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A PEDAGOGICAL SYSTEM FOR MINIMISING PROFESSIONAL BURNOUT AMONG TEACHERS

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This article provides a comprehensive substantiation of a pedagogical system for minimising professional burnout among teachers in general secondary education institutions under wartime conditions, growing emotional workload, organisational instability, and accelerated digital transformation of the educational environment. Professional burnout is conceptualised as a multidimensional destructive process that includes emotional exhaustion, depersonalisation, and reduced professional accomplishment, and directly affects teaching quality, the psychological climate of the teaching staff, institutional personnel stability, and student learning outcomes. Based on a theoretical analysis of current national and international sources, the study demonstrates that fragmented anti-stress measures do not provide a lasting effect and therefore should be replaced by a holistic, institutionally embedded prevention system.

The empirical basis is formed by the results of an author-designed survey of 378 teachers, which revealed a systemic pattern of overload in terms of weekly workload, additional employment, and accompanying professional roles. Generalisation of the obtained data made it possible to specify the risk configuration of professional exhaustion factors and justify a shift toward resource-oriented school management.

The proposed structural-functional model is implemented through the interaction of target, content-procedural, and result-oriented blocks, and its technological basis is defined as the cyclic 3R strategy (Recognize–Reverse–Resilience) combined with the professional resilience framework “7C” (Competence, Confidence, Connection, Character, Contribution, Coping, Control).

The article outlines organisational and pedagogical conditions for effective implementation of the system: reducing administrative and bureaucratic pressure, creating a psychologically safe interaction space, developing partnership-based communication within the school community, ensuring access to psycho-pedagogical support, and regularly monitoring indicators of teachers’ professional well-being. It is shown that implementation of the proposed system can contribute to lower levels of emotional exhaustion and depersonalisation, higher job satisfaction and teacher self-efficacy, improved team interaction within staff, and stronger institutional resilience of educational institutions to crisis challenges.

Keywords: professional burnout, pedagogical system, teacher, general secondary education institution, psycho-pedagogical support, prevention.

Problem Statement. The professional activity of a contemporary teacher unfolds under conditions of high communication intensity, increasing administrative workload, and a constant need to adapt to educational change. In Ukrainian schools, these challenges are significantly intensified by the realities of full-scale war: security uncertainty, interruptions of the educational process due to air-raid alerts, experiences of loss and forced displacement, as well as the need for daily psycho-emotional support of students. The combination of these factors increases the risk of professional burnout syndrome, negatively affecting teaching quality, teacher motivation, and the psychological climate in schools [18, p. 31; 9, p. 3]. In the practice of general secondary education institutions, support for teachers' psycho-emotional well-being often remains peripheral and is not integrated into strategic school development management [21, p. 262; 8, p. 514].

Analysis of Recent Research and Publications. The problem of teacher professional burnout has received substantial attention in national and international scholarship, particularly in the works of C. Maslach, M. Leiter, W. Schaufeli, J. Sarros, A. Sarros, T. Kristensen, O. Shapira-Lishchinsky, K. Kniffin, O. Shimony, P. Jennings, S. Ahtiainen, and other researchers [17, p. 191; 18, p. 31; 20, p. 4; 19, p. 219; 15, p. 193; 23, p. 169; 22, p. 311; 14, p. 66; 24, p. 7; 13, p. 493; 10, p. 12]. Their studies cover the etiology and structure of burnout, psychometric diagnostics, the role of organisational environment, the influence of administrative leadership, and the relationship between teacher professional stress and educational quality. National academic discourse is also represented by studies that highlight methodological foundations of pedagogical research modelling and applied aspects of teacher burnout prevention [2, p. 52; 4, p. 67; 3, p. 118].

Recent publications emphasise a shift from fragmented anti-stress interventions to systemic, multi-component prevention models that integrate risk monitoring, supportive collective practices, and management decisions at the educational institution level [25, p. 240; 21, p. 262; 8, p. 514; 16, p. 276; 12]. In particular, C. Maslach and M. Leiter substantiate the three-dimensional syndrome structure and organisational prerequisites for overcoming it; W. Schaufeli generalises contemporary conceptual boundaries of the phenomenon; T. Kristensen and colleagues propose validated measurement tools; O. Shapira-Lishchinsky (including co-authored work with Z. Rosenblatt) demonstrates the significance of school climate and professional engagement; K. Kniffin and O. Shimony analyse post-pandemic and crisis overload among educators. At the same time, in the context of Ukrainian education, especially under prolonged martial law, the pedagogical system for minimising burnout as an integral model combining diagnostic, managerial, and psycho-pedagogical components remains insufficiently studied [7, p. 84].

Purpose of the Article. The purpose of the article is to provide a theoretical substantiation and structural presentation of a pedagogical system for minimising teachers' professional burnout, define its components, identify pedagogical conditions for implementation, and specify expected outcomes.

Main Body of the Study. The theoretical and methodological basis for further analysis is the position that teacher professional burnout has a multidimensional nature and manifests through emotional exhaustion, depersonalisation, and reduced professional performance. Generalisation of the JD-R and COR approaches and the Areas of Worklife model (Maslach–Leiter) made it possible to interpret burnout as a consequence of a systemic imbalance between professional environment demands and available support resources, which under martial law and accelerated digitalisation acquires features of chronic stress. Therefore, the focus of the study includes not only individual teacher resilience but also institutional prevention mechanisms structured according to the 3R logic: timely risk recognition, organisational correction of stressogenic factors, and formation of long-term professional resilience.

We define the pedagogical system for minimising teachers' professional burnout as a harmonious unity of management, resources, professional environment, and person-centred communication that support teachers' mental well-being and ensure a high level of professional longevity, mastery, and pedagogical culture [6, p. 57].

The survey covered 378 teachers of general secondary education institutions (for details see [6, p. 57]). Respondents were selected purposefully according to their direct involvement in teaching at general secondary education institutions and willingness to participate voluntarily; the sample included teachers with different weekly workloads, additional employment formats, and accompanying professional roles. The empirical tool was an author-designed questionnaire aimed at clarifying organisational factors of burnout risk rather than reproducing a standardised diagnostic scale. The questionnaire combined closed single-choice and multiple-choice items concerning workload, additional duties, employment format, and perceived organisational pressure. The survey had an exploratory-descriptive nature and is used in this article to identify professional burnout risk configurations rather than to test intervention effects causally. Data analysis was carried out through descriptive statistics, grouping of responses by indicator blocks, comparison of absolute frequencies, and interpretation of combined risk factors in relation to the theoretical model. Therefore, the reported results are interpreted as an analytical basis for designing a pedagogical prevention system, not as experimental confirmation of its effectiveness.

The first group concerns the format of additional employment (Fig. 1).

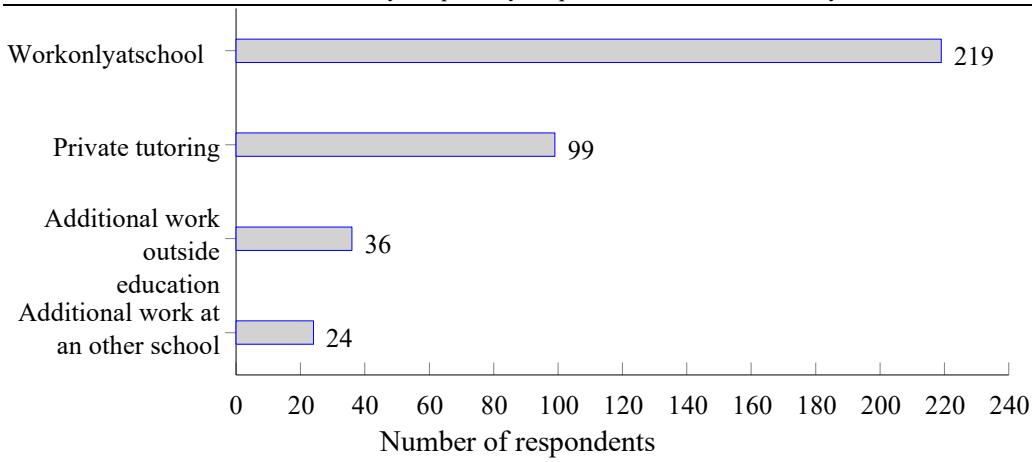

Fig. 1. Distribution of respondents by format of additional employment (N=378)

The second group reflects the type of weekly workload (Fig. 2).

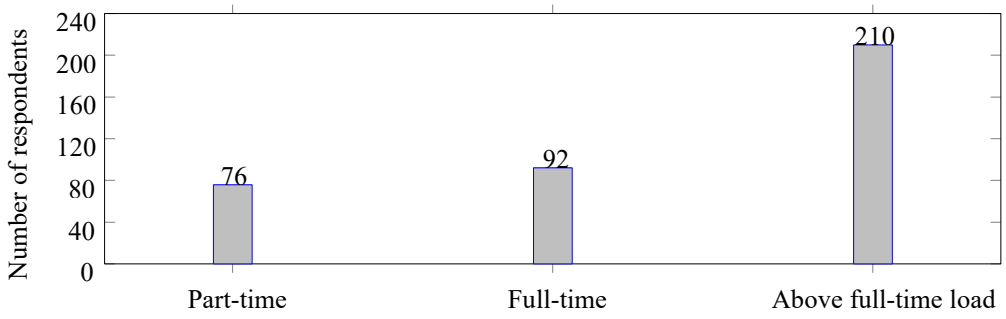

Fig. 2. Distribution of respondents by type of weekly workload (N=378)

The third group describes the volume of accompanying professional roles (Fig. 3).

The obtained results indicate that burnout risk is sustained not only by emotional factors but also by the organisational architecture of work: 210 respondents work above a full-time load, and a substantial share of teachers simultaneously perform several additional roles. In the third group of indicators, multiple choice was used; therefore, the total number of responses exceeds the sample size. Combined with chronic wartime stress, this forms a multidimensional “pressure square” (administrative-bureaucratic, social-status, economic, and security-existential dimensions), which confirms the need for systemic prevention at the level of educational institution management.

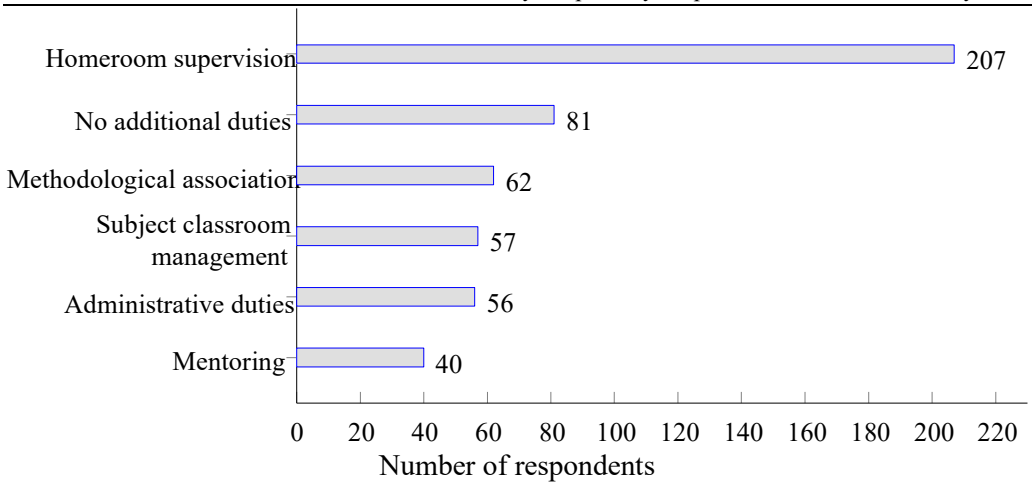

Fig. 3. Most common types of teachers' additional workload (N=378; multiple choice)

The system includes four mutually complementary components.

1. *Target component* involves establishing, within the educational institution, the value of teachers' psychological well-being as a prerequisite for educational quality. At this level, strategic orientations are defined: burnout prevention, stress resilience development, and support for professional identity [13, p. 493; 10, p. 34].

2. *Diagnostic component* covers regular identification of risk indicators (emotional exhaustion, decreased motivation, professional cynicism, overload). For this purpose, it is advisable to use a combination of quantitative and qualitative methods: standardised questionnaires, self-assessment, focus-group interviews, and analysis of organisational working conditions [25, p. 240; 15, p. 193].

3. *Content-procedural component* provides for introducing multilevel support formats: emotional self-regulation training, peer support groups, pedagogical supervision, individual counselling, and micro-courses in time management and digital hygiene. It is fundamentally important that these formats function not as one-time activities but as cyclical practices integrated into the school's annual work plan [16, p. 276; 12].

4. *Result-reflective component* is aimed at tracking the dynamics of teachers' condition and adjusting the programme. Effectiveness criteria may include: reduced emotional exhaustion indicators, higher job satisfaction, increased teacher participation in collegial interaction formats, and staff stabilisation [11, p. 831; 9, p. 11].

Organisational and Pedagogical Conditions for System Implementation. Practical implementation of the model requires creating a managed organisational environment in an educational institution that reduces the intensity of daily stressors and shifts burnout prevention from situational measures to institutional policy. For lyceums and gymnasiums, priority should be given to academic workload regulation,

coordination of subject teams, and prevention of excessive competition for learning outcomes; for primary schools, the emphasis should be placed on emotional support, parent communication protocols, and assistance with inclusive or crisis-sensitive classroom practices; for rural and small schools, the system should additionally include workload sharing, interschool methodological networks, and remote counselling formats. In accordance with the logic of the 3R strategy (Recognize–Reverse–Resilience), four interrelated conditions are distinguished.

Condition 1: neutralising administrative-bureaucratic pressure. At the stage of managerial correction (Reverse), key priorities include regulation of communication, optimisation of document flow, and humanisation of control. Practical mechanisms include appointing a responsible coordinator for teacher well-being, introducing a single official digital channel for service messages, applying the principle of "protected time" for administrative tasks, and conducting reporting audits with elimination of duplicated paper and digital forms. In addition, clear differentiation between pedagogical and auxiliary functions is needed to remove practices that devalue the teacher's professional role.

Condition 2: ensuring psychological and physical safety under wartime conditions. The model becomes more effective when standardised crisis algorithms are in place (actions during alerts, evacuation, restoration of the learning process after night attacks), alongside adaptive workload regimes and basic technical resilience of the institution (backup power, stable communication). At the Resilience stage, institutional mechanisms for restoring teachers' resources are crucial: access to psychological support, group formats of professional reflection, and flexible solutions for staff experiencing increased family stress.

Condition 3: forming an ethical communication space and protecting professional dignity. This involves formalising the "right to disconnect", introducing transparent protocols for administrative mediation of conflicts with parents, and implementing anti-mobbing mechanisms within staff teams. An important element is restoring classroom manageability through clear disciplinary procedures that simultaneously protect students' right to a safe learning environment and teachers' right to professional safety.

Condition 4: ensuring organisational fairness and motivational balance. Even with limited external financial resources, school administration can reduce burnout risks through transparent workload distribution rules, open criteria for material incentives, prohibition of hidden teacher "self-financing" of the educational process, and recognition of the full scope of professional labour (including extracurricular activities) in managerial regulations. These measures should be fixed in the annual school work plan, internal quality assurance procedures, meeting minutes, and professional development plans, which makes the system observable and accountable.

Levels of Pedagogical System Implementation. An important structural feature of the proposed model is its multilevel architecture, which aligns with the socio-ecological logic of analysing teachers' professional well-being. In this approach,

burnout prevention is interpreted not as a local intervention but as a coordinated system of actions across four hierarchically interconnected levels of educational space.

Micro level (individual) is focused on teacher personal resilience: development of self-regulation skills, stress management, restoration of psycho-emotional resources, and support of professional self-worth.

Meso level (institutional) is the key operational contour of the model, where school administration ensures changes in organisational culture, communication practices, and work regimes, thereby shaping a school environment that reduces the impact of chronic stressors.

Exo level (intersubjective interaction with the community) covers communication with parents, local community members, and professional networks; at this level, it is important to establish constructive interaction boundaries and support partnership collaboration formats that minimise external social pressure on teachers.

Macro level (socio-normative) reflects the influence of state educational policy, regulatory frameworks, and cultural attitudes toward the teacher's role. Although the institution's direct managerial influence is limited here, the system provides for advocacy of the teaching staff's interests and internal mechanisms to neutralise destructive consequences of the "culture of professional self-sacrifice".

Hence, practical recommendations by levels of influence are as follows: at the *micro level* – teacher self-regulation, recovery planning, and access to individual counselling; at the *meso level* – institutionalisation of psychological safety policies, workload audits, and collegial supervision within the school; at the *exo level* – partnership rules with parents, involvement of the founder, local support programmes, and professional development resources; at the *macro level* – alignment of local practices with state policy on teacher labour protection, reporting deregulation, and development of a service-oriented management model in education.

System effectiveness is ensured through compliance with pedagogical conditions: (a) consistent administrative support and a non-directive management style; (b) development of a culture of partnership communication within staff; (c) availability of psychological support, including crisis assistance under wartime conditions; (d) variability of professional development formats; (e) regular feedback and programme adjustment based on monitoring results.

Thus, the pedagogical system for burnout minimisation should be viewed not as an additional service but as an integral part of the internal quality assurance system in education. Its implementation contributes not only to preserving teachers' professional resources but also to increasing educational institutions' resilience to crisis challenges. The generalised logic of relationships between model blocks is presented in Fig. 4.

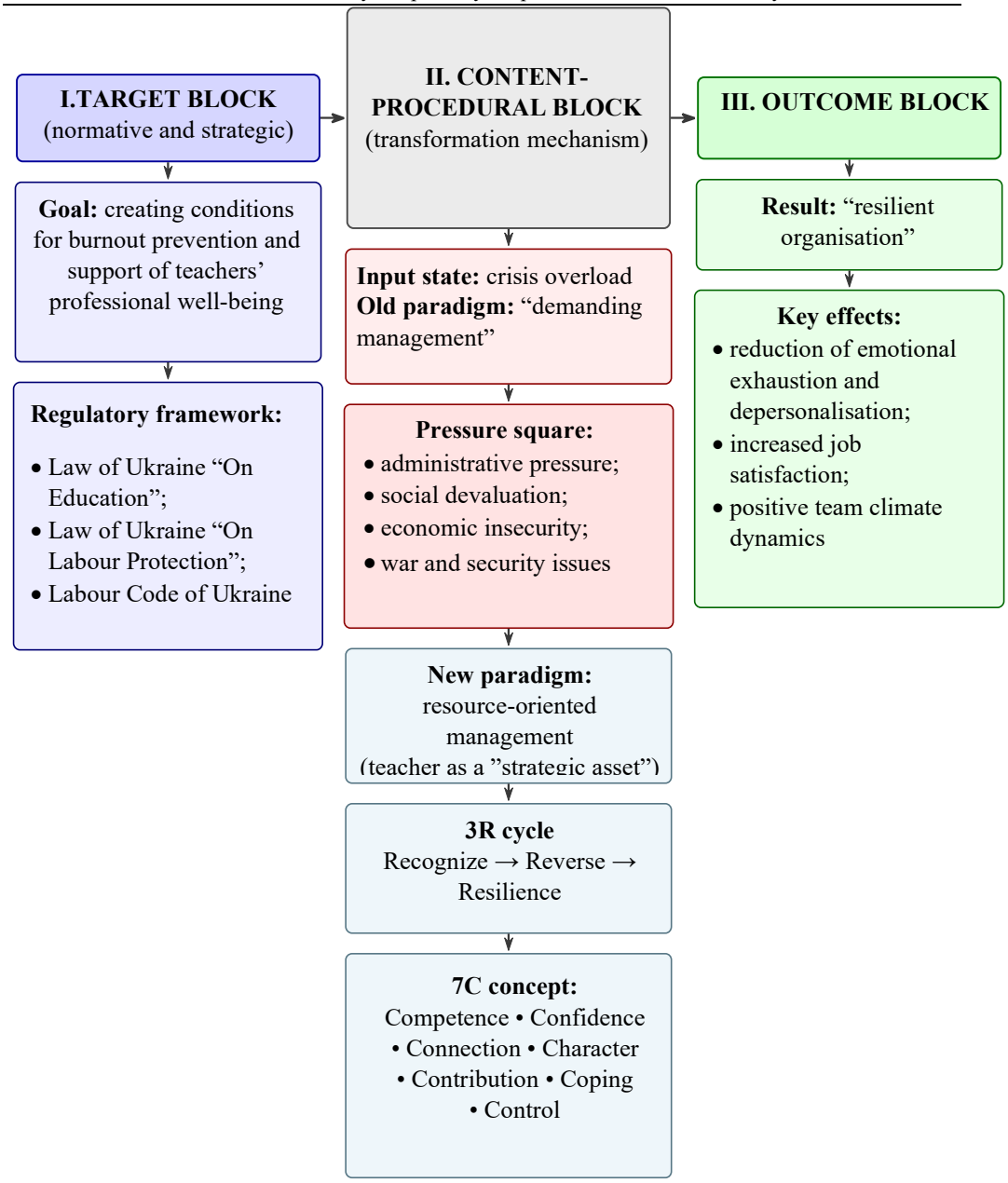

Fig. 4. Structural-functional model for implementing the pedagogical system of minimising teachers' professional burnout

Conclusions and Prospects for Further Research. Generalisation of theoretical provisions made it possible to define the pedagogical system for

minimising teachers' professional burnout as a multi-component model that combines goals, diagnostics, support technologies, and reflective evaluation of results. The empirical survey specified the main organisational risk indicators and confirmed the need for resource-oriented school management. It is substantiated that system effectiveness depends on institutional consolidation at the educational institution level, interdisciplinary interaction, and continuity of teacher support. Prospects for further research include empirical approbation of the proposed model, comparison of its effectiveness in urban and rural schools, and development of digital tools for long-term monitoring of teachers' professional well-being.

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ПЕДАГОГІЧНА СИСТЕМА МІНІМІЗАЦІЇ ПРОФЕСІЙНОГО ВИГОРАННЯ ВЧИТЕЛІВ

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Комплексно обґрунтовано педагогічну систему мінімізації професійного вигорання вчителів закладів загальної середньої освіти в умовах воєнного стресу, зростання емоційного навантаження, організаційної нестабільності та прискореної цифрової трансформації шкільних практик. Професійне вигорання концептуалізовано як багатовимірний деструктивний процес, що охоплює емоційне виснаження, деперсоналізацію та редукцію професійних досягнень і має прямі наслідки для якості викладання, психологічної безпеки педагогічного колективу, організаційної стійкості та навчальних результатів здобувачів освіти. На основі критичного огляду сучасних вітчизняних і зарубіжних досліджень доведено, що фрагментарні антистресові інтервенції є недостатніми й мають бути замінені цілісною інституційно вбудованою системою профілактики, інтегрованою у шкільне управління та щоденну професійну взаємодію.

Емпіричну основу моделі становлять результати авторського опитування 378 учителів. Дані засвідчили системний характер перевантаження, пов'язаного зі структурою тижневого навантаження, додатковою зайнятістю та множинністю супровідних професійних ролей. Узагальнення отриманих результатів дало змогу ідентифікувати стійку конфігурацію чинників ризику вигорання та обґрунтувати перехід до ресурсно-орієнтованого управління школою. Запропонована структурно-функціональна модель поєднує три взаємопов'язані блоки (цільовий, змістово-процесуальний і результативний), а її логіка реалізації спирається на циклічну стратегію 3R (Recognize–Reverse–Resilience) у поєднанні з концепцією професійної стійкості "7C" (Competence, Confidence, Connection, Character, Contribution, Coping, Control).

Визначено основні організаційно-педагогічні умови результативного впровадження системи: зниження адміністративно-бюрократичного тиску, створення психологічно безпечного професійного середовища, розвиток партнерської комунікації у шкільних спільнотах, забезпечення доступу до психолого-педагогічної підтримки та регулярний моніторинг показників професійного добробуту педагогів. Очікуваними ефектами є зниження рівня емоційного виснаження і деперсоналізації, підвищення задоволеності працею та професійної самоефективності, посилення колегіальної взаємодії й підвищення інституційної стійкості шкіл у кризових умовах. Обґрунтовано, що профілактику вигорання варто розглядати не як факультативний сервіс, а як базовий елемент внутрішньої системи забезпечення якості освіти.

Ключові слова: професійне вигорання, педагогічна система, вчитель, заклад загальної середньої освіти, психолого-педагогічна підтримка, профілактика.