

## **Personal Values as Regulators of Teacher Burnout**

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*The aim was to identify the means of correction and prevention of burnout syndrome in college teachers who switched to online teaching during the period of quarantine caused by the COVID-19 pandemic. Descriptive and experimental research designs were used to achieve the aim. Causal relationships were defined using one-way analysis of variance (ANOVA) and correlational analysis. The Fisher's angular transform criterion and the Mann–Whitney U test (STATISTICA 10.0) were used to determine the psychological characteristics of teachers with different levels of burnout syndrome. Boyko's Emotional Burnout Inventory and Rokeach Value Survey (RVS) were used for diagnosis. The practical recommendations for college administrations were developed based on the causal relationships revealed in the results. It was found that the system of personal values could be an effective regulator of the personal state in difficult situations.*

*Keywords: job burnout, burnout symptoms diagnostics, personal value, self-regulation, correction, prevention*

### **INTRODUCTION**

Teaching is among the professions especially vulnerable to emotional burnout due to the need to process and assimilate large amounts of information, master new learning tools and technologies, and

handle significant communicative and emotional loads, which leads to tension, fatigue, and exhaustion. The work of teachers has increased significantly with the trend of globalization and integration in combination with the rapid development of science and technology. In addition, the rapid pace of societal development and the dynamic environment also affect teachers faced with a number of new problems and challenges (Jiang, Du, & Dong, 2017).

The relevance of teacher burnout has increased in connection with the changes in socio-economic living conditions caused by the COVID-19 pandemic. Intense psychological pressure can cause teachers dissatisfaction and burnout. Nowadays, teachers work in such emotional working conditions comprising a large number of stressors such as social evaluation, uncertainty, daily routine work, etc. The pandemic has added an additional stressful effect on the professional development of teachers. This intensifying stress factor is associated with a sudden transition to distance teaching, which resulted in disruption of their work–life balance (working from home and increased workload). This situation required the need to adapt to new living conditions. Thus, due to the large number of stressors at work during the pandemic, there is a high probability of burnout among teachers.

Teaching is considered to be one of the most stressful occupations. Teachers have the highest burnout rate compared to workers in other social services and professions. Papathanasiou, Konstantinos, and others noted that emotional burnout is often observed in humanitarian and social professions (Papathanasiou et al., 2017). Compared with other professional groups, teachers have a higher level of exhaustion and cynicism, which determine the manifestations of “burnout syndrome” (Mojsa-Kaja et al., 2015).

In 2017, the World Health Organization defined “burnout” as a syndrome that results from chronic workplace stress that has not been successfully managed. Burnout involves feelings of exhaustion, increased mental distance from work, feelings of negativism related to career, and a decrease in productivity (Bravo et al., 2021). Nowadays, burnout syndrome has become so common that it defines the state of a person’s mental health, which was included in the International Classification of Diseases initially in ICD-10 as “a state of exhaustion of vital forces.” Later, it was transferred to the new revision of the ICD-11 (2019) under the name “burnout” with the code QD85. Teacher burnout worsens personal and professional competence and reduces work productivity. People with burnout usually have a combination of psychopathological, psychosomatic, and somatic symptoms, and signs of social dysfunction. Chronic fatigue, cognitive dysfunction (memory and attention disorders), sleep disturbances (difficulty falling asleep and early awakenings), and personality changes are observed. The development of anxiety, depressive disorders, and addictions to psychoactive substances is possible. Common somatic symptoms are headache and gastrointestinal (diarrhea, irritable bowel syndrome) and cardiovascular issues. The main prerequisite is the presence of organizational problems (violation of discipline, lack of cooperation, high frequency of conflicts, lack of organizational commonality, devaluation of work results, etc.). Burnout is a complex psychophysiological reaction caused by frequent, sometimes excessive, but usually ineffective efforts aimed at satisfying excessive personal or social needs. Burnout involves psychological, emotional, and physical withdrawal from an activity in response to excessive stress or dissatisfaction.

In 1975, Freudenberger described burnout as psychological exhaustion and fatigue in consequence of extreme workplace demands. The scientist indicated that burnout had psychological, behavioral, and bodily negative consequences for sufferers. In particular, workers had symptoms such as aloofness, anger, and weight loss (Freudenberger, 1975). Nowadays, burnout is defined as a syndrome caused by stress as a long-term employee’s response (reaction) to chronic interpersonal stressors at work. According to Maslach’s (1999) model, the burnout syndrome includes three symptoms: 1) emotional exhaustion, 2) depersonalization, and 3) reduced personal accomplishment (Maslach & Leiter, 1999). Voitenko, Myronets, and others consider that emotional burnout is a complex psychological phenomenon involving activities that demand continued involvement and connection with people in an emotionally charged environment (Voitenko, 2021). The emotional burnout develops gradually until people are not aware of it and even refuse to understand that they have burnout syndrome (Jarmas & Raed, 2018).

Boyko defined emotional burnout as a mechanism of psychological protection acquired by an individual and that manifests itself in the complete or partial elimination of emotions in response to the unfavorable effects of professional activities. Researchers have identified three phases of emotional

burnout. An individual that feels the effect of the first phase of emotional burnout (“tension”) shows moderate, short-lived, and random signs of this process. These signs and symptoms are minor and are expressed in self-care, for example, by relaxing or taking breaks from work. In the “resistance” phase, which is the second phase of burnout syndrome, the symptoms appear regularly, have a longer character, and are more difficult to correct. Usual methods of relaxation are ineffective at this stage. A teacher may feel exhausted after a good night’s sleep and even after a weekend. A person needs additional efforts to take care of oneself. Exhaustion is the most fundamental component of emotional burnout. The signs and symptoms of the third phase of emotional burnout (“exhaustion”) are chronic. Physical and psychological problems, such as ulcers or depression, may occur. Attempts at self-care are usually unsuccessful and professional help may not provide quick relief. The teacher begins to doubt the value of their work and profession. On the one hand, burnout allows a person to use energy resources economically; however, it also negatively affects work realization and relationships with people (Boyko, 1999).

## **AIM**

The purpose of this work is to determine the means of correction and prevention of burnout syndrome of college teachers who switched to online teaching during the period of quarantine caused by the COVID-19 pandemic.

A review of scientific sources on the issue of teachers’ emotional burnout allows us to unfold the complexity and multi-vector nature of this phenomenon, and discover its still little-studied aspects. From the earliest studies of burnout, it was determined that the teacher’s professional activity is among the professions with a high probability of burnout due to the peculiarities of its content (Maslach & Leiter, 1999).

First, it is worth noting that due to workplace stress, secondary school teachers are one of the professional groups with the highest rate of illnesses and, accordingly, a large number of sick leaves (García-Carmona, Marín, & Aguayo, 2019). In the study of health status and burnout in groups of teachers who have expressed somatic diseases and those who have not, significant differences in indicators of emotional exhaustion and depersonalization were found. A significantly high level of burnout was found specifically in teachers with expressed somatic diseases (Menghi et al., 2019).

Since the work of Maslach et al. (2001) in which organizational factors affecting burnout syndrome development (workload, control, reward, community, fairness, and values) were studied, this functional state has been considered by researchers as a systemic phenomenon caused by individual and organizational factors. Some researchers add a social aspect to the study of burnout syndrome (Arvidsson et al., 2019). Thus, the importance of the factors of emotional regulation, workload, and subjective well-being in the development of teachers’ stress and the formation of certain forms of professional burnout was proven (Carroll et al., 2022). In a study of teachers’ burnout symptoms, it was found that high personal self-efficacy, physical exercise, enough time for personal rest as well as high support from administration and perception of good leadership were factors leading to low-level burnout. Meanwhile, low self-efficacy and high work demands were the strongest factors in the formation of burnout syndrome (Arvidsson et al., 2019).

During the COVID-19 pandemic quarantine period, teachers’ working conditions became even more difficult as there was an immediate requirement to switch to online education. An analysis of scientific sources studying the impact of the enforced transition to online teaching on the cognitive and emotional characteristics of teachers shows a preponderance of investigation focused on the impact on students and students’ learning. It can be predicted that teachers face all the difficulties that students face and even more. Adedoyin and Soykan singled out the following significant factors in online education: technological (dependence of online education on technological equipment and equipment provision); social and economic (limited access to quality equipment and the Internet); digital competence (a low level of digital competence is an obstacle in online learning); carrying out evaluation and control (teachers are limited only to proxy observation, which makes it impossible to regulate and control write-offs); increased workload (teachers are forced to revise the content of their courses so that they are convenient for students’ online

learning); compatibility (e.g., especially practical disciplines); interference factors (appearance of family members, pets, or extraneous sounds during learning sessions) (Adedoyin, 2020). Mosleh et al. included the negative impact of such factors as social distancing, conflict between work and family, deterioration of family relations due to constant joint stay in a closed space, and the deterioration of physical and mental health (Mosleh, 2022).

In another study, Borle et al. noted five “techno stressors” faced by those who use information and communication technologies: technological overload (technology forces employees to work harder and faster); techno-invasion (invasion to private life through technologies that create the pressure of constant communication); technical complexity (the technology is complex, leading to a perceived lack of computer skills); technical insecurity (employees feel the threat of losing their jobs due to new technologies); technical uncertainty (constant technological changes that can create stress for workers) (Borle, 2021). Previously, Cuervo-Carabel et al. found that working at home using information and communication technologies could have caused feelings of tension, anxiety, exhaustion, and reduced job satisfaction (Cuervo-Carabel, 2018).

In our study, we hypothesized that the degree of burnout syndrome formation depends on the level of self-regulation. Among the various forms of regulation (motivational, emotional, cognitive, volitional, etc.), it is the personal values system that performs the function of stabilizing the subject’s state during a period of prolonged high tension and stress. According to Karpenko, the highest values stabilize personal motives in relation to critical conditions of existence, which require “mobilization of the individual’s cognitive, affective, regulatory, creative resources in extreme, problematic, conflictual, extremely important fateful situations.” In such conditions, a person breaks out “from the routine of his daily duties and usual behavioral patterns” (Karpenko, 2018, p. 355), which accelerates their personal growth. Regarding the concept of personal values, it was concerned to define “values” as a combination of five main features: “(a) concepts or beliefs (b) about desirable end states or behaviours (c) that transcend specific situations, (d) guide the selection or evaluation of behaviour and events and (e) are ordered by relative importance” (Gamage et al., 2021).

This study tested the following hypotheses:

**H1:** *Difficult working and living conditions caused by social isolation and difficulties of working in an online format contributed to the formation of burnout syndrome among college teachers.*

**H2:** *Teachers with different levels of burnout syndrome formation have different dominant values.*

**H3:** *Values are an important regulator of the emotional states; they can promote or prevent the formation of teacher burnout syndrome.*

## **MATERIALS AND METHODS**

A combination of descriptive and experimental research designs was used to study the features of college teachers’ burnout. This combination made it possible to test the hypotheses regarding certain psychological features of teachers’ experience of prolonged social isolation (March 2020–December 2021) caused by the COVID-19 pandemic and to establish causal relationships between burnout symptoms and values as mechanisms of behavior regulation. Practical recommendations regarding the means of correction and prevention of college teachers’ burnout syndrome are developed based on established empirical causal relationships. Thirty foreign language teachers at the college “Suzirya” (Vyshhorod, Ukraine) took part in the study. The characteristics of the sample are presented in Table 1.

**TABLE 1**  
**DESCRIPTIVE INFORMATION FOR SUBJECTS OF THE SAMPLE (N = 30)**

	Frequency	Percentage
Gender		
Female/male	29/1	96.7/3.3
Occupational status		
Teacher	4	13.3
Teacher of I category	10	33.3
Teacher of II category	4	13.3
Teacher of the highest category	12	40.0
Work experience		
up to 10 years	8	26.7
from 11 to 15 years	11	36.7
from 16 to 20 years	6	20.0
from 21 to 30 years	2	6.7
over 30 years	3	10.0
Duration of work at this workplace		
up to 5 years	10	33.3
from 6 to 10 years	4	13.3
from 11 to 15 years	9	30.0
from 16 to 20 years	4	13.3
over 21 years	3	10.0
	Mean (SD)	Min-Max
Age	40.23	27-64

To measure the features of teachers' emotional burnout after a 1.5-year period of prolonged quarantine, Boyko's Emotional Burnout Inventory was used. Emotional burnout is a well-known defense mechanism, which ensures partial or complete exclusion of emotions in response to certain psycho-traumatic events. The questionnaire considers the formation of the burnout syndrome as a process that goes through three phases, similar to stress ("tension," "resistance," and "exhaustion"). The composition of each phase includes four symptoms: 1) experiencing psycho-traumatic events; 2) dissatisfaction with oneself; 3) "cagedness"; 4) anxiety and depression (tension phase); 5) inadequate selective emotional response; 6) emotional and moral disorientation; 7) expansion of the emotions economy sphere; 8) reduction of professional duties (tension phase); 9) emotional deficit; 10) emotional alienation; 11) personal alienation or depersonalization; 12) psychosomatic and psycho-vegetative disorders (exhaustion phase).

The Rokeach Value Survey (RVS) (modified to Russian language) was used to diagnose dominant values. In this modification, the total number of terminal ( $N = 18$ ) and instrumental ( $N = 18$ ) values are the same, but certain values of the original technique have been changed. We would like to remind that terminal values refer to desirable end-states of existence. They mean the same that the global goals that a person strike to achieve during his or her lifetime. The instrumental values associate with the preferable modes of behavior. These are the means and strategies that help people achieve the terminal values.

Within the descriptive research design, we used the Fisher criterion ( $\phi^*$  is the Fisher's angular transform criterion) and Mann-Whitney U test (STATISTICA 10.0). This allowed us to determine the psychological characteristics of teachers with different levels of burnout syndrome. Within the experimental research design, one-way analysis of variance (ANOVA) was used, which made it possible to establish causal relationships between separate symptoms of burnout syndrome and teachers' dominant values.

## RESULTS

Table 2 shows the results of teachers' diagnostics according to the level of burnout syndrome formation.

**TABLE 2**  
**CLASSIFICATION OF THE RESEARCHED SUBJECTS ACCORDING TO PHASE OF BURNOUT SYNDROME FORMATION**

№	Phase syndrome	Symptoms are not formed		Symptoms at the stage of formation		Symptoms are formed	
		N	%	N	%	N	%
1	Tension	13	43.3	12	40.0	5	16.7
2	Resistance	15	50.0	12	40.0	3	10.0
3	Exhaustion	18	60.0	10	33.3	2	6.7
General level of burnout		17	56.7	13	43.3	0	0

The results suggest that despite the difficult working conditions, most teachers did not develop burnout syndrome (56.7%). The percentage of teachers with the syndrome at the stage of formation is 43.3%, which does not significantly differ from the number of people with the unformed burnout syndrome ( $\varphi^* = 1.04$ ;  $p > 0.05$ ). If we analyze the symptoms by phases, then it can be stated that the most common in the sample are individuals with symptoms of the tension phase (16.7%); however, this does not differ significantly from the percentage with symptoms of the resistance (10.0%) and exhaustion phases (6.7%) (respectively,  $\varphi^* = 0.77$  and  $\varphi^* = 1.23$ ;  $p > 0.05$ ). Therefore, our first hypothesis was not confirmed: difficult working conditions do not determine burnout syndrome formation. That is why we will consider the influence of internal factors, namely, the personal values system. Table 3 presents the results of a comparison of two groups that differ in the level of burnout syndrome formation.

**TABLE 3**  
**SIGNIFICANT DIFFERENCES IN THE LEVEL OF RELEVANCE OF VALUES IN GROUPS OF TEACHERS WITH LOW AND MEDIUM LEVELS OF BURNOUT SYNDROME FORMATION**

№	Value	Md** in the group with unformed burnout syndrome (N = 17)	Md** in the group with emerging syndrome (N = 13)	Empirical value of the Mann–Whitney U test	Significance level (p)
1	An interesting job (t.v.)*	2	10	58.0	0.028
2	An exciting life (t.v.)	5	12	61.5	0.039
3	Freedom (t.v.)	3	6	61.5	0.039
4	Honesty (i.v.)	10	6	49.0	0.009

Note: t.v.: terminal value; i.v.: instrumental value; \*: the value is absent in the original Rokeach Value Survey; Md\*\*: the median in the group, its smallest values correspond to a higher value position in the personality system

In the group of teachers that does not show a tendency to emotional burnout, the following values are at a higher position in the value system: “an interesting job,” “an exciting life,” and “freedom.” Therefore, it is important for them to find an interesting activity in life and engage in it; it is also important to feel freedom in decision-making and to show self-sufficiency and independence in thoughts and actions. It is

interesting to note that entertainment and new experiences are in a higher position for people with unformed burnout syndrome; hence, such people understand and appreciate the opportunity to spend time easily and disconnect from everyday worries. This is one of the factors that help them overcome psycho-traumatic situations and maintain relatively high efficiency in difficult circumstances. On the contrary, the value of honesty is much less relevant for people of this group. It can be assumed that the realization of this value creates additional stress. The value of honesty assumes high demands for both oneself and partners, and compliance with strict standards of behavior. On the background of psycho-traumatic events, this can strengthen the consolidation of non-adaptive stereotypes. These forms of behavior have a short-term positive effect (reducing tension, switching attention to something else, forming positive expectations, etc.), but do not contribute to changing the situation or personal attitudes that have negative effects in the long term.

Thus, the established divergences allow us to assume that values are the behavior regulators that can promote or block the formation of separate symptoms and general burnout syndrome in teachers. We used correlational and one-way analysis of variance to test hypotheses about causal relationships. Correlational analysis was needed to determine the direction of the relationship. A positive correlation indicates that the value performs a stabilizing function and blocks the syndrome formation, whereas a negative correlation indicates on an increasing value influence on the burnout formation. Table 4 shows the main results of variance and correlational analyses.

**TABLE 4**  
**RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR BURNOUT FORMATION**

Value	SS	df	MS	SS	df	MS	F	P	r
General level of emotional burnout syndrome									
Courage	32613.1	3	10871.0	36492.5	26	1403.6	7.75	0.001	-0.14
Honesty	25154.4	3	8384.8	43951.1	26	1690.4	4.96	0.007	-0.52
Indicator of experiencing the tension phase of the burnout syndrome									
Courage	4942.7	3	1647.6	7110.8	26	273.5	6.02	0.003	-0.28
Honesty	4177.8	3	1392.6	7875.7	26	302.9	4.60	0.01	-0.50
Indicator of experiencing the resistance phase of the burnout syndrome									
Wisdom	2297.3	3	765.8	5694.6	26	219.0	3.50	0.03	-0.10
Courage	2673.8	3	891.3	5318.1	26	204.5	4.36	0.013	-0.10
Honesty	2068.2	3	689.4	5923.7	26	227.8	3.03	0.047	-0.42
Indicator of experiencing the exhaustion phase of the burnout syndrome									
Courage	4099.9	3	1366.7	6121.2	26	235.4	5.80	0.003	0.10
Honesty	2769.5	3	923.2	7451.8	26	286.6	3.22	0.039	-0.44

The obtained results indicate that the high positions of the values “courage” and “honesty” in the personal values system create additional tension, which strengthens the formation of rigid mechanisms of protection against psycho-traumatic situations and, therefore, contributes to the formation of both general burnout syndrome and its separate components in the tension and resistance phases. An interesting fact is the negative influence of the value “wisdom” on the formation of symptoms in the resistance phase. This phase is characterized by the appearance of anxiety, which a person tries to overcome by reducing the

pressure of external circumstances and improving their own emotional comfort. The negative impact of the value of wisdom (common sense gained through experience) can be manifested in the use of routing strategies that are inadequate to the current situation, in excessive control of one's emotions. It contributes to the formation of such symptoms as "inadequate selective emotional response" and "expansion of the emotions economy sphere." Also interesting is the fact that the courage value in the exhaustion phase plays a blocking function, slowing down burnout syndrome formation. This may be due to the fact that the importance of asserting one's attitude provides additional energy and forms a personal active position that works as an unconscious activity regulator. Such reactivity as a type of behavior regulation works on the reflex principle, combining sensory, emotional, and energetic components that reinforce each other to ensure the individual's relative normalization (Psyadlo, 2019).

The most important for the professional performance is the symptom "reduction of professional duties" in the resistance phase. Table 5 shows the results of one-way analysis of variance for this indicator.

**TABLE 5**  
**RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR THE INDICATOR OF**  
**PROFESSIONAL DUTIES REDUCTION**

Value	SS	Df	MS	SS	df	MS	F	P	r
Health*	155.8	2	77.9	548.4	27	20.3	3.83	0.034	0.43
Cleanliness	189.2	3	63.1	514.9	26	19.8	3.18	0.040	0.33
Obedience	181.4	3	60.5	522.8	26	20.1	3.01	0.048	0.40
Courage	266.3	3	88.8	437.9	26	16.8	5.27	0.006	-0.10

Note: \* - the value is absent in the original survey

According to the obtained data, four values have a significant impact on the level of formation of the teachers' symptom "professional duties reduction." This symptom is less evident in those that place health, obedience, and cleanliness in a high position. These people have a rational attitude to their physical and mental health and appreciate the manifestations of accuracy and discipline in the workplace. "Courage" can be manifested as open disobedience to management orders, ignoring instructions and rules, and defending one's position in an open and assertive manner, and can contribute to faster symptom formation. Teachers spending too much effort and excessively emotionally involved in situations can suffer the rapid exhaustion of psychological resources.

## DISCUSSION

Not every kind of stress contributes to burnout. Many studies have shown evidence that there are personal factors that reduce the probability of the burnout syndrome formation. For example, in an empirical study conducted by Finnish scientists, it was found that only half of teachers have various combinations of burnout symptoms while other teachers show resistance to these defensive reactions because they proactively use self-regulation and co-regulation strategies (Pyhältö et al., 2021). Kovalkova and Malkova demonstrated in their research that lecturers who practice effective strategies to reduce inner tension did not have the active symptoms of burnout such as psychosomatic and psycho-vegetative disorders, economy of emotions, or experience psycho-traumatic events (Kovalkova & Malkova, 2021). Zaretsky and Katz indicated the importance of emotional regulation techniques using pedagogical activities. The researchers proved that the teacher's ability to experience the whole range of emotions, both positive and negative, in socially accepted forms prevented emotional exhaustion (Zaretsky & Katz, 2019). Other research has pointed out that a high level of emotional intelligence blocks chronic professional burnout of teachers and increases their personal achievements at work (Mancini et al., 2022). Therefore, this proves that a lack of



personal resources is a stronger determining factor in burnout syndrome development than difficult working conditions.

Empirical facts of the influence of personal values and the consistency of personal and organizational values on teachers' burnout have been demonstrated in a number of studies. For example, Barni and colleagues reported the importance of personal values for the ability to cope with challenges and support the subjective well-being of teachers (Barni et al., 2019). Skaalvik and colleagues (Skaalvik & Skaalvik, 2011) revealed the impact of the alignment of personal and school values on the level of emotional exhaustion, job satisfaction, and the desire to stay in the profession. Researchers have shown that educational goals and values should be explicitly discussed and clarified both by education authorities and at the school level. It is important to emphasize that according to the results of a study by Vilardaga and colleagues, the level of values-based processes had a stronger and more consistent relationship with burnout as compared with work-site factors (Vilardaga et al., 2011).

In another study, it was found that the values of the individual and the presence of a conflict between personal values and the values of the organization to a greater extent determine the level of emotional exhaustion, and have almost no influence on the formation of depersonalization symptoms (Mohammed et al., 2020). Researchers explain this by the fact that the level of emotional exhaustion determines the development of depersonalization; therefore, emotional exhaustion and depersonalization can be considered as two consecutive phases. In our study, depersonalization is one of the symptoms of emotional burnout at the stage of emotional exhaustion. Manifestations of exhaustion may be accompanied by personal detachment (depersonalization) or may occur only on the background of emotional deficit, forming symptoms of emotional detachment or psychosomatic/psycho-vegetative disorders. Our study proves that values influence all stages of the formation of burnout syndrome from the tension to the exhaustion phase.

It is also important for us to pay attention to the fact that certain values (health, cleanliness, obedience, an interesting job, an exciting life, freedom) exert a mobilizing effect that inhibits burnout syndrome development. On the contrary, certain values (honesty, courage, and wisdom) contribute to the formation of this syndrome. We explain this by the fact that the dominance of certain values forms an attitude toward increasing excitement and its control, which creates additional stress for the individual and drains certain personal resources. The personality tries to compensate for the lack of resources through the activation of rigid stereotypes, such as aloofness, reduction of responsibilities, economy of emotions, etc. In the study of Panok, negative correlations were also obtained between the dominance of the value "honesty" and the ability to set life tasks and consciously use strategies for building life plans (Panok, 2022). Therefore, a high rating of the honesty value indicates strict requirements for oneself and others, which creates a barrier both for planning and for the transition from plans to their implementation.

In addition, the presence of two groups of values that block and promote the development of burnout syndrome can be explained by the existence of two self-regulatory orientations—prevention-focused and promotion-focused—as proposed in regulatory focus theory. The dominant values of honesty and courage correspond to a more promotion-focused orientation as they are associated with an increase in internal tension and the search for additional stimuli. People with this orientation have more health problems because they take little care of their body's condition and use stimulants to overcome physical weakness (Keller & Kesberg, 2017).

## CONCLUSIONS

It has been proven that despite prolonged stressful conditions, college teachers do not demonstrate the formation of a burnout syndrome due to the effective functioning of certain regulatory systems. Indeed, people's system of personal values takes part in regulating the state of a person who is in difficult circumstances. Teachers with an unformed burnout syndrome have in their value system more dominant positions for components such as an interesting job, an exciting life, and freedom. These values oppose routinization and the consolidation of rigid stereotypes.

Values have been identified that help stabilize the personal state, namely, health, cleanliness, and obedience because they reduce the level of inner tension and block impulsive manifestations through a

rational attitude toward one's own resources and their renewal. Some values can contribute to the formation of burnout syndrome, namely, courage and honesty. These values activate additional tension through the formation of strict requirements for oneself and others. Courage is a value that energizes the teacher's state in the tension and resistance phases but helps normalize the state in the exhaustion phase through a reactivity mechanism.

Based on the obtained results, we offer the following measures for the correction and prevention of college teachers' burnout syndrome formation that can be useful for college administrators:

- use influence on personal values (terminal and instrumental) as a means to regulate the teachers' state, especially in difficult external conditions;
- influence on the system of personal values can be implemented through organizational guidelines focused on “an interesting job,” “an exciting life,” “freedom,” “health,” and “cleanliness”;
- in difficult working conditions, it is important to give teachers the opportunity to independently make decisions on certain issues (e.g., freedom), to actively take care of their own health (e.g., health), to combine intensive work and intensive rest (e.g., an exciting life), to introduce innovations in work (e.g., an interesting job), and to strictly adhere to discipline norms (e.g., cleanliness and obedience);
- to block the possibility of activating the values of courage and honesty through the reorientation of teachers' work on team interaction, strengthening of collaboration norms, and standards of group responsibility and supporting;
- to activate the requirements and implementation control for such values as cleanliness and obedience at the level of the organization and strengthen control over discipline, which will allow a reduction in the level of internal tension due to the routinization of certain actions;
- it is important to use the routinization of simple daily actions, especially those related to the norms of discipline, but to destroy routinization of means of solving problems related to previous experience;
- to broadcast the attitude that in new difficult working conditions one should look for new means of solving problems because this experience is unique and inadequate past experiences can negatively affect the teacher's emotional state. New tools can be implemented through various “outsourced inspiration” tools (Grant, 2013);
- to organize psychological support for teachers with high promotion-focused orientation and therefore are at risk for burnout syndrome formation.

In future studies, we will consider other means of regulating teachers' burnout syndrome, which will allow us to expand the list of recommendations and develop specific correction and prevention programs that will take into account the need for teachers to spend a lot of time in the process of online teaching.

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