

У статті розглянуто важливі аспекти інституціоналізації та реалізації права бути забутим, зокрема: пошук витоків його «конфліктності»; обґрунтування саме операторів пошукових систем (а не власників сайтів) контролерами даних, до яких мають звертатися заявники; визначення процедури оскарження та дій контролера; врегулювання територіальної юрисдикції подібних суперечок; визначення підстав для коригування, стирання чи блокування інформації тощо.

За висновком авторів, сучасна цивілізація нецілеспрямовано та імпліцитно, завдяки розвитку інформаційних технологій, змінила баланс приватності та свободи слова на користь останньої. Інституціоналізація «права на забуття» постає цілеспрямованою та експліцитною спробою виправити цей дисбаланс. Для вирівнювання балансу європейські правники доповнили концепцію захисту персональних даних правом на забуття, визнали операторів пошукових систем контролерами персональних даних, визнали територіальні межі захисту та виключення щодо об'єктів захисту.

У контексті подальших досліджень актуальності набуває аспект підготовки студентів юридичних спеціальностей, яким у майбутньому доведеться адаптувати та впроваджувати аналогічні конструкції в Україні, а також допомагати реалізовувати це право. Аналогічні послуги широко надають юристи в Європейському Союзі. Причому у реалізації права зацікавлені як у контексті підтримки ділової репутації, так і в контексті захисту від кібербулінгу такі чутливі верстви населення, як підлітки та молодь.

Ключові слова: оператор пошукових систем, контролер персональних даних, обробка персональних даних, трансатлантичний розкол, імпліцитний та експліцитний вплив на право.

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PROFESSIONAL BURNOUT IN PEDAGOGY OF SPECIALISTS WORKING IN HIGHER EDUCATION SPHERE

Abstract. The article considers the study of the peculiarities of the management strategies for the higher education institutions to preserve and enhance the productivity of scientific and pedagogical personnel, to eliminate their professional burnout; impact of chosen strategy on the results of the staff; reasons why professional burnout may occur. The main factors causing the professional burnout are analyzed along with the ways of how to avoid and eliminate them.

Also such phenomenon as stress is viewed here as both a natural factor that triggers

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development and as one of the main factors causing professional burnout. The contradiction that occurs due to the fact that science is art and that art is to be developed within a closed circled system with strict demands, time-limits, measurements of performance, constant pressure, lack of time. Here, the problem of denying or hiding the symptoms of burnout will be reviewed, the way it affects the performance on different levels of an enterprise, trust and distrust as one of the reasons for further falters in production process.

Recommendations are offered to establish a trusting relationship between the management and staff of an enterprise, as an integral part of the effective working and production process in order to achieve more effective communication and, as a result, to achieve production goals.

Keywords: *professional burnout, trustful communication, trust, science is art, production line.*

Introduction. A higher educational institution is an enterprise, whether national or private it has indices of performance that are a compilation of different gains in many levels of the enterprise's activity, which is secured by it's staff. Chasing after the results and high performance may become out of reach if the facility is worn out and is not taken care of. Most companies depend on their staff as well as staff depends on the enterprise where they are enrolled to help the company in reaching their goals. This is quite natural manifestation of symbiotic coexistence, and as progress is moving forward and scientists are constantly working on researching current issues in their fields, we can observe that the saying 'there is no irreplaceable people' now changed in terms of perception of minds of many top managers.

We see how companies grow their personnel from the studentship to the top of their professional career ladder, how some companies make contracts with young talented people and how they adjust their demands (sometimes being more lenient towards) already high skilled but due to the age loitering in technological progress professionals. Scientific and pedagogical personnel is related to the personnel of art, which requires fresh and free mind, space for creating that might bring a break through in their sphere in their research, though is constantly exposed to all these growing demands for the quantity and quality works. Eventually it turns into the quantity against quality. Which, after all, may cause carelessness. Carelessness as a result of constant rush to show indices to correspond the requirement. Art is sought to be turned into the line production. The fact that conveyer line excludes art is to be kept in mind, when choosing the management strategy, taking into account the specific of the sphere of economic activity. "All people are replaceable" but far not all are easy to be replaced. The replacement may cause falters in production process, thus vast majority of western and European countries cherish their staff and take measures to avoid the personnel's burnout.

Analysis of recent research and publications. Under modern conditions, every enterprise has the responsibility it bears for the staff under surveillance. An important role should be played by the management strategies implemented, how personal potential of participants of the staff is considered: way of thinking, mindset, responsibility, character, personal preferences, tendencies (inclination), behavior, will, interests and more.

In recent years, many works dedicated to study of the syndrome of professional burnout. In particular, studied the essence, content and structure of professional burnout N. Bulatevych, L. Karamushka, M. Leiter, K. Maslach, S.Maksimenko, E. Maher, M. Savchyn, B. Perlman, E. Hartman, R. Shvalb, O. Fil and others analyzed the determinants of the syndrome professional burnout M. Borysov, T. Zaichikova, H. Kuynarpuu, K. Malysheva, S.Nalychaeva, V. Orel, A. Rukavishnikov, T. Formanyuk etc., psychodiagnostic tools were developed by

V. Boyko, N. Vodopyanova, J. Grinberg, R. Korf, T. Ronginska, A. Rukavishnikov, J. Sager, S. Seidman, A. Serebryakova, O. Starchenkova, D. Chikon, and others, searched for means of prevention and corrections of the specified M. Borodkin syndrome, N. Vodopyanova, N. Hrysenko, T. Hruby, T. Zaichikova, K. Kondo, K. Malysheva, N. Nazaruk, O. Starchenkova, D. Trunov, H. Freudenberger, O. Khairulin, T. Yatsenko and others.

American scientists Christina Maslach, Herbert Freudenberger and Susan Jackson contributed the research. Dr. Christina Maslach is a well-known American psychologist who has conducted extensive research on burnout. She developed the Maslach Burnout Inventory (MBI), one of the most widely used tools for measuring burnout. In her work, she emphasizes the emotional and psychological aspects of burnout (Maslach, 1998). Dr. Herbert Freudenberger is credited with coining the term "burnout" in the 1970s. His early research focused on burnout among healthcare professionals, and he emphasized the physical and emotional exhaustion associated with the phenomenon (Freudenberger, 1974). Christina Maslach and Susan Jackson collaborated on influential papers about burnout, such as "The Measurement of Experienced Burnout" (1981). Their work helped shape the understanding of burnout as a multifaceted concept (Maslach, 1998).

There are several definitions of the burnout syndrome:

"A developed personal mechanism of psychological defense in the form of a complete or partial exclusion of emotions in response to certain psychologically traumatic actions, acquired as a stereotype of emotional, mostly professional behavior. Burnout is partially a functional stereotype because it allows a person to regulate and economize their energy resources. However, its dysfunctional consequences may also arise when burnout negatively affects professional activities" (Boyko, 1996).

"A process of gradual loss of emotional, cognitive, and physical energy, manifested in symptoms of emotional exhaustion, cognitive weariness, physical fatigue, personal detachment, and reduced job satisfaction" (Sidorov, 2005).

"A specific response to prolonged professional stress in interpersonal communication, which includes three components: emotional exhaustion, depersonalization, and a reduction in personal achievements" (Maslach & Jackson, 1998).

"Physical, emotional, or motivational exhaustion characterized by a decrease in work productivity, fatigue, insomnia, an increased susceptibility to somatic illnesses, as well as the use of alcohol or other psychoactive substances for temporary relief, which tends to develop into physiological dependence. This syndrome is considered a stress response to elevated work and emotional demands typical for individuals dedicated to their work" (WHO, Avramenkash, 2008).

These definitions provide various perspectives on the concept of burnout, emphasizing factors such as emotional exhaustion, cognitive weariness, reduced job satisfaction, and the impact of prolonged professional stress on an individual's well-being. Each definition highlights different aspects of the burnout syndrome, contributing to a comprehensive understanding of this phenomenon.

The purpose of the article is to study reveal the vast range of aspects that are to be taken into account when managing scientific and pedagogical staff to avoid professional burnout and keep the performance level optimal. These aspects in terms of educational process vary and we can only provide a draught

list of the measures to be taken to improve the performance of scientific and pedagogical staff.

Formulation of the main material. The topic of research remains relevant due to a wide range of different aspects of such factors as trust and authority, indices of performance managerial decisions, management strategies, the way to set the goals at different levels of an institution or an enterprise. Psychological climate, desire to perform well, to approve of expectations and the pressure exposure (its side-effects).

A strategy includes a number of elements:

- a system of goals, which includes the mission, the general goal, corporate and specific goals;
- priorities (guiding principles) for the allocation of resources and the implementation of actions;
- rules governing the process of implementing the strategy.

A strategy has the following requirements:

- reality, feasibility;
- compliance with the potential of the organization, management policy,
- experience and skills of staff, culture, motivation system;
- ethics;
- internal integrity;
- compatibility with the environment for effective interaction with it;
- availability of resources;
- justified riskiness;

Alone with this we cannot omit stress factors that directly influence the performance of the staff and above all is the factor of war within the country.

We have conducted a survey using a test to determine professional burnout. The authors of the test are American psychologists K. Maslach and S. Jackson. Although this method was developed by scientists back in 1986, it is still considered one of the most universal and reliable (<https://www.projectkeshet.org.ua/news/>). The test provided 22 questions, where the participants were to answer how often they had the feelings listed below in the questionnaire. For this, they were to mark for each item the position that corresponded to the frequency of their thoughts and feelings: "no, never", "sometimes", "very rarely", "often", "very often", "every day". Depending on the result number of scores it becomes possible to approximately estimate such spheres on emotional conditions of employees and consequently their abilities to perform well and meet the goals set.

Within that test the following items were assessed:

– *Emotional exhaust*, which combines such features of burnout as a feeling of emptiness, lethargy, grayness, meaninglessness and lack of enlightenment of life; absence or significant reduction of positive emotions; feeling of physical and psychological fatigue, etc. Results on this scale: 0-15 points – low level; 16-24 points – average level; 25-54 points – high level.

– *Depersonalization* includes indifference to work and its results, as well as indifference to colleagues, partners, and clients. These are situations when the work is done faster on a machine, for a tick. Most often, we are not talking about outright hacking, but the person does not feel personal involvement either. Results on this scale: 0-5 points – low level; 6-10 points – average level; 11-30 points – high level.

– *Reduction of professional achievements* - decrease in motivation to work, negative assessment of one’s work in general and its results in particular. This also includes dissatisfaction with one’s duties; a person may believe that he is worthy of better. Some begin to shy away from their duties, transfer tasks to colleagues, etc. Results on this scale: 0-11 points – low level; 12-18 points – average level; 18-48 points – high level.

In that survey 15 people kindly agreed to take part from 3 different departments, though all of them are part of pedagogical personnel.

The results of the survey to determine the degree of professional burnout are presented in the Table 1.

So, having analyzed the table we can conclude, that the overall result is mostly negative and can hugely reflect the process to reach the goals, set by the authority and that even cause the failure of the mission. Taking into account that government and foreign investors allocate money to forth the progress in science and economic household activity as a subsequence. Before the war, funding for science in our country tended to decrease, fixing the figure at the level of 0.41 % of GDP, while other European countries showed a much higher figure – an average of 2.5 % of GDP. What about the countries of Europe! Even African countries are already ahead of us in this indicator – 0.42 % of GDP. The quality of science is the impact, that is, the impact of scientific research on society, the usefulness and citation of scientific research and publications. It is important to determine what factors influence the scientific impact (<https://zn.ua/EDUCATION/>).

Table 1

Professional burnout test results

Participants	Emotional exhaust	Depersonalization	Reduction of professional achievements
Participant 1	20	5	32
Participant 2	20	3	32
Participant 3	13	0	36
Participant 4	18	5	43
Participant 5	29	15	28
Participant 6	32	11	31
Participant 7	52	25	13
Participant 8	28	16	24
Participant 9	30	19	29
Participant 10	25	8	34
Participant 11	52	25	13
Participant 12	32	11	31
Participant 13	38	18	24
Participant 14	52	9	38
Participant 15	49	6	29

To help you see the picture of the state of affairs, see Table 2 bellow, where we present the result by number of people exposed to risk to burn out in accordance with their results in each of the provided categories, given in the test, the result will be provided also in percentage to make it more exponential and easy to assess the result of the survey.

Table 2

Professional burnout, people at risk

	low	average	high
Emotional exhaust	1/ 6.7 %	3/ 20 %	11/ 73.3 %
Depersonalization	4/ 26.7 %	3/ 20 %	8/ 53.3 %
Reduction of professional achievements	0/ 0 %	2/ 13.3 %	13/ 86.7 %

In terms of scientific and publication impact, Ukraine was in 225th place in the world, though, at the same time, in terms of scientific and publication productivity, we occupy a much higher place – 42nd (<https://mon.gov.ua/storage/app/media/>). Which means that we produced quite a lot of scientific results, but their impact, that is, the number of citations, was very low.

It is a vicious circle as in contrast to the policy within Ukraine where the researchers are to produce scientific works as hot pies under the time limits that are always pursuing accompanied with huge load related to educational process and methodological developments. Thus, obvious fact is that quality is sacrificed for quantity.

Burnout is essentially a response to chronic emotional stress - manifests itself in the form of persistent fatigue, depression, unmotivated aggressiveness, dissatisfaction with oneself and others. Professional burnout is based on stress, but it is not necessary to understand any stress as the basis of the professional burnout cause. Stress is an element of social, emotional, individual development of a person. We have been accompanied by stress throughout human history. However, we will separate the different types of stress and its causes when talking about the professional burnout of pedagogical staff who works in the field of higher education. This state, which we are talking about, occurs in pedagogical staff as a result of mental overwork, some scientists argue that this is a kind of payment for sympathy, when professional obligations include giving "the warmth of one's soul", emotional investment (<https://golosiiv.irc.org.ua/news/>).

The emergence of professional burnout among pedagogical staff is due to a system of interrelated and complementary factors related to different levels of personality organization: at the individual psychological level, these are the psychodynamic characteristics of the subject, characteristics of the value-motivational sphere and the formation of skills and abilities of self-regulation, plus, at the socio-psychological level – the features of the organization of activities and interpersonal interaction of the teacher, and at the level of duties and obligations that the teacher assumes in the field of higher education (many of them limit the teacher and do not allow each individual teacher to develop in the direction to which the "soul lies" most of all). When you are part of the scientific and pedagogical teaching staff, you know about such a document as an "individual plan" – this is the norm. Now, some higher education institutions have added so-called additional contracts, which we will discuss below. Signs of the formation of the professional burnout syndrome can be observed in almost every pedagogical teaching staff actor. These or other symptoms are inherent in all employees, although some try to hide them and even deny their presence during surveys so as not to spoil the statistics. "In order not to spoil the statistics or indicators", "give the necessary indicators" – these are terms that are operational, in use at every enterprise, a university is an enterprise, even if it is a state or national university – this is a state or national enterprise, respectively.

Communication is an integral part of working process and the basis of to succeed the operational goals of an enterprise in total, thus, the hiding or distortion of the real state of affairs may have different side-effects as exhaust of the staff and even loss of the staff due to seemingly unpredictable resignation of a part of it, unfortunately far more often many people are harmed emotionally because of the stress they are exposed by the pressure of constant chase after the results (<http://moodle.nati.org.ua/mod/>).

The matter of trust is highly relevant here as in any household activity and the managerial decisions are to be based on relevant data. Which means no relevant data no adequate managerial decisions. Distorted data leads to wrong managerial, which in turn mislead the whole enterprise and cause distancing from the operative and strategic goals performance.

Professional burnout leads to the depletion of a person's emotional-energetic and personal resources. And so, a variety of mental blocks appears in minds of pedagogical staff, or even prejudice towards the whole working process and their abilities to cope with it. That, what happens in terms of personality, the side effects for an enterprise may be:

- a) unpredictable loss of part of personnel;
- b) distorted data about the performance;
- c) distorted data as for the emotional environment within the staff;
- d) wrong managerial decisions based on irrelevant data.

Conclusions. Authority, trust and respect are the key elements to achieve mutual involvement into the process or reaching mutual goals to eventually raise the probability to perform successfully and approach the mission performance.

The Balance between "light" and "darkness" is to be achieved.

In search of the optimal combination of "light" and "dark" techniques, the following points are to be kept in mind:

- the element of authority;
- trust as an irrevocable part of authority;
- mutual respect.

As a subsequence we can distinguish the following managerial strategies:

- A turquoise organization as an ideal form of management is still unattainable in reality, because in any group, even a small one, where, it would seem, everyone is the same, everyone is equal, there is always a leader – a person who takes on a little more responsibility;

- It will not be possible to completely eliminate control, but the task of any reasonable leader is to reduce it to a minimum. It is much more efficient when an employee organizes and controls himself;

- Violence and suppression is not an option. While fear is the best motivator, it won't get you far alone. Intimidation and manipulation will only work for a limited time – the response will not be long in coming;

- The key condition for successful cooperation is mutual respect. It is not enough to have a respectful attitude of a leader towards subordinates. Feedback is needed, efforts must be made by both parties;

- Responsibility – yes, fear of punishment – no! A person should be responsible for his actions – feel involved in a common cause, and not be afraid of the coming punishment.

Regardless of which side the leader chooses – "dark" or "light", management in any case continues to be manipulation to a certain extent. After

all, in order to get this or that reaction from subordinates, this or that result, the manager has to ask, force, convince, agitate – that is, use the methods of psychological or emotional influence, but in fact – manipulate. This applies to both physical and intellectual labor.

In term of enterprise pedagogical staff is seen as one of main resources to complete the operational goals which in turn lead to high performance of an enterprise in total and achievement of the mission after all. An here the analogy with production a staff can be compared to equipment which needs to be cared, to lengthen its exploit period and if any equipment can be replaced, though it takes expenses, this kind of “equipment” is far more difficult to be replaced. Thus is to be cared and approached with respect and responsibility.

Conflict of Interest and other Ethics Statements

The authors declare no conflict of interest.

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Ольга ОЛІЙНИК, Бісваджит ДАС
ПРОФЕСІЙНЕ ВИГОРАННЯ В ПЕДАГОГІЦІ
ФАХІВЦІВ СФЕРИ ВИЩОЇ ОСВІТИ

Анотація. У статті розглянуто дослідження особливостей стратегії управління вищими навчальними закладами щодо збереження та підвищення продуктивності науково-педагогічних кадрів, усунення їх професійного вигорання; вплив обраної стратегії на результати діяльності персоналу; причини, за якими може виникнути професійне вигорання. Проаналізовано основні фактори, що викликають професійне вигорання, а також шляхи їх уникнення та усунення.

Також таке явище, як стрес, розглядається тут і як природний фактор, що запускає розвиток, і як один із основних чинників, що спричиняють професійне вигорання. Протиріччя, яке виникає внаслідок того факту, що наука є мистецтвом і що мистецтво має розвиватися в замкнутій системі зі строгими вимогами, часовими обмеженнями, вимірюванням ефективності, постійним тиском, браком часу. Тут буде розглянуто проблему замовчування або приховування симптомів професійного вигорання, як це впливає на продуктивність на різних рівнях підприємства, довіру та недовіру як одну з причин подальших збоїв у виробничому процесі.

Запропоновано рекомендації щодо встановлення довірливих стосунків між керівництвом та персоналом підприємства, як невід'ємної складової ефективного робочого та виробничого процесу для досягнення більш ефективної комунікації та, як наслідок, досягнення виробничих цілей.

Ключові слова: професійне вигорання, довірче спілкування, довіра, наука – мистецтво, виробнича лінія.

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