

1 GENERAL AND SOCIAL PSYCHOLOGY ЖАЛПЫ ЖӘНЕ ӘЛЕУМЕТТІК ПСИХОЛОГИЯ ОБЩАЯ И СОЦИАЛЬНАЯ ПСИХОЛОГИЯ

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APPROACHES TO THE STUDY OF EMOTIONAL BURNOUT PERSONAL FACTORS: THEORETICAL ANALYSIS

Abstract

The purpose of the article is to analyze the available theoretical and experimental researches on the study of emotional burnout personal factors. Internet resources were used as the sources of research: with the largest single database Scopus, PsycINFO, a free social network with the possibility of searching and exchanging ResearchGate scientific papers and foreign collections were viewed in open access: Elibrary.ru., Frontiersin.org., Webofsciens, Dissercart.com., Dslib.net., Rsl.ru., and others. The conducted literature review allowed us to identify four groups of personal factors influencing the manifestation of emotional burnout syndrome: typological factor, role factor, organizational factor, motivational factor, existential factor, resource factor. The analysis showed the need for further research on the development of personal resources of employees for the prevention of burnout syndrome.

Key words: emotional burnout, stress, personality type, self-regulation, self-esteem.

Introduction

The most volume of empirical evidence displays that occupational health is one of the most topical issues nowadays due to the COVID-19 pandemic situation. The research under consideration considers burnout as a professional phenomenon that appears because of the permanent stress in the

place of work (Edú-Valsania S., Laguía A., Moriano J. A.). Examining emotional burnout syndrome and the factors that affect it has become crucial due to the growing demands from organizations for improved staff performance.

The purpose of the article is to analyze current theoretical approaches and empirical research regarding the role of personal or psychological influences in the situations where emotional burnout symptoms occur.

Currently, there are several approaches in the scientific literature to the study of the phenomenon of emotional burnout. Thus, individual, interpersonal and organizational approaches stand out. In this respect, it is noted that there are both individual models for explaining the phenomenon of burnout and procedural ones. A systemic approach has been highly prioritized in national research. In recent years, it is believed the phenomenon of emotional burnout continues to be a hot topic for research that does not lose its significance. There are a number of studies on the topic of emotional burnout; while different areas are touched upon. Thus, the study of the phenomenon involves the context of organizations, which separately raises the question of the impact of organizational features on employees and their interaction. The high importance of the factor of employee burnout in the functioning of the organization and its success in the market is noted. There is a separate series of studies examining a set of organizational factors that can cause symptoms of emotional burnout. The issue of the value relationship between work and other spheres of human life, as well as the expectations that he or she has for work, is studied separately; the topic of the influence of the family on the emergence of emotional burnout of a person at work is investigated. There are studies that examine the emotional burnout of a person at work in relation to expectations about social relationships formed in a person outside the workplace, as well as the peculiarities of the relationship between a supervisor and subordinates. The phenomenon of emotional burnout can manifest itself in different spheres of human activity. Although it was initially thought of as resulting from interactions between individuals, particularly through communication, the phenomenon is now being studied as a complex phenomenon that affects various areas of human life and appears in various forms. That is why the topic of emotional burnout is not only relevant, but also reflected in completely different scientific directions. These examples demonstrate how complex the burnout phenomenon is in its structure, and the existence of many definitions of it does not always provide an unambiguous understanding of the causes and consequences of the phenomenon (Kotenev I.O.).

Materials and methods

In the process of reviewing foreign studies, the following Internet resources were involved in consideration: the largest unified database Scopus, PsycINFO, ResearchGate, i.e. a free social network that can allow to search and exchange the scientific works, and the open access international collections such as Elibrary.ru., Frontiersin.org., Web of science, Dissertart.com., Dslib.net., Rsl.ru. were studied. The set of papers published in the catalog "ScienceDirect" with the keywords "emotional burnout", "burnout", "burnout syndrome" was formed in the result of analysis.

According to the analysis of sources, it is required to consider the concept of "emotional burnout", the mechanisms of its formation, as well as relationships with other conditions identified by professional activity to determine the essence of the phenomenon "emotional burnout".

Initially, "emotional burnout" was considered as "communication disease", only later a term appeared, the translation of which sounds like "staff burnout".

The study of this phenomenon began with H.J. Freidenberg, who defined a new concept of the cause of symptoms in people who in professional activity face active interaction with wards or clients (Vodopyanova N.E., Starchenkova E.S.).

More in-depth research belongs to K. Maslach, who introduced the concept of "burnout", which in her opinion acts as an experience of feeling unnecessary against the background of general emotional exhaustion.

The results of the empirical studies by Maslach and Jackson (Maslach C., Jackson S.E.) made it possible to form a definition of the term burnout. According to the definition it is a psychological syndrome characterized by "emotional exhaustion, depersonalization, and a reduced sense of professional efficacy that can occur in caregivers". The common feature of the given definitions is that

burnout is a syndrome, and it is widely known that syndrome is a set of symptoms and indicators that can help to diagnose a distinct condition from medical aspect.

Table 1 – Definition of burnout

Dimension	Definition
Emotional exhaustion	This dimension manifests in the form of feelings and sensation of being exhausted by the psychological effort at work. It is also described in terms of weariness, tiredness, fatigue, weakening, and subjects exhibiting this type of feelings have difficulty in adapting to the work environment, since they lack the emotional energy to solve work tasks.
Cynicism or depersonalization	This dimension, the interpersonal component of burnout, is identified as the reaction of detachment, indifference and unconcern to the work performed and/or the people who receive it. This results in negative or inappropriate attitudes and behaviours, irritability, loss of idealism and interpersonal avoidance usually towards service users, patients and/or clients.
Reduced personal achievement	This dimension is reflected in a negative professional self-esteem and doubts about the ability to perform work efficiently, as well as a greater tendency to assess results negatively. It also leads to a decrease in productivity and capabilities, low morale and reduced coping skills.
Note: Compiled from the source [15].	

In the result of the analysis of difference sources, it is determined that there are some arguments related to the complete independence of these three definitions from each other. There are presented some justifications of this statement. The difference between them is in the case which of these three dimensions occurs in the stress situations (emotional exhaustion or depersonalization). However, final evidence has not yet been obtained, but long-term studies have shown that there is a cause-effect relations between the main burnout aspects. Consequently, a high level of emotional exhaustion leads to a high level of cynicism or depersonalization (Taris T.W.).

Today, most authors share the idea that burnout is a type of adaptive response to long-term stressful situations, which includes physical, psychological and behavioral components (Pryahina M.V., Dushkin A.S., Goncharova N.A., Sharanov Yu.A., Shahmatov A.V.)

Other researchers have defined burnout as a dynamic transactional process that occurs between a person and his work, and consists of three stages. First, a lack of harmony exists between individual and organizational resources in accordance with the requirements of the work, which causes an emotional reaction in response (anxiety, fatigue and exhaustion), which ultimately leads to a change in the attitude and behavior of the employee.

In general, the permanent stress at workplace can lead to the development of burnout syndrome that is instable and in case it acquires chronic characteristics, it may have a crucial consequence on the health condition. (Montero-Marín J.). From psychological aspect, the syndrome causes damage at the cognitive, emotional and attitudinal levels, which might have a negative effect on attitude towards work, surrounding environment and the professional role (Maslach C.). However, this is not a personal problem but a consequence of certain characteristics of the work activity (Bouza E.).

Results and discussion

Traditional attempts to understand emotional burnout are closely related to the need to justify the factors that influenced its occurrence. The interaction of psychological and social factors was cited as the causes of emotional burnout regarding to the current theoretical approach. In addition to psychological and social factors, in the result of the researches the third group of factors concerning substantive aspects of the professional activity occurred. According to K. Maslach, burnout is caused more by the conditions of activity than by the psychological characteristics of employees.

In this regard evidence was obtained that there are reasons for burnout. It is noted that occupational stressors can affect the entire social environment of a person, the quality of his professional life, and also constitute a risk of occurrence of individual adjustment disorders (Lavrova, Levin).

The most relevant part of the study is to analyse the role of the psychological or personal factor in the process of professional activity and its impact on increasing or reducing the emotional burnout of employees.

When considering personality traits that affect burnout, the types of personalities most prone to this syndrome are primarily identified.

Typological Factor.

1. A hyper-responsible type, who is fully dedicated himself to work, who tends to take on too much. He is compressed from three sides, driven by his own needs, the needs of clients and management.

2. A unidirectional employee, who is overcommitted to work and whose life outside the workplace is unsatisfactory. He uses his work as a substitute for social life, immersing himself in so much work that he has no time for himself. It leads to the loss of Self.

3. An authoritarian worker, who relies on his authority to govern others and expects obedience from subordinates at all costs, despite the enormous emotional cost.

4. A self-confident administrator, who evaluates himself as an indispensable employee.

5. A workaholic is a professional who has a tendency of identification with those with whom he works and for whom he works. He risks getting too involved in his work, losing himself in this life.

According to V.V. Boyko, the following individual characteristics can lead to the emergence of emotional burnout syndrome: a predisposition toward emotional aloofness, a propensity to intensely experience unfavorable circumstances related to one's professional activity, and a lack of drive for an emotional reaction when engaging in one's profession. In this instance, the syndrome of emotional burnout may be a psychological defense mechanism that manifests as the partial or complete suppression of emotions in reaction to traumatic effects brought on by the mismatch between an individual's unrealistic expectations from their work and their everyday realities.

Role factor. It has been determined that role uncertainty, role conflict, and emotional exhaustion are related. Working in a distributed responsibility environment reduces the risk of developing emotional combustion syndrome, and even with a comparatively light workload, this risk rises sharply when one's professional responsibilities are unclear or not assigned fairly. Professional situations where competition, lack of action integration, and coordinated collaborative efforts all lead to the development of emotional exhaustion, even when coordinated actions are necessary for a good outcome. Furthermore, the reason of burnout may be the nature of the work itself in the social domain, which is characterized by a huge number of psycheburdening shallow connections with various people (for example, Maslach). According to K. Maslach's research, the average medical staff in psychiatric clinics «burns out» 1.5 years after commencing work, while social workers begin to experience this symptom 2–4 years later.

From an invariably interesting conceptual point of view, which allows us to approximate the identity of the phenomenon under study, it is important to emphasize that emotional burnout – far from a monolithic structure - has a number of different aspects, as (Karvasarski, Ledera.) rightly state: emotional exhaustion, depersonalization, lack of personal achievements are the factors that influence on the arise of this syndrome typical of caring and/or assisting professions.

Organizational factor. The occurrence of the syndrome of emotional burnout is related to intense psycho-emotional activity: intense perception, processing, and interpretation of the information received; intense decision-making; and intense emotional reinforcement of communication. The unstable schedule of events and unhealthy psychological environment also contribute to the emergence of emotional exhaustion. It has hazy work structure and planning, insufficient funding, bureaucratic moments, long work hours with imprecise substance, and conflicts amongst coworker as well as inside the “manager – subordinate” system. The syndrome's root cause is linked to common issues that arise for individuals within organizational structures, such as a “special” body, a lack of autonomy and support, role conflicts, and inadequate or insufficient feedback from management to the individual employee. An additional aspect contributing to the syndrome of emotional exhaustion is the existence of psychologically challenging clients (seriously ill, contentious consumers, criminals, “troubled” teens, etc.) that a communication professional must manage. Emotional tiredness is a result of having to work in a demanding, repetitive rhythm while carrying a heavy emotional burden.

Motivational Factor. Because the motivating component makes the employee believe that both his job and himself are worthless, it plays a role in the development of burnout syndrome in workers who are not receiving appropriate compensation for their efforts, both materially and psychologically. A distinct investigation is necessary to examine the impact of alcohol misuse and the mechanisms underlying the emergence of emotional burnout syndrome in the context of alcoholization of personality.

Existential factor. Stress results from living a life that disregards the intrinsic worth of other people as well as oneself. If we define stress as being connected to an experience, then it stems from a lack of contact with value, meaning that one does not perceive or feel that what they do has value. From an existential perspective, the tension stems from the inability to agree to the current action. According to existential analysis, doing something out of a genuine desire to do so and not living fully in the moment are the two main causes of stress ("dis-cordant life"). From an existential and analytical standpoint, devastation, lack of fulfillment, psychological neediness, and loss of sense of life all stem from the same source. They finally emerge when a person lives without inner permission about the content of real behavior.

Resource factor. The authors highlight such indicators as locus of control, self-esteem and crisis-coping strategies, personality tolerance as a resource for employees to reduce emotional burnout (Kotova).

The locus of control reflects a person's tendency to perceive events as being under his (internal) control or (external) control of external circumstances. B.E. Hobb attributes "personal control" to important internal volitional resources that determine resistance to stressors. People with high internal locus of control actively resist stress, have the ability to choose an effective way of solving problems. On the other hand, people with an external locus of control facing difficult situations, experience great anxiety, show a sense of powerlessness and are more prone to depressive states. The results of many studies demonstrate a close relationship between locus of control and emotional burnout (Treshkina). In this case, the external locus of control is positively associated with emotional burnout and depersonalization. While professional efficacy correlates positively with the internal locus of control, but this trend is characteristic only for the male model (Lukina, Burlakova).

Thus, the literature analysis shows a significant role of personal or psychological resources in both increasing and decreasing emotional energy in the process of professional activity.

Experimental works can complement theoretical approaches by demonstrating the impact of personal factors on the emotional burnout of specialists from various professions.

Edú-Valsania S., Laguía A., Moriano J.A. analyzed burnout and its many elements, addressing the following topics: (1) discussion of the variables that can produce burnout, as well as the individual factors that have been recommended for its regulation; (2) identification of the impacts that burnout creates at both the human and organizational levels; (3) a summary of the key activities that may be taken to prevent and/or reduce burnout, and (4) an overview of the main techniques that have been created to quantify burnout in general or for specific vocations.

Employees may suffer negative effects from an improperly managed and organized work and professional environment, which drains their psychological resources and fails to provide them with dignity. With major consequences for both individuals and organizations, burnout has emerged as one of the major psychosocial occupational hazards in contemporary society (Han, Simionato, Grow; Epstein). More recent research has demonstrated that burnout can occur in all types of professions and occupational groups (Salanova, Schaufeli), despite the initial belief that it was exclusively common in caregivers.

In the research of emotional burnout syndrome in patients with arterial hypertension at work, the intensity and quality characteristics were determined and the role of such a personal factor as perfectionism and psychological protection techniques in development of emotional burnout syndrome in patients with arterial hypertension was studied.

All examined patients with arterial hypertension displayed low self-esteem concerning personal achievements. Male patients with arterial hypertension generally consider themselves less successful than women. Female AH patients are more susceptible to emotional exhaustion compared to men. The results showed that patients with arterial hypertension who participated in the study (and patients with arterial hypertension at work particularly) are distinguished by a high level of socially dictated

perfectionism and the representation of defensive strategies such as displacement, denial, projection, and reaction construction. According to the authors, these characteristics are a significant element of the interpersonal conflict of these patients. The results demonstrated that these symptoms are more pronounced in male patients with arterial hypertension. The results could be seen as an explanatory principle for the psychological interpretation of the typical for patients with arterial hypertension tendency to suppress such emotional experiences as uncertainty, anxiety and aggression.

The analysis of the diagnostic interview revealed that one of the most important elements contributing to the development of emotional burnout in patients with arterial hypertension is a loss of significance in professional activities. It has been demonstrated that symptoms of emotional exhaustion are more severe during age crises. Respondents with high levels of perfectionism have job prospects, opportunities for social fulfillment, and social stability (Pervichkoa, Zinchenkoa, Ostroumovab).

The next study (López, Santiago, Bolaño) identified the main correlates and / or predictors at different levels (personal, psychosocial, occupational and outside the workplace) of emotional burnout aspects. The authors drew several conclusions:

1) all variables included (personal, psychosocial, professional and non-professional) contribute to the explanation of burnout;

2) social support - whether it is support of family or friends / peers – as well as optimism contributes to the prediction of each symptom;

3) while the primary risk factor for teachers' emotional exhaustion and personality depersonalization among all the factors examined is a lack of social support from coworkers, endurance is the best indicator of success. Summing up and taking into consideration the analysis carried out, the researchers feel it is appropriate to point out that fostering social support networks (family and friends) and bolstering optimism – the conviction that everything will work out – are the most effective ways to prevent and intervene in university professor burnout. However, the authors emphasize that a number of precautions should be made here. We shouldn't ignore other personal sources of influence (hardiness, type A behavioural pattern), professional factors (number of working hours per week, length of work in the profession) and non-professional factors (daily troubles and life events).

The most important personal characteristics include stress tolerance, self-regulation, self-esteem, and coping strategies.

Doctors of science Holmes and Rahe (USA) (Raushanova, Mysaev, Turdalieva, Zhanturiev) investigated the relationship of diseases (including infectious diseases and injuries) to various stressful life events in over 5,000 individuals. They concluded that mental and physical diseases typically accompanied substantial life upheavals. They created a scale based on their findings, with each key life event assigned a specific number of points based on its level of stress.

Self-regulation is a crucial quality that helps individuals maintain their inner equilibrium by preventing negative information from affecting their well-being. Conflicts and other negative factors in life can lead to nervousness and stress. Stress tolerance, which encompasses emotional, volitional, and intellectual aspects, allows individuals to pursue their goals optimally without compromising their health. The self-assessment test developed by L.P. Ponomarenko and R.V. Belousova helps diagnose the level of stress resistance in individuals.

When assessing emotional states, particular attention is given to neuro-psyche instability, which indicates the overall mental and physical health of an individual. Neuro-psyche stability (NSP) reveals the risk of maladaptation to stress, wherein the emotional response system operates under critical conditions caused by external and internal factors.

The study, carried out using doctors as an example, revealed an external orientation of doctors in the area of interpersonal relations and an external tendency in the production sector, where they appreciated the impact of work stressors on their lives. This indicates increased sensitivity to stress in a number of professional activities and decreased subjective prioritization, which may have an effect on the occurrence of burnout (Rybina).

Another important psychological characteristic of a person is self-esteem, which reflects his attitude towards himself or to his personal qualities, is closely related to emotional burnout. Self-esteem is formed in the result of understanding a person's place in a system of meaningful social relationships and performs the function of self-regulation in complex life situations. V.A. Bodrov shows a close link between self-esteem and efficiency of stress management. People with low self-esteem who avoid

problems are more prone to stress (Bodrov). According to the study of the interrelation of self-esteem of personal qualities manifested in various social relationships with the level of occupational stress, conducted by V.A. Vinokur and O.V. Rybina from 2002 to 2005, doctors experiencing professional stress, consider themselves unattractive in social relations, their self-esteem is significantly reduced. To increase self-esteem and to compensate for their confidence, these professionals place high demands on themselves and their colleagues. A number of studies have found negative links between the self-esteem and burnout components (Orel).

Researchers from Kazakhstan have experimentally confirmed the relationship between the peculiarities of organizational culture and burnout as an undesirable process within organization. A.K. Mynbayeva considered the essence and peculiarities of the professional deformations of teachers in general, inherent in the Kazakhstani schools. Kazakhstani researchers propose a solution to the problem of preventing the process by creating a special scientific space for the exchange of experience among educators and psychologists through supervision (Puzikova, Rahmatilla, Tolemis, Ishigova).

Conclusion

The conducted research made it possible to highlight the factors of emotional burnout that are closely related to the personal or psychological resources of employees. These are typological characteristics of employees related to occupational activities, employee role positions, employee incentive systems, existential factors, and personal resources. The theoretical review suggests the importance of further research on the identification of personal resources and their development for the prevention of emotional burnout syndrome.

In this review, we analyzed what burnout is, what are its basic aspects, what models have been proposed to describe and explain the syndrome, what are its triggers and consequences, what tools can be used to assess it and how to intervene in it at the organizational and individual level. We also suggest our critical vision by pointing out how each particular aspect should be studied today, the future directions of burnout research, and what future directions for intervention in the organization should be.

There is no doubt that burnout is currently giving rise to a growing concern among individuals, organizations and society. For example, among doctors, this syndrome has reached epidemic proportions worldwide, accompanied by alarming levels of depression and suicidal thoughts (Shanafelt). Thus, people suffering from burnout report feeling tired throughout the day, not just during the working day. In fact, even thinking about work before getting up in the morning tires them out.

However, burnout is not an inevitable syndrome; it can be prevented before it occurs and treated during its development. However, interventions often focus on individuals rather than on organizations, although organizational factors such as work overload or role uncertainty are the main causes of the syndrome. According to Shanafelt and Noseworthy (Shanafelt, Noseworthy), organizations should regularly assess the well-being of their employees, both quantitatively and qualitatively, and consider it as a key indicator of efficiency. In fact, it is quite possible that the relationship between burnout and productivity is underestimated, as burned-out employees apply “productivity defense” strategies to support priorities and neglect low-priority tasks such as customer or patients courtesy (Demerouti, Bakker, Nachreiner, Schaufeli). Thus, the syndrome symptoms are disguised until critical points are reached.

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ЭМОЦИОНАЛДЫ ҚАЖУДЫҢ ТҰЛҒАЛЫҚ ФАКТОРЛАРЫН ЗЕРТТЕУДЕГІ БАҒЫТТАР: ТЕОРИЯЛЫҚ ТАЛДАУ

Андатпа

Мақаланың мақсаты-қажудың тұлғалық факторларын зерттеуге арналған теориялық және эксперименттік зерттеулерді талдау. Зерттеу көзі ретінде интернет-ресурстар пайдаланылды: Scopus, PsycINFO ірі бірыңғай деректер базасымен, ResearchGate ғылыми жұмыстарын іздеу және бөлісу мүмкіндігі бар тегін әлеуметтік желімен, ашық қолжетімділікте шетелдік коллекцияларды қарастырылды: Elibrary.ru., Frontiersin.org., Webofsciens, Dissercart.com., Dslib.net., Rsl.ru., және басқалар. Әдебиеттерге шолу қажу синдромының көрінісіне әсер ететін факторлардың төрт тобын анықтауға мүмкіндік берді: типологиялық фактор, рөлдік фактор, ұйымдастырушылық фактор, мотивациялық фактор, экзистенциалды фактор, ресурстық фактор. Жүргізілген талдау қажу синдромының алдын алу үшін қызметкерлердің тұлғалық ресурстарын дамыту бойынша қосымша зерттеулер жүргізу қажеттілігін көрсетті.

Тірек сөздер: эмоционалды қажу, стресс, тұлға типі, өзін-өзі реттеу, өзін-өзі бағалау.

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ПОДХОДЫ К ИЗУЧЕНИЮ ЛИЧНОСТНЫХ ФАКТОРОВ ЭМОЦИОНАЛЬНОГО ВЫГОРАНИЯ: ТЕОРЕТИЧЕСКИЙ АНАЛИЗ

Аннотация

Цель статьи проанализировать имеющиеся теоретические и экспериментальные исследования к изучению личностных факторов эмоционального выгорания. В качестве источников исследования использова-

лись интернет-ресурсы: с крупнейшей единой базой данных Scopus, PsycINFO, бесплатной социальной сетью с возможностью поиска и обмена научными работами ResearchGate, просмотрены зарубежные коллекции в открытом доступе: Elibrary.ru., Frontiersin.org., Webofsciens, Disscart.com., Dslib.net., Rsl.ru., и другие. Проведенный обзор литературы позволил выделить четыре группы личностных факторов, влияющих на проявление синдрома эмоционального выгорания: типологический фактор, ролевой фактор, организационный фактор, мотивационный фактор, экзистенциальный фактор, ресурсный фактор. Проведенный анализ показал необходимость проведения дальнейших исследований по развитию личностных ресурсов сотрудников для профилактики синдрома эмоционального выгорания.

Ключевые слова: эмоциональное выгорание, стресс, тип личности, саморегуляция, самооценка.