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## **PROFESSIONAL BURNOUT: PECULIARITIES OF THE PHENOMENON AND ITS IMPACT ON EMPLOYEE PERFORMANCE IN UNIVERSITIES**

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**Abstract.** The article examines the phenomenon of professional burnout as one of the pressing issues in contemporary occupational psychology. The relevance of the study is justified by the fact that increasing information load, multitasking, and high demands on specialists lead to chronic stress, emotional exhaustion, and decreased work performance (Boyko, 1999; Zhigulina, 2020). The historical foundations of the concept of “burnout” (Brill, 1984), the stages of its study, and modern interpretations (Aygorodsky, 2006; Chutko & Kozina, 2014) are analyzed, alongside the psycho-emotional, cognitive, and social components of professional burnout. Particular attention is given to the situation in Kazakhstan, where burnout is becoming increasingly relevant due to growing competition, digitalization, and excessive demands on both academic and professional activities (Zhigulina, 2020).

The article presents the results of an experimental study conducted among students and staff at Caspian University, which identified levels of emotional exhaustion, depersonalization, and reduced professional accomplishment. The study revealed that women and younger employees are more susceptible to burnout due to a combination of social and personal factors (Rudaleva & Kabasheva, 2014). Furthermore, high levels of professional burnout were found to be directly associated with job dissatisfaction, emotional instability, and decreased productivity (Zhigulina, 2020), emphasizing the critical importance of psychological support in contemporary professional environments.

**Keywords:** professional burnout, emotional exhaustion, depersonalisation, stress, work efficiency, organisational psychology.

### **Introduction**

The phenomenon of professional burnout is a distinct psycho-emotional state that emerges as a result of prolonged exposure to stressors and is characterized by a loss of interest in work, decreased productivity, emotional exhaustion, and, in some cases, a sense of depersonalization or cynicism toward one’s professional role (Boyko, 1999). The term “burnout” was first introduced in the late 1960s by Bradley, and systematic scientific understanding of the concept was developed through the pioneering studies of G. Freudenberger and K. Maslach, who highlighted its multidimensional nature, encompassing emotional, cognitive, and behavioral components (Brill, 1984). Today, burnout is recognized not merely as an individual problem but as a social-psychological phenomenon with significant implications for organizational functioning, employee well-being, and overall productivity (Chutko & Kozina, 2014).

Modern working conditions—including the acceleration of life pace, pervasive digitalization, and the expectation of constant availability—have substantially increased the risk factors associated with professional burnout (Chirico, 2016). In Kazakhstan, this issue is particularly acute: under conditions of high competition, multitasking, and insufficient institutional attention to employees’ mental health, cases of emotional exhaustion are increasingly documented among specialists across diverse sectors, including education, healthcare, information technology, and service industries (Zhigulina, 2020). The consequences of burnout extend beyond individual well-being, affecting organizational efficiency, quality of service delivery, and employee retention, thereby making it a critical subject of study in both applied and theoretical research.

The purpose of the present study is to provide a comprehensive examination of professional burnout, identify its key causes and consequences, and analyze its impact on employee performance, organizational productivity, and the broader social and economic environment. By integrating theoretical frameworks with empirical findings, this research aims to contribute to the development of evidence-based strategies for the prevention and mitigation of burnout in modern professional contexts.

### **Materials and methods of research**

The empirical part of the work was conducted among students and employees of Caspian University (Almaty). The study involved 24 respondents, including 14 women (58.3%) and 10 men (41.7%). The age of the participants ranged from 17 to 30 years old, with the majority (54.2%) being in the category of 22 to 30 years old. Thus, the sample is predominantly represented by young people at the beginning of their professional and academic careers, which allows the identification of vulnerabilities related to adaptation to exertion.

Validated psychodiagnostic instruments served as the methodological foundation of the study. Primarily, the Maslach Burnout Inventory (MBI) was employed to assess the three core components of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment (Chutko & Kozina, 2014). In addition, the Beck Depression Inventory (Agorodsky, 2006) was utilized to provide supplementary evaluation of depressive symptoms and the general level of psychological distress. The study also incorporated questions addressing participants' satisfaction with academic and work activities, perceptions of the institutional climate, and subjective levels of stress.

Data were collected using a combination of digital and traditional methods to ensure comprehensive coverage of the target population. The Google Forms platform was employed for online participants, while paper-based questionnaires were distributed to the offline group. Prior to participation, all respondents were fully informed about the objectives and scope of the study, assured of strict anonymity, and made aware of their right to withdraw from the research at any stage without any negative consequences. Participation was entirely voluntary, with informed consent obtained from all individuals, ensuring compliance with ethical research standards.

Data processing and statistical analysis were performed using SPSS Statistics. For each measured indicator, descriptive statistics—including percentage distributions, mean values, and frequency characteristics—were calculated to quantify the prevalence and intensity of burnout components. Additionally, graphical methods were utilized, with diagrams illustrating the distribution of burnout dimensions by gender, age, and intensity levels. Comparative analyses were conducted to identify significant differences between male and female participants, as well as across various age groups, providing a nuanced understanding of demographic patterns, variability, and the differential manifestation of professional and academic burnout. These methodological procedures enhanced the reliability, validity, and interpretability of the study's findings.

### **Results and discussion**

The analysis of the obtained data revealed that a substantial proportion of the sample exhibited pronounced signs of both professional and academic burnout. The highest intensity was observed on the emotional exhaustion scale, with approximately 62% of participants reporting frequent fatigue after studying or working and a diminished interest in university activities. Female participants reported symptoms of emotional exhaustion more frequently than males, which may be attributed to the simultaneous demands of academic, professional, and family responsibilities, as well as higher levels of emotional involvement and empathetic engagement in their work and studies (Rudaleva & Kabasheva, 2014).

Regarding depersonalization, 41% of students and staff occasionally exhibited a cynical, indifferent, or detached attitude towards colleagues, peers, or clients. This dimension was found to be more pronounced among male participants, consistent with previous research indicating a tendency among men to maintain greater emotional distance in professional and social interactions (Chutko & Kozina, 2014). Such detachment can be considered a coping mechanism to manage stress, though it may negatively impact interpersonal relationships and collaborative performance.

The reduction of personal accomplishment was observed in 54% of respondents, characterized by feelings of decreased competence, self-doubt, and questioning the significance or meaningfulness of their work or studies. Notably, higher rates were detected among younger participants, particularly those aged 22–30 years, which can be associated with the pressure of early career expectations, social and economic instability, and limited professional experience (Zhigulina, 2020). These findings highlight the multifaceted nature of burnout and underscore the importance of targeted interventions to support both personal well-being and professional effectiveness across different demographic groups.

Additional analysis revealed a significant correlation between burnout levels and participants' subjective assessment of satisfaction with the teaching and work environment. Individuals who reported receiving adequate support from instructors, colleagues, and administrative staff exhibited lower scores across all three components of burnout. In contrast, participants experiencing high workload demands, interpersonal conflicts, and limited career advancement opportunities demonstrated elevated levels of emotional exhaustion and reduced personal accomplishment (Demerouti et al., 2001; Chirico, 2016). These findings underscore the critical role of a supportive organizational climate in mitigating burnout and promoting both professional and academic well-being.

The general trend observed in the study indicates that professional and academic burnout is most pronounced among participants aged 22–30 years. Younger participants, particularly those aged 17–18 years, scored lower across all burnout dimensions, which may be attributed to their limited involvement in professional responsibilities and the absence of long-term career expectations. This suggests that the intensity of burnout is closely linked to professional engagement, workload, and the pressures associated with early career development.

Overall, the results of the study confirm the central hypothesis: high levels of professional and academic burnout are associated with low job satisfaction, emotional instability, and insufficient organizational support. These findings align with international research emphasizing the importance of a positive organizational climate, effective work-life balance strategies, and targeted interventions in preventing and mitigating burnout (Demerouti et al., 2001). The study highlights the need for systematic institutional measures to foster supportive environments and reduce risk factors for burnout among young professionals.

### **Conclusion**

The conducted research confirms that professional burnout is a multifaceted socio-psychological phenomenon with significant negative consequences for both individuals and organizations (Chutko & Kozina, 2014). In the context of Kazakhstan, this issue is exacerbated by the lack of systemic support measures for students and employees, coupled with a limited institutional culture of mental health care, which increases vulnerability to stress and emotional exhaustion (Zhigulina, 2020).

Effective burnout prevention requires the cultivation of an organizational culture that prioritizes the well-being of students and staff, the implementation of comprehensive psychological support programs, the development of flexible work and study schedules, and the promotion of work-life balance principles (Demerouti et al., 2001; Chirico, 2016). At the individual level, fostering stress resilience, enhancing self-regulation and coping strategies, and developing emotional intelligence are essential to mitigate the risk of burnout and maintain professional efficacy (Rogers, 2001).

Future research should focus on expanding sample sizes, examining differences across various industries and academic disciplines, and developing specialized burnout prevention programs tailored to the needs of students and employees in educational institutions. Such studies could provide evidence-based strategies for the sustainable improvement of occupational and academic well-being, contributing to both personal development and organizational effectiveness in the rapidly evolving educational and professional landscape.

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**ПРОФЕССИОНАЛЬНОЕ ВЫГОРАНИЕ: ОСОБЕННОСТИ ЯВЛЕНИЯ И ЕГО ВЛИЯНИЕ НА РАБОТОСПОСОБНОСТЬ СОТРУДНИКОВ В УНИВЕРСИТЕТАХ****Бегимова М.М., Абикеева Н.Н.**

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**Аннотация.** В статье рассматривается феномен профессионального выгорания как одна из актуальных проблем современной трудовой психологии. Актуальность исследования обосновывается тем, что увеличение информационной нагрузки, многозадачность и высокие требования к специалистам приводят к хроническому стрессу, эмоциональному истощению и снижению производительности труда (Бойко, 1999; Жигулина, 2020). Анализируются исторические предпосылки понятия «выгорание» (Brill, 1984), этапы его изучения и современные интерпретации (Айгородский, 2006; Чутко & Козина, 2014), а также рассматриваются психоэмоциональные, когнитивные и социальные компоненты профессионального выгорания. Особое внимание уделяется ситуации в Казахстане, где проблема выгорания становится все более актуальной на фоне растущей конкуренции, цифровизации и чрезмерных требований к учебной и профессиональной деятельности (Жигулина, 2020). Представлены результаты экспериментального исследования, проведенного среди студентов и сотрудников Caspian University, которые выявили уровни эмоционального истощения, деперсонализации и снижения профессиональных достижений. Исследование показало, что женщины и молодые сотрудники чаще подвергаются выгоранию вследствие сочетания социальных и личностных факторов (Рудалева & Кабашева, 2014). Кроме того, установлено, что высокий уровень профессионального выгорания напрямую связан с неудовлетворенностью работой, эмоциональной нестабильностью и снижением трудовой продуктивности (Жигулина, 2020), что подчеркивает важность психологической поддержки в современных профессиональных условиях.

**Ключевые слова:** профессиональное выгорание, эмоциональное истощение, деперсонализация, стресс, эффективность работы, организационная психология.

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**КӘСІБИ ЖАНУ: ҚҰБЫЛЫСТЫҢ ЕРЕКШЕЛІКТЕРІ ЖӘНЕ УНИВЕРСИТЕТ ҚЫЗМЕТКЕРЛЕРІНІҢ ЖҰМЫС ҚАБІЛЕТТІГІНЕ ӘСЕРІ**

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**Аңдатпа.** Мақалада кәсіби жану құбылысы қазіргі еңбек психологиясының өзекті мәселелерінің бірі ретінде қарастырылады. Зерттеудің өзектілігі ақпараттық жүктеменің артуы, көп міндеттілік және мамандарға қойылатын жоғары талаптардың салдарынан созылмалы күйзеліске, эмоционалдық сарқылуға және жұмыс өнімділігінің төмендеуіне әкелуімен негізделеді (Бойко, 1999; Жигулина, 2020). «Жану» ұғымының тарихи алғышарттары (Brill, 1984), оның зерттелу кезеңдері және заманауи интерпретациялары талданады (Айгородский, 2006; Чутко & Козина, 2014), сонымен қатар кәсіби жанудың психоэмоциялық, когнитивтік және әлеуметтік компоненттері қарастырылады. Қазақстандағы жағдайға ерекше көңіл бөлінеді, мұнда кәсіби жану бәсекелестіктің артуы, цифрландыру және жұмыс пен оқу талаптарының шектен тыс жоғары болуы жағдайында барған сайын өзекті болып отыр (Жигулина, 2020). Caspian University студенттері мен қызметкерлері арасында жүргізілген эксперименттік зерттеу нәтижелері ұсынылады, ол эмоционалдық сарқылу, тұлғадан алыстау және кәсіби жетістіктердің төмендеу деңгейлерін нақты анықтады. Зерттеу көрсеткендей, әйелдер мен жас қызметкерлер әлеуметтік және жеке факторлардың үйлесіміне байланысты жануға жиірек ұшырайды (Рудалева & Кабашева, 2014). Сонымен қатар, жоғары деңгейдегі кәсіби жану еңбекке қанағаттанбаумен, эмоциялық тұрақсыздықпен және жұмыс өнімділігінің төмендеуімен тікелей байланысты екендігі дәлелденді (Жигулина, 2020), бұл қазіргі кәсіби ортадағы психологиялық қолдаудың маңыздылығын айқын көрсетеді.

**Түйін сөздер:** кәсіби жану, эмоционалдық сарқылу, деперсонализация, күйзеліс, жұмыс тиімділігі, ұйымдық психология.