Kim, 2020).

Such a strong negative impact of the characteristics of professional activity on the employee’s personality can lead to emotional burnout, which gradually leads to disappointment in the profession, loss of professional motivation, neurotic reactions, mental functional disorders, and various somatic diseases.

Emotional burnout results from a combination of stressful objective factors and the teacher’s own response to them, based on both internal and external resources. Stress is

believed to be amplified in new and unpredictable situations with low subjective controllability, even though evaluation is individualized.

A number of studies have consistently emphasized the roles of some individual variables as vulnerability factors related to burnout (Mancini et al., 2020). Teachers with the following personal characteristics are most prone to emotional burnout: high pedantry, high ability to empathize, pessimism, emotional instability, tendency to anxiety and depression or aggression, a sense of excessive responsibility, obligation for assigned work, high level of self-control, excessive restlessness, anxiety, vulnerability, sensitivity to remarks and condemnation, significant energy expenditure, which is caused by an excessively positive attitude towards the performance of professional duties, inconsistency of the level of knowledge and skills of the teacher with the requirements of the profession, introversion, chronic fear of losing the workplace, etc.

Manifestations of emotional burnout

Different levels of emotional burnout can manifest in teachers based on the severity of the condition and the response domain (physical, behavioral, emotional, socio-physiological, and intellectual). The syndrome unfolds in three stages: tension, resistance, and exhaustion (Schwab & Iwanicki, 1982) and can lead to complete professional unfitness of the teacher, namely: emotional exhaustion, depersonalization, and reduction of personal achievements.

The following are suggested to be among the primary symptoms of teacher's emotional burnout, which are broken down into the following categories.

Physical symptoms: fatigue and physical exhaustion during the day; weight change; sleep disturbances; partial or complete insomnia; deterioration of health; eating disorders; decreased immunity; sensitivity to environmental changes; frequent headaches; deterioration of hearing and vision; increased traumatism (falls, injuries, etc.); a feeling of "depletion of energy."

Socio-psychological symptoms: indifference, depression, increased anxiety and worry, hyperresponsibility, professional discomfort, increased mental distance from work, lack of a professional perspective program, mental exhaustion, decrease in the level of satisfaction with professional activity, and reduction of social activity.

Emotional: decreased emotionality; emotional exhaustion; pessimism and cynicism; frustration; helplessness; hopelessness; self-blame; indifference; loneliness; depression and hysterics; uncontrolled behavioral manifestations of aggression, irritability, negative emotions, anger and/or resentment; depersonalization; emotional overstrain; emotional breakdowns; negative attitude to innovations; disappointment and pessimistic views on the future.

Behavioral symptoms: violation of the work regime and duration of the working day; postponement of planned tasks; desire to change the work schedule; eating disorders; frequent thoughts of leaving the teaching profession; abuse of mood-altering substances (coffee, alcohol, smoking, drugs); withdrawal behavior, including physically or psychologically leaving the work setting.

Intellectual symptoms: difficulties in performing professional duties; formal performance of professional duties; decreased work quality, productivity, and professional activity; lack of motivation to work; avoidance of independent decision-making; decreased work engagement; loss of interest in life, novelty, and solving work problems; deconcentration of attention; reduced personal accomplishment.

Problem Statement

Although emotional burnout among teachers is a topic of ongoing research these days, this phenomenon continues to grow and spread among colleagues. Therefore, prompt assessment and implementation of strategies targeted at minimizing emotional burnout in teachers are required.

The purpose of our study was to determine the manifestation of emotional burnout among university educators in the post-pandemic era under martial law and to find out the cause-and-effect relationship.

Research Questions

Is the emotional state of instructors important?

To what extent do educators risk emotional burnout?

How much does emotional burnout show up?

What causes educators to get emotionally burned out?

Research Methods

The research on the emotional exhaustion of Ukrainian educators was carried out in multiple phases, including a review of relevant literature, a summary of the results, an assessment utilizing Boyko's (2002) "Diagnostics of the Level of Emotional Burnout", a questionnaire from the authors, and data analysis.

The technique allowed to determine the stage at which each burnout symptom is developing, define quantitative indicators for each of the three stages of burnout development, and derive an integral indicator of the emotional burnout syndrome development in teachers.

The target group of the study (respondents)

A voluntary survey of instructors at four universities was intended, but no unique sample of responders was created. The universities are located in the central part of Ukraine, at a distance of more than 200 km from the line of direct military operations.

Participants were 177 teachers aged from 24 to 57 years, and 71.8% of the teachers had more than 10 years of teaching experience. The gender distribution was not equal (61% female and 39% male). Such a gender difference reflects the real situation of the structure of the teaching staff, which is characterized by a quantitative advantage among female teachers.

Findings

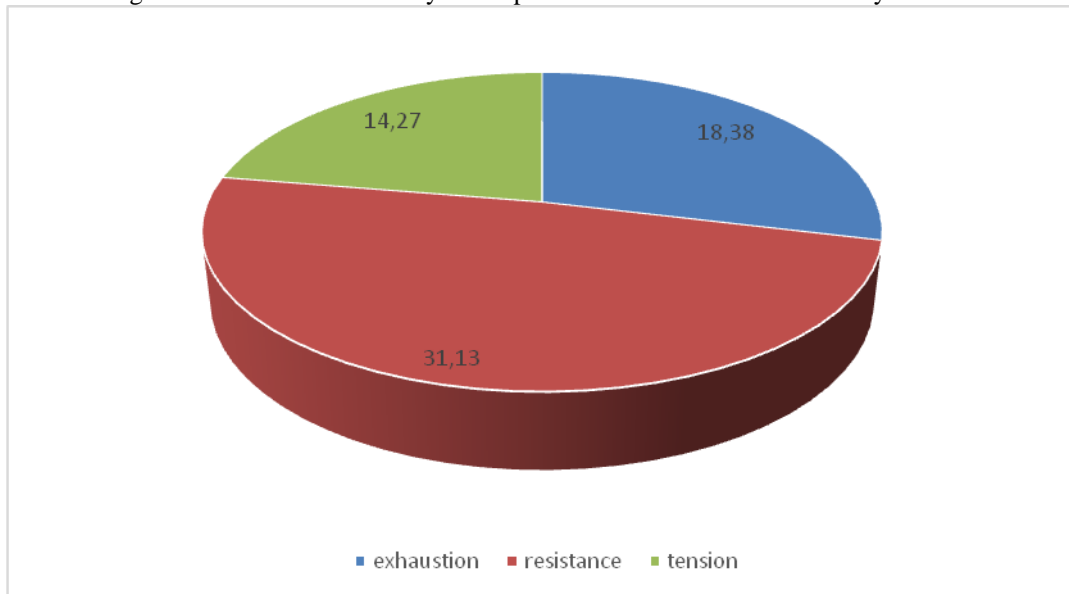
The examination of the collected data demonstrated that 13% of the individuals under study developed the syndrome of emotional burnout. The symptom of emotional burnout is in the creation stage in 34.46% of the individuals surveyed, and it is absent in 54.2% of cases.

Subsequent examination of the collected data indicates that the resistance phase predominates in the burnout structure among Ukrainian educators (31.13) (Fig. 1; Table 1). Teachers who display signs of emotional burnout in this phase tend to be selective in their communication (emotional dryness, indifference, and disdain for the performance of assigned tasks). They seek psychological comfort, need solitude, make efforts to facilitate or simplify

the performance of their own work, reduce emotional costs in the process of carrying out educational activities and performing official duties, and limit their communication with family and friends.

We discovered that the average group indicator of the exhaustion phase among teachers was 18.38. Emotional burnout symptoms were associated with negative emotions that suppress the body’s vital activity and lower capacity for energy.

Figure 1 - The level of severity of the phases of the emotional burnout syndrome.



Source: authors’s calculations based on the conducted survey.

An analysis of empirical evidence indicates that the tension phase of emotional burnout is the least noticeable of the phases (14.27). Respondents’ knowledge of the activity’s main psycho-traumatic elements and their growing frustration and fury at being unable to avoid them are characteristics of it.

Table 1 - Values of averages and variances according to the scales of Boyko’s “Diagnostics of the Level of Emotional Burnout” technique (N=177).

Symptoms and phases of burnout	\bar{X} (arithmetic mean)	σ^2 (variance)
experiencing psychotraumatic circumstances	4.10	28.49
self dissatisfaction	4.28	27.77
“cagedness”	2.92	25.75
anxiety and depression	2.97	20.22

tension phase	14.27	206.04
inadequate selective emotional response	10.85	50.73
emotional and moral disorientation	7.58.	32.70
expansion of the emotions' economy sphere	4.51	34.41
reduction of professional duties	8.18	46.58
resistance phase	31.13	289.63
emotional deficit	6.10	43.59
emotional alienation	8.32	23.47
personal alienation or depersonalization	2.49	19.92
psychosomatic and psycho-vegetative disorders	1.48	7.20
exhaustion phase	18.38	163.98
final indicator of burnout formation	63.79	1527.16

Source: authors' calculations based on the conducted survey.

Emotional alienation (8.32), emotional deficit (6.10), indicating the exhaustion phase, inadequate selective emotional response (10.85), reduction of professional duties (8.18), and moral and emotional disorientation (7.58), indicating the resistance phase, are the most common symptoms of emotional burnout, according to a summary of the data presented in Figure 2.

Figure 2 - Average indicators of the severity of the emotional burnout syndrome.



Source: authors's calculations based on the conducted survey.

The predominance of the formation of the resistance phase over other phases of burnout among teachers is also evidenced by data on the severity of some symptoms (Table 2). Prior to interpreting the study's findings, we tried to determine how severe the emotional burnout symptoms were. Severity indicators were categorized using three attributes: dominating symptom, developing symptom has developed, or symptom in the formation stage.

Table 2 - The degree of severity of the symptoms of the emotional burnout syndrome.

Symptom	degree of severity		
	symptom is in the stage of formation	symptom is formed	dominating symptom
inadequate selective emotional responsiveness	46.3	18.64	34.46
emotional alienation	29.94	7.91	7.34
emotional deficiency	29.37	8.47	6.78
reduction of professional duties	25.42	14.12	14.69
emotional and moral disorientation	22.6	9.60	7.61

expansion of the emotions' economy sphere;	10.73	5.65	3.95
psychosomatic and psycho-vegetative disorders	10.73	4.52	2.82

Source: authors's calculations based on the conducted survey.

We found that the symptom of inadequate and selective emotional response is in the formation stage in 46.3% of respondents, holds a dominant position in 34.46% of respondents, and is formed in 18.64% of respondents. During the performance of official duties, the above-mentioned symptom may be manifested during the “blurred” perception of the border between economical display of emotions and selective emotional response.

The symptom of emotional alienation is in the formation stage in 29.94% of respondents; is formed in 7.91%; and holds a dominant position in 7.34% of teachers. It manifests as the total withdrawal of feelings from the workplace and, occasionally, from social situations. In other words, the teacher starts acting more and more like a robot. Situations at work do not elicit emotional reactions, but he can lead a satisfying life in other contexts.

The symptom of emotional deficiency is in the formation stage in 29.37 % of respondents; is formed in 8.47 %, and holds a dominant position in 6.78 %. It manifests as a diminished capacity for sympathy and empathy toward coworkers, a feeling of helplessness, a progressive display of irritability, roughness, and offensiveness in behavior, and the elimination of positive emotions.

Reduction of professional duties is in the formation stage in 25.42 % of respondents, is formed in 14.12 %; and holds a dominant position in 14.69 % of teachers. The symptom is characterized by a reduced motivation for activities and behavioral signs of stress. The teacher tries to complete the tasks more quickly, which is expressed by superficiality in activity and reducing emotional costs.

Among teachers, the symptom of emotional and moral disorientation is in the formation stage in 22.60%, is formed in 9.60%, and holds a dominant position in 7.61%. Within the professional relationship system, this symptom is a somewhat regular occurrence. A certain leveling of moral standards and ideals, such as honesty, decency, compassion, regard for other people's rights, etc., is a sign of emotional and moral disorientation.

When carrying out professional duties and interacting with coworkers and management, self-justification regarding one's own actions and deeds is also possible. Emotional and moral disorientation can become a moral defect, which raises the likelihood of emotional alienation and indifference to carrying out one's responsibilities.

It was established that the symptom of expansion of the sphere of emotion economy is in the formation stage in 10.73% of respondents, is formed in 5.65%, and holds a dominant position in 3.95%. It is expressed by the isolation and limitation of the circle of communication.

It is also worth paying attention to the indicators of the symptom of experiencing psychotraumatic circumstances, which is manifested in the awareness of the influence of professional factors on the individual and the inability to influence them. Such dissonance provokes internal conflict and contributes to the manifestation of negative emotional reactions, namely: annoyance, anger, and despair. The symptom is in the formation stage in 10.73% of respondents, is formed in 4.52%, and holds a dominant position in 2.82%.

Summarizing the obtained data, we can conclude that the main dominant and formed symptoms of emotional burnout among teachers are inadequate selective emotional responses and a reduction of professional duties. Indicators of emotional deficit, emotional alienation, and emotional and moral disorientation are also at the stage of formation. Symptoms of burnout indicate a selective emotional attitude towards others, an economy of showing one's own emotions, a decrease in empathy, formality in the performance of duties, and a negative attitude towards oneself, which lead to awareness of one's own unprofessionalism and lay the foundation for professional stereotypes.

In the process of the research, direct, statistically significant correlations (based on the Pearson coefficient) (Annex) were found between aforementioned symptoms and all other indicators according to the "Diagnostics of the Level of Emotional Burnout" by Boyko (2002). In particular, at the level of statistical significance $p \leq 0.01$, the most significant relationships are found between:

- inadequate and selective emotional response and phases of resistance (0.719) and exhaustion (0.402);
- emotional alienation and phases of exhaustion (0.728) and resistance (0.452);

– emotional deficit and phases of exhaustion (0.721) and resistance (0.538), symptoms of expansion of the sphere of emotional economy (0.567), and dissatisfaction with oneself (0.557);

– reduction of professional duties and phases of resistance (0.692) and exhaustion (0.507);

– emotional and moral disorientation and phases of resistance (0.645), symptoms of emotional burnout (0.600), and exhaustion (0.521);

– expansion of the sphere of saving emotions and phases of resistance (0.595) and tension (0.566), as well as the symptom of emotional deficit (0.567);

– experiencing psychotraumatic circumstances and phases of stress (0.724), resistance (0.551), and exhaustion (0.526).

In general, the results of the study of emotional burnout among Ukrainian educators indicate that 47.46% of teachers exhibit the syndrome's symptoms. The phases of burnout and resistance, which depend on the content and features of educational and professional activities in general, are the most developed in them. The dominant symptoms of burnout are inadequate selective emotional responses and a reduction in professional responsibilities. The following traits identify teachers who have experienced emotional burnout: selective interpersonal communication, excessive contact with coworkers, a decrease in positive emotions and an increase in signs of annoyance, rage, and loneliness; a leveling of moral standards of behavior; formality; and a superficial approach to task completion.

Findings of the questionnaire

To find out the cause-and-effect relationship between the subjective assessment of the respondents of the factors that cause emotional burnout and the established level of their emotional burnout, the authors' questionnaire has been implied.

The analysis of respondents' answers to questionnaire questions about the importance of the activity of a university teacher for society and its future proves that most teachers are aware of their role and importance for the development of the nation and the reconstruction of Ukraine. 34.5% of respondents, meanwhile, doubted the significance of their professional activities.

Teachers noted a high level of satisfaction with the psychological environment in teams at the department level because the vast majority of respondents (61%) chose the answer option “yes” to the questionnaire question “Are you personally satisfied with your relations with colleagues in the department?”

At the same time, more than 55% of survey participants stated that the atmosphere fostered by educational institutions does not contribute to their scientific and pedagogical activities, professional development, or career growth.

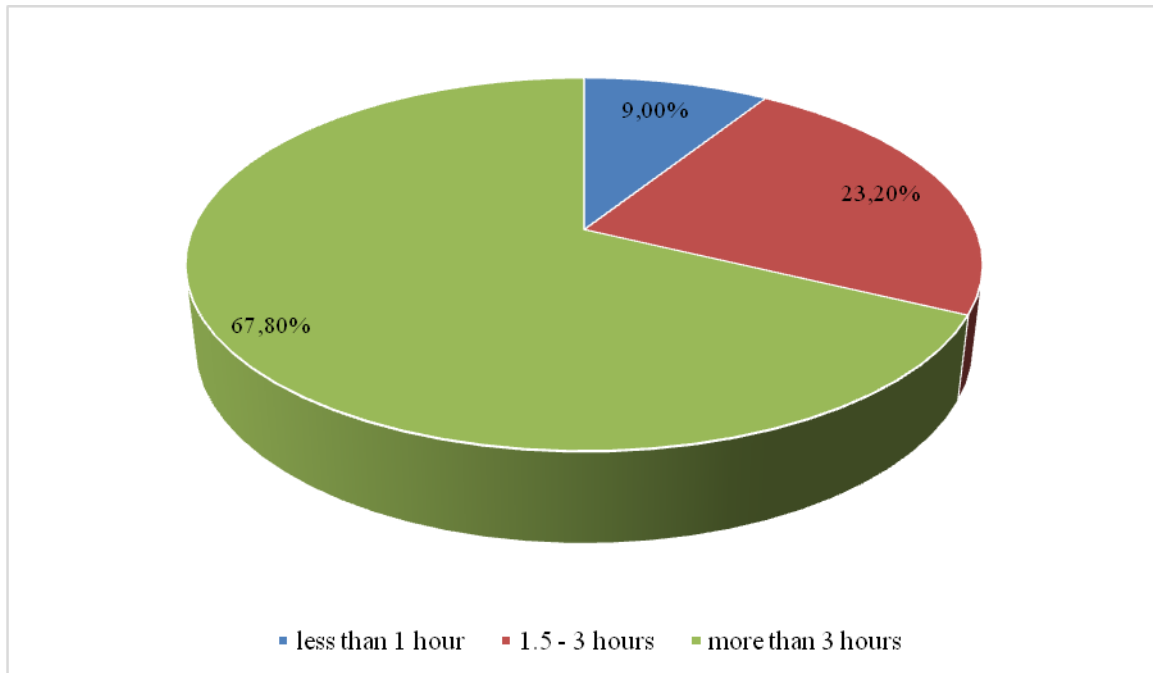
Merely 23.2% of respondents are completely satisfied with employment conditions. However, 44.6% do not consider it expedient to change the place of work. Other teachers (55.4%) indicated that they are considering a change of place of work, but under the conditions of martial law, they keep their usual positions and stable salaries.

The respondents expressed their opinion by answering the question: What difficulties did you have to face at the workplace? The most widespread difficulties are the following: forced breaks during classes because of air raid warnings and threats of rocket shelling; overburdening teachers with irrational documentation; a large number of reports and control; excessive educational load on the teacher; absence of clear requirements and clarifications regarding the criteria for the teacher’s work efficiency; lack of clear interaction between departments and the educational department; inability to communicate needs or issues to the institute's management and influence decision-making, decrease in motivation and unstable psycho-emotional state of students, etc.

The amount of work teachers do directly affects their risk of emotional burnout, so this factor needs to be considered while determining their training load and class schedule. The distribution of teachers’ answers to the question in the questionnaire about the number of teaching hours per week shows that 68.9% of respondents reported significantly increased work hours. 26.6% assess their educational work load as moderate and acceptable. For 4.5%, the educational work load is below average.

100% of educators additionally work at home outside of working hours. Figure 3 displays the distribution of time.

Figure 3 - Additional working hours at home.



Source: authors's calculations based on the conducted survey.

6.2% of teachers say they don't have any hobbies. 3.4% meet up with friends fewer than once every three months.

Merely 27.7% of educators peruse fiction or non-fiction during their leisure time; 32.8% lack the time to read; 37.3% have no interest in reading; and the remaining 2.2% assert that they are well-read.

8.5% have never been to a movie; 59.9% go to a movie not more than once in half a year; 11.3% regularly watch new films; 20.3% go to a movie only during summer or winter vacations.

Though 62.1% are aware that the institution provides psychological services, they have never consulted the specialists. 25.4% of respondents are unsure if their organization offers psychological services. 6.8% sought psychological support from professionals. 2.3% of respondents said they would be embarrassed to seek professional help for psychological issues.

When asked, "What gives you the most pleasure in life right now?" the most often given responses were as follows: sleep, positive news, rest, loneliness, lack of air alarm

signals, "I don't know," thoughts about vacation, chocolate, alcohol, and time in the family circle.

62.7% report feeling physically exhausted by the end of the work week. 11.3% feel physically exhausted all the time; 16.4% are physically exhausted after spending time in the shelter during an alert; 7.3% seldom feel tired; and 2.3% are always tired at the end of the workday.

Upon analyzing the questionnaire findings, it is evident that a significant number of factors associated with the educational institution contribute to teachers experiencing emotional burnout. This demonstrates the important role that educational institutions play in the development of teachers' unfavorable psycho-emotional states, a phenomenon for which educational institution administration is largely to blame. Relationships with coworkers and students, the peculiarities of the management style, and the unfavorable psychological climate in some teaching teams are additional sources of emotional burnout.

Teachers point out that organizational issues and changes in educational institutions are significant pressures against the backdrop of systemic issues. Reforms in the educational environment, which have been happening slowly and unsystematically for many years, are directly related to the development of stress as they require teachers to constantly master new types of activities, which is one of the primary causes of increased mental stress.

Universities also circulate an excessive amount of documents, which detracts from the teachers' time and energy that may be better spent performing their jobs in a productive and stress-free manner. Teachers are not given the chance to critically analyze, adapt to, and gain valuable knowledge from the many innovations of a transient nature that occur in the field of education.

Factors that promote emotional burnout among teachers are: uncertainty of work prospects; lack of free time, especially for women; difficulties in professional growth; and promotion in status. A resource for preventing and overcoming emotional burnout among teachers should be systematic measures that can lead to the formation of a positive psychosocial climate.

Recommendations

Taking steps to overcome the burnout condition presupposes seeking both outside professional aid and self-help. In the first scenario, “burning out” workers must acquire a variety of self-regulation skills, learn to identify and control emotional burning symptoms, and get over the initial signs of stress at work. To avoid and overcome the burnout syndrome, they should seek professional assistance if this type of support is insufficient for you.

The development of emotional burnout syndrome can be prevented in a number of ways, including developing interests outside of work, adding variety to one's work, taking care of one's health, adhering to a diet and sleep schedule, learning how to meditate, being open to new experiences, having the patience to give oneself enough time to achieve positive results in both work and life, making thoughtful commitments, reading both professional and other excellent literature, taking part in seminars and conferences where one can network and share experiences, and engaging in an enjoyable hobby.

Educational institutions need to prioritize and promote interventions aimed at teachers' emotional wellbeing. This may include university-based awareness and intervention programs to detect the early signs of teacher stress and burnout and teacher resilience programs in educational systems to prepare teachers for coping with the realities of their work.

For instance, the sustainability centers that are planned for implementation in Ukraine. On January 23, 2024, the government adopted the procedure for the organization of activities and ensuring the functioning of sustainability centers. A center of sustainability, where professionals offer psychosocial assistance to individuals and families residing in the territory, can be established by any territorial community. Such clinics are necessary because, in the midst of a full-scale conflict, Ukrainians are constantly affected by stress, negative emotions, and depressive feelings. Residents of communities frequently lack access to professional psychological assistance, particularly in small settlements. The sustainability centers will be the places where they can obtain it.

Since the profession of a teacher due to significant psycho-emotional stress, requires significant work capacity and responsibility from the employee, and also includes constant interpersonal interaction, it is worth enhancing management and communication skills through active learning techniques: social and psychological trainings, role games or other

activities, communication skills training, learning efficient communication approaches, and handling conflict situations.

Anti-stress programs and support groups focused on personal correction of self-esteem, confidence, social courage, and creativity of the individual; programs to increase emotional stability and psychophysical harmony by mastering methods of mental self-regulation; optimizing lifestyle, self-organization, and personal and professional career planning may help teachers stay engaged and inspired in their work and make professional development a top priority.

Finally, governments, school boards, and policymakers need to collaborate with researchers on the design and implementation of measures to enhance teachers' emotional well-being, productivity (teaching), and quality of life.

Conclusions

Everyone, but especially teachers, needs psychological support during times of war since they need their own resources to teach and share new experiences with their students. It's critical for educators to develop the skills necessary to control their emotions, suppress negative thoughts, and avoid emotional burnout.

As a result, research analysis has demonstrated that organizational, individual, and general situational factors; a significant amount of emotional labor; COVID-19 pandemic-associated challenges; and war-related factors are the typical causal factors of teacher emotional syndrome. Identifying these risk factors is a significant step toward addressing these issues among teachers.

The following are suggested to be among the primary groups of symptoms of a teacher's emotional burnout: physical, socio-psychological, emotional, behavioral, and intellectual.

The study revealed that 13% of educators have developed the syndrome of emotional burnout, and the syndrome is in the creation stage in 34.46% of the surveyed educators. In the structure of the syndrome of emotional burnout, the dominant phase is resistance, which is manifested by selective communication in interpersonal interaction, a desire for isolation and comfort, a demanding approach to the performance of professional duties, and a decrease

in energy potential and resources in the process of teaching. The exhaustion and stress phases are less pronounced.

Among the dominant symptoms of teachers' emotional burnout are inadequate selective emotional responsiveness (34.46%) and a reduction in professional duties (14.69%).

It is imperative that teachers receive outside psychological support in a timely manner. Primarily, this pertains to developing psychological and educational support programs as well as programs to avoid the syndrome. These will encourage adaptive responses to stressful circumstances, broaden the range of coping mechanisms, and ease psycho-emotional strain.

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