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Value regulation of the state of emotional burnout of students

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Abstract. The purpose of the study was to determine the relationship between value regulation and emotional burnout among students of higher education institutions. Based on an analysis of scientific literature, it was found that emotional burnout is considered a complex psychological phenomenon that arises as a result of chronic stress and manifests itself through emotional exhaustion, depersonalisation and reduction of personal achievements. Based on theoretical analysis, it was found that the value sphere of the personality is a fundamental psychological formation of a multi-component structure, which performs motivational, regulatory and integration functions in the process of personal development. It has been found that during student age, value orientations are formed under the influence of the educational environment, family surrounding, individual and psychological characteristics and perform a regulatory function regarding emotional burnout, acting as protective or risk factors. An empirical study of the relationship between value regulation and emotional burnout among students was conducted. It was found that about a quarter of students are in a state of pronounced emotional burnout, a third are at risk, but the majority demonstrate resistance to emotional exhaustion. It has been established that the value profile of students is characterised by high indicators of openness to change and self-transcendence with low indicators of self-aggrandizement and conservatism. Correlation analysis confirmed the presence of statistically significant relationships: openness to change and self-transcendence showed negative correlations with the components of emotional burnout, acting as protective factors, while self-exaltation demonstrated the strongest positive relationships with all components of burnout, acting as a risk factor. The practical value of the study lies in the development by teachers of higher education institutions, practical psychologists, curators of academic groups and specialists of psychological support centres of preventive programmes and methods of psychological support to prevent emotional burnout of students

Keywords: emotional exhaustion; depersonalisation; learner; personality; reduction; value orientations

Introduction

Modern society is characterised by a high level of psycho-emotional stress on the individual, which is especially acute during the period of study in higher education institutions. The intensification of the educational process, the need to simultaneously master significant amounts of information, the combination of study with work, and social uncertainty creates favourable conditions for the emergence of a state of emotional

exhaustion in young students. Emotional burnout of students is manifested in a decrease in motivation to study, the emergence of a cynical attitude towards the educational process, and a feeling of professional incompetence even at the stage of preparation for future professional activity. At the same time, a person's value orientations act as a powerful internal resource that can regulate emotional states and promote

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adaptation to difficult life circumstances. Research into the state of emotional burnout and the value sphere of the individual is of particular importance in the context of preserving the mental health of young students and forming psychologically stable future specialists.

The works of foreign and Ukrainian scientists on the phenomenon of emotional burnout became the basis for the work. A. Bravo *et al.* (2021) investigated that burnout involves feelings of exhaustion, increased mental distance from work, feelings of negativism related to career and a decrease in productivity. E. Voitenko *et al.* (2021) considered that emotional burnout is a complex psychological phenomenon involving activities that demand continued involvement and connection with people in an emotionally charged environment. D. Vlasenko & V. Kyrylenko (2023) identified three key manifestations of students' burnout experiencing exhaustion and chronic fatigue, feeling isolated and the perception of one's own inability to achieve the desired results. A. Carroll *et al.* (2022) proved the importance of the factors of emotional regulation, workload and subjective well-being in the development of stress and the formation of certain forms of burnout. T. Kovalkova & T. Malkova (2021) demonstrated 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. V. Tashmatov *et al.* (2025) emphasised that individual personality traits play an important role in the level of burnout, including stress tolerance, the ability to regulate emotions and to use coping strategies. N. Tushnitskyi (2023) emphasised that moral culture is associated with positive values and serves to elevate the human personality. Regarding the concept of personal values made by K. Gamage *et al.* (2021), it was concerned to define "values" as a combination of five main features: concepts or beliefs about desirable end states or behaviours that transcend specific situations, guide the selection or evaluation of behaviour and events and are ordered by relative importance.

Scientists have paid attention to the phenomenon of emotional burnout, the importance of emotional regulation factors in the formation of certain forms of burnout, but not enough attention has been paid to the value regulation of the state of emotional burnout, which served as the basis for conducting the study. The purpose of the study was the theoretical and empirical study of the relationship between value regulation and the state of emotional burnout of students. To achieve the *goal*, the following research tasks were defined: (1) to analyse the phenomenon of emotional burnout in psychological literature; (2) to consider the value sphere of the individual as an integrative psychological formation; (3) to empirically investigate the relationship between value regulation and students' emotional burnout.

Literature Review

The study of emotional burnout among students is an important area in educational psychology, as this phenomenon significantly impacts their mental health, academic performance, and overall development. Value orientations, as a component of moral culture, play a crucial role in shaping students' attitudes towards the learning process and can act both as a protective factor against burnout and as a cause of its development. This section reviews the key theoretical approaches to studying emotional burnout and value orientations, as well as the scientific works that served as the foundation for the present research.

N. Tushnitskyi (2023) emphasised "Moral culture, like Christian values, is a product of human activity and is associated with positive values. It serves to elevate the human personality, finds its realisation in daily practice and is comprehended only to the extent of its general cultural level". V. Dub (2015) noted that a student comes to study at a higher education institution with a developed system of value orientations (ego-centric, family, social and spiritual values) and a certain level of personal development. M. Shypko (2016) believed that this state is caused by external and internal circumstances. The formation of the moral culture of student youth occurs under the influence of various factors, which are divided into internal (individual-psychological) and external (social-pedagogical). Emotional burnout of a student was defined by O. Sergeenkova & O. Stolyarchuk (2017) as "a persistent state of physical, emotional and mental exhaustion, accompanied by personal alienation and devaluation of academic achievements". Emotional burnout is considered as a gradual loss of a student's emotional, cognitive and physical resources, manifested through symptoms of exhaustion of various levels and loss of interest in educational activities.

D. Potupalo (2018) noted that "Emotional burnout has a strong impact on a student's personality, undermining their health and desire to study successfully. In addition, students are forced to endure quite heavy loads, which place great demands on the physical, mental, moral and volitional resources of the individual". O. Sergeenkova & O. Stolyarchuk (2017) noted that the development and severity of students' emotional burnout syndrome is determined by a combination of external and internal factors. Among the external factors, the following are distinguished: the peculiarities of the organisation of the educational process as an unclear structure of learning, excessive demands from teachers without a clear explanation of tasks and an unfavorable atmosphere in relations between teachers and students. Internal factors include incorrect choice of profession and distorted motivation for learning; overestimated academic ambitions along with inadequate self-esteem, with both students overestimated and underestimated self-esteem at risk of burnout;

tendency to perfectionism in learning; excessive anxiety and an exaggerated sense of responsibility; introversion and psychological rigidity of certain types of personality accentuations.

A. Tsiupryk & S. Fedorovych (2019) considered the most dangerous consequences of emotional burnout to be the student's devaluation of his own educational and professional achievements and loss of self-confidence, decreased work capacity and vital energy, depressive experiences against the background of weakened motivation and deterioration in academic performance. Researchers identified effective ways to reduce the risk of burnout. They are: trainings on personal growth, professional identity and preparation for future activities, which help to harmonise life and professional values, improve self-esteem and properly organise rest and leisure, resulting in the formation of experience for further self-regulation and self-realisation; involving experienced specialists in managing practice, educational work in academic groups and connections with the professional community, which helps students adapt to their future profession, master new social roles and form the necessary personal qualities; using self-regulation and autogenic training methods to manage cognitive and personal processes, including behaviour, emotions and actions.

O. Rybak (2017) examined the essence of value orientations through the prism of their subjective significance for the individual and positive life content, where the principled position on the formation of value orientations on the basis of higher social needs acquires a fundamental character that are realised in specific social conditions of an individual's life. L. Nikolenko (2018) examined the socio-psychological significance of the value sphere of the individual, highlighting its main characteristics and functions in the process of personality development. The researcher emphasised the dynamic nature of the value sphere, which is manifested in the ability to change under the influence of life circumstances. Thus, scientific research confirms the importance of value orientations in shaping the moral culture of student youth and their influence on emotional burnout. Both internal and external psychological factors significantly determine the level of burnout and can be key in developing effective methods for preventing and correcting this phenomenon among students. Understanding these connections forms the basis for further research and practical recommendations for supporting the psycho-emotional well-being of student youth.

Materials and Methods

To generalise theoretical approaches to emotional burnout and value orientations, the following methods of theoretical analysis were used: analysis, synthesis, comparison, generalisation of scientific psychological literature. The main scientific works on which

the study was based are the works of C. Maslach *et al.* (1997) and D. Hadar-Shova *et al.* (2024). The works of H. Hnuskina (2016), O. Kononenko (2014), V. Tashmatov *et al.* (2025) were analysed. In particular, the study of the structure and factors of burnout according to the works of C. Maslach *et al.* (1997), the analysis of the value sphere of the personality, based on the theory of Sh. Schwartz, the use of the approaches of H. Hnuskina (2016), O. Kononenko (2014) and V. Tashmatov *et al.* (2025) for the systemic analysis of the problem. In order to study the psychological features of the relationship between value regulation and emotional burnout of students, an empirical study was organised.

The empirical study was conducted at the Kyiv National Economic University named after Vadym Hetman. The study sample consisted of 80 students aged 18 to 23, studying in various courses and majors at the university. Establishing differences in burnout levels depending on age, specialty or course of education was not the goal of the study. Participation in the study was voluntary and anonymous. All participants were previously informed about the purpose, content, and procedure of the study, after which they provided verbal consent to participate. The study was conducted in 2025 in an offline format, questionnaires were used and data collection was conducted individually. The forms were filled out by students independently and returned in coded form to ensure anonymity. The data obtained were used exclusively in a generalised form for scientific purposes and were not transferred to third persons. The procedures of this study complied with the provisions of the Declaration of Helsinki (2013) regarding research on Human participants. The empirical study was conducted in several stages. The first organisational stage involved defining the methodological tools of the study and forming a sample of subjects. The second diagnostic stage included the direct conduct of a psychodiagnostic examination of students using the selected methods. The third analytical stage involved quantitative and qualitative analysis of the data obtained, conducting correlation analysis to identify relationships between indicators and interpreting the research results.

To achieve the set goal and solve the research problems, the following diagnostic methods were used as Maslach Burnout Inventory (MBI) and "Methodology of diagnostics of individual values" (Sh. Schwartz). MBI is the assessment of the level of emotional burnout of students and identification of the specifics of its manifestation according to the main components in the conditions of educational activity. The Burnout Questionnaire is one of the most widely used methods developed by American psychologists C. Maslach & S. Jackson (1981). The questionnaire contained 22 statements about feelings and experiences related to performing an activity. The questionnaire allows to assess emotional burnout using three subscales:

Emotional exhaustion (9 statements) describes feelings of emotional fatigue and emptiness related to academic activities. High scores on this scale indicate exhaustion of the student's emotional resources, a feeling of overload and an inability to recover from academic stress. Depersonalisation (5 statements) describes an impersonal, cynical attitude towards academic activities, teachers and fellow students. High scores reflect the student's emotional detachment from the educational process, formalisation of relationships and indifference to learning outcomes. Depersonalisation acts as a defense mechanism in response to emotional overload. Reduction in personal achievements (8 statements) describes a decrease in the sense of competence in academic activities and satisfaction with one's own achievements. High indicators testify about negative assessment by the student of his own academic success, doubts about his own abilities, decreased motivation for professional development and a feeling of hopelessness in learning. Respondents rate the frequency of experiencing each statement.

Each subscale was rated on five levels: emotional exhaustion (very low – 0-10 points, low – 11-20 points, medium – 21-30 points, high – 31-40 points and very high – 41-54 points); depersonalisation (very low – 0-5 points, low – 6-11 points, medium – 12-17 points, high – 18-23 points and very high – 24-30 points); reduction of personal achievements (very low – 0-8 points, low – 9-18 points, average – 19-28 points, high – 29-38 points and very high – 39-48 points); emotional burnout (very low – 0-23 points, low – 24-49 points, average – 50-75 points, high – 76-101 points and very high – 102-132 points). Each respondent's answers were processed according to the method key. Scores were summed separately for three subscales: emotional exhaustion (9 statements, maximum 54 points), depersonalisation (5 statements, maximum 30 points), and reduction of personal accomplishment (8 statements, maximum 48 points). The total burnout score was calculated as the sum of scores across all three subscales (maximum 132 points). Each individual indicator was then assigned to one of five levels (very low, low, medium, high, very high).

"Methodology of diagnostics of individual values" (Sh. Schwartz) is the identification of dominant value orientations of students and determination of their hierarchical structure according to the main types. The methodology is designed to study the basic values of a person, which determine motivational goals and the direction of life and is based on the theory of universal values of Sh. Schwartz (Hadar-Shova *et al.*, 2024), according to which the value system of a person is organised according to the principle of compatibility and conflict between different motivational types. The questionnaire contains a list of 57 values that the respondent rates depending on their importance. The results were

interpreted according to the main subscales, which reflect the basic contradictions in the value sphere.

1. Openness to change (maximum 84 points). A high level (52-84 points) indicates a desire for novelty, independent thinking, hedonistic experiences and experimentation; average level (20-51 points) indicates a moderate orientation towards autonomy and change, balanced with a desire for stability; low level (12-19 points) indicates a tendency towards traditionalism, risk avoidance and uncertainty.

2. Conservatism (maximum 119 points). A high level (74-119 points) indicates an orientation towards stability, security and traditional values; an average level (29-73 points) indicates a flexible attitude towards traditions and social norms; low level (17-28 points) indicates skepticism towards traditions, low tendency towards conformity and social subordination.

3. Self-exaltation (maximum 63 points). A high level (40-63 points) indicates an orientation towards social status, power and personal achievements; an average level (16-39 points) indicates a balanced attitude towards success and power; low level (9-15 points) indicates a weak desire for dominance, material well-being and status achievements.

4. Self-transcendence (maximum 133 points). A high level (84-133 points) characterises the priority of altruistic values, empathy and public good; medium level (33-83 points) indicates a moderate importance of caring for others combined with personal interests; low level (19-32 points) indicates an orientation mainly towards one's own achievements and weakly expressed social responsibility. The sum of scores was calculated for four subscales: openness to change (12 values), conservatism (17 values), self-exaltation (9 values), and self-transcendence (19 values). Each indicator was then classified into three levels (low, medium, high). First, tables of summarised raw empirical data were created, then percentages were derived from the arithmetic mean.

Therefore, the use of these methods in research is due to their high validity, reliability and wide recognition in world psychological practice as well as compliance with the goals and objectives of the study, which allows obtaining a holistic picture of the relationships between the value sphere of the student's personality and his or her tendency to emotional burnout. After obtaining numerical indicators by both methods, a correlation analysis was conducted using the statistical programme SPSS 27.0. For each pair of variables (subscale of the Maslach method and subscale of the Schwartz method), the Pearson correlation coefficient was calculated. Percentage analysis was used at the descriptive statistics stage to determine the proportion of students belonging to each level of burnout and value orientations. Thus, it was obtained a general picture of the distribution of the studied indicators in the sample and to visually present the results in tables and

diagrams. Correlation analysis using Pearson's linear correlation (Pearson's coefficient) was chosen as the main method of statistical processing. The processing was carried out using the IBM SPSS Statistics 26.0 software package, which ensured the accuracy of calculations and the ability to verify the statistical significance of each correlation.

Results

Theoretical aspects of emotional burnout

Burnout syndrome can be characterised as a state of emotional exhaustion, which manifests itself through constant physical, mental and moral fatigue, loss of interest in favourite activities, irritability and stress. The concept of burnout was first introduced into scientific circulation by the American psychiatrist H. Freudenberger (1975), who viewed it as a state of physical and mental exhaustion caused by professional activity. The beginning of the study of this phenomenon dates back to 1974, when in his article "Employee Burnout" he described it as a complex of psychological problems like despondency, fatigue, disappointment that arise in healthy people as a result of prolonged work overload. H. Freudenberger identified three main components of emotional burnout. They are emotional exhaustion as fatigue from excessively long and intense involvement in an activity; depersonalisation as weakening of emotional connection with the world around us, indifference; feeling of futility of efforts as the belief that one's own actions do not bring results and do not affect the situation.

O. Kononenko (2014) identified two groups of causes of emotional burnout syndrome: Subjective (individual) reasons that are related to personality traits, age, value system, beliefs, psychological defense mechanisms, attitude to activity, relationships with colleagues and in the family. This group also includes high expectations for the results of one's own activities, a strong commitment to moral principles, an inability to refuse and a tendency to self-sacrifice. Objective (situational) reasons are directly related to the conditions of activity. They are increased workload, unclear understanding of responsibilities, insufficient social and psychological support. At the same time, researchers emphasise that preventing burnout is associated with the development of individual motivational resources that contribute to professional and personal development, the realisation of life goals and self-determination. In scientific works, as noted by H. Hnuskina (2016), the phenomenon of burnout is described using different terms: "professional burnout", "emotional burnout", "psycho-emotional burnout". The three-factor model of C. Maslach & J. Jackson (1981) has received the widest recognition in modern science. The essence of burnout is manifested through a combination of three components. They are physical, emotional and cognitive exhaustion, where the emotional component plays the main role.

C. Maslach & J. Jackson (1981) gave the basic definition of the phenomenon of burnout, considering it as a complex psychological phenomenon that causes emotional burnout as a reaction of the body to constant stress and contains the following main components that manifest through emotional exhaustion, depersonalisation and reduction of personal achievements.

Emotional exhaustion is manifested by a feeling of overload from emotional contacts. Characteristic features are excessive concern for other people's problems, along with a sense of responsibility for their well-being and blaming oneself when it is impossible to provide the necessary help. Depersonalisation is expressed in the creation of a protective barrier in professional communication. Typical signs are avoidance of communication, emotional detachment, indifference to the problems of clients and colleagues and demonstrative rejection of professional interaction. Reduction of professional achievements is the final component, which is characterised by a decrease in the sense of one's own competence and satisfaction with work and the formation of thoughts about the futility of professional efforts. In the development of emotional burnout, three consecutive stages are distinguished. At the first stage, an imbalance appears between the demands of the professional environment and personal resources, which leads to a stressful state with emotional and physical exhaustion. The second stage is characterised by the appearance of short-term emotional tension, the accumulation of fatigue and exhaustion, accompanied by negative thoughts about oneself and others, a feeling of emptiness and the loss of the ability to see the positive results of one's work. In the third stage, significant changes occur in the motivational sphere and behaviour, where the main manifestation is depersonalisation in interaction with clients and colleagues against the background of complex emotional, mental and physical exhaustion.

Thus, an analysis of the scientific literature shows that researchers, using the concept of professional burnout, focus on its connection with stressful factors of activity. The concepts of emotional and professional burnout are combined in the context of stressful situations related to the performance of professional duties, when it is possible to define emotional burnout through the manifestations of its main components: emotional exhaustion, depersonalisation and reduction of personal achievements. Emotional burnout is often provoked by a value conflict, when personal beliefs do not coincide with the requirements of the activity, which leads to cynicism, fatigue and apathy. Burnout is caused by hyper-responsibility, striving for the ideal, ignoring one's own needs, as well as inconsistency of the values of the activity with personal principles. It often occurs when expectations (ideals, values) do not match reality (high workload, low evaluation), leading to a devaluation of achievements.

The role of the value sphere in personality development

Emotional burnout is closely related to the value sphere, because when value orientations (for example, “openness to change”, “conservatism”) come into conflict with reality (stress, fatigue, high workload, low assessment), detachment, loss of interest and devaluation of one’s own activities occur. Violation of value orientations leads to internal devastation and maladjustment. Studying the structure and functions of the value sphere helps to understand the mechanisms of personality development and the processes of transforming individual meanings into a stable system of value orientations. The term “value” is widely used in science to denote the human, social and cultural significance of various phenomena of reality. Values are a system of beliefs and ideas that help a person navigate the world and satisfy his needs. The value sphere is dynamic and can change under the influence of life circumstances and its main functions are manifested through orientation in life, integration into society, regulation of behaviour and setting life goals. Emotional burnout occurs when personal values are faced with the impossibility of their realisation or conflict with the demands of the environment. The main mechanism is that values become a source of stress if the activity reduces the meaning of this activity or requires actions that contradict beliefs.

Student age is a special period in a person’s life, characterised not only by the acquisition of professional knowledge and skills, but also by the active formation of a worldview, moral beliefs and value orientations. It is at this time that the formation of the individual as a subject of professional activity and a citizen capable of moral reflection and ethically responsible behaviour takes place. When considering the social situation of development during student age, it is important to highlight the main aspects related to education and professional prospects. During this period changes occur in social requirements and conditions in which personal attitudes are formed such as preparation for a future profession, for fulfilling civic duties, for choosing a life path. The transition from dependent childhood to independent adulthood affects all areas of life, leading to internal and external contradictions in the process of identity formation and “self-concept”.

V. Tashmatov *et al.* (2025) emphasised the regulatory role of values in the behaviour of student youth. The complex structure of the value sphere of the individual includes different levels of values. They are objective and subjective, universal and personal, internal and external. The level of emotional burnout among students is largely related to their lifestyle, attitude towards learning and social environment. Individual personality traits play an important role, including the level of stress tolerance, the ability to regulate emotions and the ability to use coping strategies to overcome difficulties. Researchers distinguished four groups of students

according to their value orientations and tendency to emotional burnout: “Party people” are students who thanks to their parents’ financial support, lead a care-free life and often neglect their studies. They rarely experience emotional burnout because they avoid intense academic stress. “Parental hopes” are students who are under strong parental influence regarding their choice of profession and the need to study hard. They often feel psychological pressure and responsibility for academic performance, which makes them vulnerable to burnout. “Know-it-alls” are students for whom studying is the top priority in life. They devote a lot of time to studying and academic work, which often leads to sleep deprivation, chronic stress and emotional exhaustion. The “golden mean” are students who are able to find a balance between their studies and personal lives, rationally distributing their time and energy. Thanks to this, they are less likely to encounter psychological problems, in particular, emotional burnout.

Values are organised according to the principle of compatibility and conflict, some of which encourage a person to be open, flexible, and caring for others, while the opposite ones focus on maintaining stability, personal status, and control. It is the content and ratio of dominant (prevailing) values that determine how a person interprets stressful situations or perceives them as a threat or as a challenge that can be overcome. When, thanks to the value sphere, a student finds meaning in activities, maintains contact with other people, and flexibly adapts to change, then this sphere becomes a powerful protective resource against emotional exhaustion. Instead, a value orientation towards high status and achievement in the face of limited opportunities generates chronic frustration, which gradually depletes the emotional resources of the individual. Values directly influence burnout through the conflict between personal beliefs and the reality. Burnout occurs when person’s values (e.g., honesty, quality, helping others) are ignored, or due to too high ideals, leading to chronic stress, cynicism, loss of meaning, alienation and emotional exhaustion.

Burnout manifests itself as emotional withdrawal. Openness to change (seeking novelty, flexibility) affects burnout, because the student is constantly looking for new projects, quickly takes on complex tasks. If energy runs out, and new stimuli continue to arrive, the exhaustion phase begins. For example, a student who loves innovation takes on the task of mastering three educational technologies at once. He quickly burns out due to overload and lack of time to deeply assimilate the changes. Conservatism (stability, tradition, predictability) influences burnout because a person feels stressed when the usual order is disrupted. Resistance to change requires enormous emotional effort, which leads to exhaustion when change is inevitable. For example, a student who has been working in a paper-based format is forced to switch to a new

programme. His fear of the unknown and attempts to resist change lead to constant background stress and burnout. Value regulation of emotional burnout involves managing the emotional exhaustion, depersonalisation and reduced personal accomplishment typical of burnout by aligning personal values with people's demands. It functions by replacing maladaptive, superficial emotional suppression with cognitive reappraisal, which helps individuals reframe stressful situations. This process prevents burnout by enhancing professional self-efficacy, fostering a sense of purpose and preventing the cynical detachment often found in high-stress roles.

During student age, value orientations are formed under the influence of the educational environment, family environment, individual psychological characteristics and perform a regulatory function regarding emotional burnout, acting as protective or risk factors. Therefore, student age is characterised by intensive formation of the value sphere of the individual in conditions of increased psycho-emotional stress, which creates the prerequisites for the occurrence of

emotional burnout. Students' value orientations act as an internal regulator of emotional states, determining a person's resistance to exhaustion or susceptibility to it, depending on the content and hierarchy of values. Prosocial orientation, flexibility of thinking and moderation of personal ambitions can contribute to adaptation to stressful learning conditions, while excessive striving for status, rigidity of attitudes and egocentric orientation increase the risk of emotional exhaustion. To establish the relationship between the type of dominant value orientations of students and the level of emotional burnout was organised and conducted an empirical study.

Empirical analysis of emotional burnout and value orientations in students

Diagnostics were carried out using the specified methods and a quantitative and qualitative analysis of the obtained indicators was performed. The results of the survey using MBI the levels of student burnout in modern difficult conditions of educational activities were presented in the Figure 1.

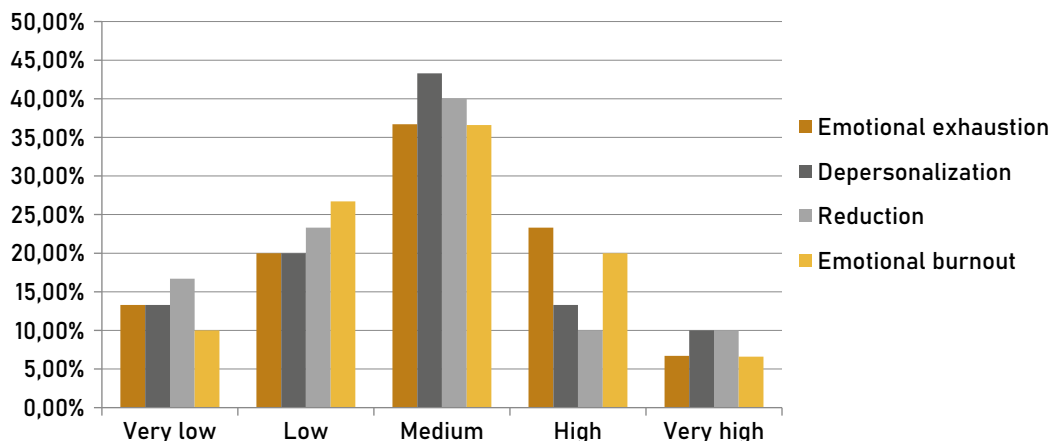


Figure 1. Results of diagnosis using the Maslach Burnout Inventory

Source: compiled by the authors

According to the results of diagnosing the level of emotional burnout of students, it was found that some of the subjects demonstrate signs of emotional burnout of varying degrees: emotional exhaustion as the main component of emotional burnout showed results at high and very high levels in 30% of the subjects (23.3% and 6.7%, respectively). Almost a third of student's experience pronounced emotional fatigue, emptiness and decreased emotional tone. 36.7% of respondents show an average level of emotional exhaustion, indicating a potential risk of worsening the problem without appropriate psychological support. At the same time, 33.3% of students have low and very low levels of emotional exhaustion (20% and 13.3%, respectively). High levels on the depersonalisation scale were found in 23.3% of respondents (13.3% and 10% respectively) and 43.3% of students had an average level of depersonalisation,

which generally indicates a tendency to distance themselves from emotional involvement in the learning situation as a protective mechanism. Low and very low levels were shown by 33.3% of respondents (20% and 13.3% respectively).

According to the personal achievement reduction scale, high and very high levels are observed in 20% of students (10% at each level), the average level is found in 40% of respondents and low and very low levels in 40% (23.3% and 16.7% respectively), which can manifest itself in a negative assessment of one's achievements, reduced motivation to get an education and doubts about one's own competence. The integral indicator of emotional burnout showed the following distribution: 26.6% of students have high and very high levels of burnout (20.0% and 6.6% respectively), 36.6% have an average level and 36.7% have low and

very low levels (26.7% and 10.0% respectively). The results obtained indicate that about a quarter of the subjects studied in the difficult conditions of martial law are in a state of pronounced emotional burnout, a third is at risk, but the majority of students (40%)

show resistance to emotional exhaustion. The results of the survey according to the “Methodology of diagnostics of individual values by Sh. Schwartz” the levels of dominant values among students were presented in the Figure 2.

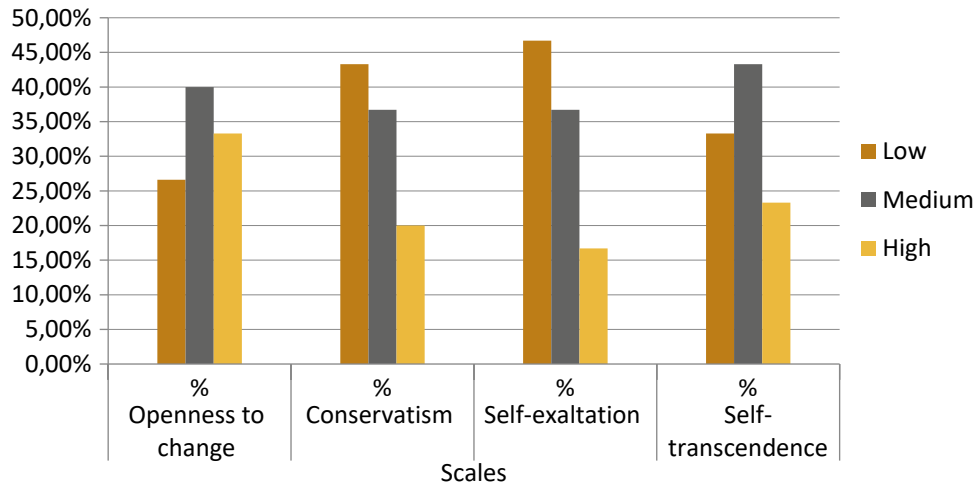


Figure 2. Diagnostic results according to the “Methodology of diagnostics of individual values by Sh. Schwartz”

Source: compiled by the authors

Analysis of the results obtained using Schwartz’s method of diagnosing individual values revealed the peculiarities of the students’ value sphere. On the openness to change scale, 73.3% of students show medium and high levels (40% and 33.3% respectively), which indicates a desire for independence of thinking and action and the ability to respond flexibly to changes. Only 26.6% of students have a low level on this scale. According to the conservatism indicators, 43.3% of students have a low level, 36.7% have an average level and 20% have a high level. The prevalence of low levels of conservatism indicates a decrease in the importance of traditional values for almost half of the sample. On

the self-exaltation scale, 46.7% of respondents show a low level, 36.7% indicate show medium and only 16.7% high. Low self-exaltation indicators represent that for almost half of the students’ personal ambitions and the desire for status are not a priority. Self-transcendence is manifested at medium and high levels in 66.6% of students (43.3% and 23.3% respectively), low level in 33.3%. High scores on self-transcendence reflect the majority of respondents’ orientation toward the values of caring for others, justice, empathy and social responsibility. To understand the relationships between the studied indicators a correlation analysis was conducted using the Pearson coefficient (Table 1).

Table 1. Correlations between components of emotional burnout and levels of dominant value orientation of students

Maslach Burnout Inventory (MBI)	Methodology for diagnosing individual values by Sh. Schwartz			
	Openness to change	Conservatism	Self-exaltation	Self-transcendence
Emotional Exhaustion	-0.387*	0.243	0.508*	-0.535*
Depersonalisation	-0.336*	0.253	0.437*	-0.487*
Reduced Personal Achievement	-0.327*	0.252	0.454*	-0.538*
Overall Burnout Score	-0.373*	0.264	0.499*	-0.557*

Critical value 0.3 at p = 0.05

Note: * – correlation is significant at the 0.05 level

Source: compiled by the authors

Correlation analysis revealed that openness to change demonstrates statistically significant negative correlations with all components of emotional burnout ranging from $r = -0.327$ to $r = -0.387$. This suggests that students with high flexibility of thinking and the ability

to adapt to change are less prone to emotional exhaustion. The psychological mechanism of such protection is that, thanks to openness to change, which, according to S. Schwartz’s theory, includes the values of independence, stimulation and hedonism, difficult learning

circumstances are perceived not as a threat, but as an opportunity for the development of new skills. Students with high openness to change are able to rethink stressful situations and find alternative ways to achieve learning goals, which preserves their emotional resources. Self-transcendence also showed negative moderate correlations: the largest with the overall burnout score ($r = -0.557$), emotional exhaustion ($r = -0.535$) and reduction in personal achievement ($r = -0.538$). The identified connections indicate that self-transcendence is a valuable resource for combating burnout. Students oriented towards the values of universalism and goodwill, find meaning in their studies in the context of future contributions to society and helping other people, which creates an additional source of motivation even in today's difficult conditions. As noted in the theoretical section, prosocial orientation protects against depersonalisation because it maintains emotional involvement in social interaction and creates a system of mutual support that prevents significant negative effects of stressors.

At the same time, self-enhancement revealed statistically significant positive correlations with all components of emotional burnout from $r = 0.437$ to $r = 0.508$. That is, students with high personal ambitions and a desire for recognition are more prone to emotional burnout, because in times of crisis they feel a discrepancy between expectations and the real possibilities of their realisation. The strongest connection with emotional exhaustion ($r = 0.508$) is explained by the fact that the orientation towards power and personal achievements, characteristic of self-aggrandizement according to S. Schwartz's classification, becomes a source of chronic frustration. Students with high self-esteem are prone to perfectionism and setting unrealistic standards, which is consistent with the theoretical propositions of O. Sergeenkova & O. Stolyarchuk (2017) about inflated ambitions as an internal factor of burnout. Conservatism did not demonstrate statistically significant relationships with emotional burnout ($r = 0.264$ with the total indicator), which requires a separate explanation. In times of crisis, when traditional structures undergo change, the values of security, conformity, and tradition that constitute conservatism lose their regulatory function. Students are forced to adapt to new conditions regardless of the level of conservatism, which neutralises its influence. At the same time, weak positive correlations (although statistically insignificant) may indicate a tendency where the desire for stability in conditions of uncertainty creates additional stress due to the impossibility of realising these values.

Strategies for preventing emotional burnout in students and organising psychological support

Based on the results of the study, practical recommendations were developed for the prevention of students' emotional burnout through value regulation

mechanisms, focused on various subjects of the educational process: students, administration of educational institutions, practical psychologists. Practical psychologists are recommended to conduct diagnostics of value orientations and the level of emotional burnout of students at the beginning of the academic year (September-October) in order to identify risk groups that is students prone to maladjustment, decreased motivation, and exhaustion. It is worth using the MBI methodology and value orientation tests (Rokich, Schwartz) to form risk groups that need preventive psychological support. Diagnostic strategies at the beginning of the year will be mass testing (screening) in the form of an online survey (Google Forms) in the first 3 weeks of study to cover all students, especially the 1st and last years. The emphasis should be on symptoms of "stress", identifying students with self-satisfaction, anxiety and depressive moods.

A comparative analysis should then be conducted, i.e., comparing the results with similar data from the end of last year to understand the dynamics (rested or burned out over the summer). Examples of the formation of risk groups may be the following. High-risk' group, who need urgent help. These are students with a high level of exhaustion, a sense of powerlessness, reduced learning and conflicts. The initial group requiring burnout prevention. Such students have a high level of tension (dissatisfaction with themselves, "being cornered"). A group of students who have a value conflict, that is, whose values (for example, the desire for high achievements) contradict real opportunities or the values of the environment. Prevention and support strategies should include: correction of value orientations: measures to form realistic goals; psychological trainings for stress resistance, emotional self-regulation; social support, creation of self-help groups and curatorial support. Regular diagnostics help reduce the risk of maladjustment and preserve the mental health of students. It is necessary to organise group and individual consultations aimed at developing openness to change. The work should include the formation of flexibility of thinking, the ability to perceive uncertainty as an opportunity for development and the skills of adapting to changing circumstances without losing emotional resources. To effectively organise consultations aimed at developing openness to change, it is necessary to apply a cognitive-behavioural approach, coaching sessions and training methods.

The programme should focus on reframing uncertainty as an opportunity, developing emotional resilience and flexibility of thinking to preserve internal resources during a period of change. The structure and content of individual and group consultations include a diagnostic stage, i.e. an assessment of the current level of stress resistance and the type of reaction to change; development of flexibility of thinking, exercises in cognitive restructuring, for example, replacing the attitudes

“I can’t/this is a disaster” with “this is a challenge/what can I learn”, conducting scenario analysis, considering uncertainty as an opportunity, not a threat; adaptation and self-regulation skills, stress management training, i.e. breathing techniques, relaxation techniques, mindfulness to preserve emotional resources, work with plans, i.e. creating adaptive plans (plan A, plan B) to reduce anxiety about the unknown; group work should include peer-to-peer sharing, role-playing games to simulate changing circumstances, and exercises to develop creativity in finding solutions.

The expected results will be a reduction in anxiety, an increase in the speed of adaptation, the formation of a positive attitude towards change, and the maintenance of a high level of emotional energy. An important area of work is to strengthen self-transcendence through the actualisation of students’ prosocial values. Psychologists are recommended to involve students in volunteer projects, mutual assistance in learning and social initiatives, which allows them to form a sense of involvement in a common cause, which protects against depersonalisation and reduction of personal achievements. It is necessary to conduct comprehensive psychoeducational work with students on the content of emotional burnout, its symptoms and mechanisms of value regulation of emotional states of burnout. Comprehensive psychoeducation of students regarding emotional burnout includes studying it as a state of chronic physical and psychological exhaustion (due to study/stress), recognising symptoms (apathy, cynicism, decreased performance), and implementing values (balance, self-care) to regulate states, which prevents deep depression and loss of motivation.

Psychoeducational activities as a comprehensive work include training, i.e., teaching breathing exercises and progressive muscle relaxation techniques; workshops, such as evening analysis of events for timely detection of symptoms; information campaigns, for example, distribution of checklists on signs of burnout and rules of psychological safety; counseling as support for students in finding resources and balance. It is recommended to create a system of psychological support for students throughout the entire period of study with regular monitoring of the emotional state and timely correction of identified violations through individual and group forms of work. Creating a comprehensive system of psychological support for students involves regular (semester-by-semester) monitoring of emotional state through questionnaires, psychoeducation, individual consultations, and group trainings on resilience development. This ensures timely correction of disorders, stress reduction, and adaptation to the educational process, especially in crisis conditions. The main elements of the system are monitoring (i.e., regular testing, screening of anxiety and stress levels) individual forms (such as consultations with a psychologist, psychotherapeutic support, drawing up self-regulation

plans; group forms, such as resilience training, art therapy, mutual support groups) and correction (i.e., timely assistance in identifying emotional disorders, referral to specialists). This system is aimed at supporting students throughout the entire period of study.

Discussion

The results of the study showed that students focused on self-transcendence (caring for others, fairness, empathy) and openness to change (flexibility of thinking, readiness for new experiences) demonstrated significantly lower levels of emotional burnout across all its components. This is explained by the fact that prosocial values form a system of mutual support and give additional meaning to learning, and the student feels that he is working not only for grades, but for the sake of future contribution to society. At the same time, students with pronounced self-aggrandizement (desire for power, status, recognition) turned out to be the most vulnerable to burnout, because in conditions of wartime and uncertainty, realising ambitions becomes much more difficult, which provokes a feeling of helplessness and emotional exhaustion. Aims of the study of E. Lopez-Gomez *et al.* (2025) were to validate the Maslach Burnout Inventory-Student Survey when applied among Thai university students. This study assessed the psychometric properties of the Maslach Burnout Inventory-Student Survey in a sample of Thai university students. The results confirmed that the Maslach Burnout Inventory-Student Survey has a stable three-factor structure (emotional exhaustion, cynicism/depersonalisation and reduced academic efficacy) and demonstrates high reliability and validity within this cultural context, consistent with findings from other countries. The study supported the appropriateness of using the Maslach Burnout Inventory-Student Survey to measure academic burnout.

The study conducted by D. Hadar-Shova *et al.* (2024) aimed to evaluate whether the Schwartz’s theory of basic values can measure value-like constructs within leading large language models and determine whether large language models exhibit distinct value-like patterns from humans and each other. The study examined whether Schwartz’s Theory of Basic Values can be applied to identify value profiles in large language models. The models completed an adapted version of the Portrait Values Questionnaire-Revised and their “value profiles” were compared with human data. The findings showed that the models exhibit value profiles that are statistically different from those of humans, with a strong emphasis on universalism and self-direction and weaker orientation toward achievement, power and security. These differences have important ethical implications for the use of such models in mental-health-related contexts. Comparing the conducted research with the research of D. Hadar-Shova *et al.* (2024), received similar

results, as students who oriented towards the values of universalism and benevolence, find meaning in their studies in the context of future contributions to society and helping other people, which creates an additional source of motivation even in today's difficult conditions.

The study conducted by M. Obregon *et al.* (2020) evaluated burnout among medical students in the United States using the Maslach Burnout Inventory-Student Survey. The findings showed that students experiencing burnout reported significantly higher levels of emotional exhaustion and cynicism, as well as lower academic efficacy, compared to students without burnout. Additionally, identified predictors of burnout included problems with academic scheduling, low perceived effectiveness of support measures, and reduced motivation for learning. Regression analysis denoted significant associations between burnout and being out-of-phase in the curriculum, the effectiveness of wellness initiatives and strength of motivation for medical school in both the two- and three-dimensional Maslach Burnout Inventory-Student Survey models. Comparing the conducted research with the research of M. Obregon *et al.* (2020), received somewhat similar results, because emotional exhaustion as the main component of emotional burnout showed high and very high levels and were observed in 30% of the researched (23.3% and 6.7%, respectively). Almost a third of the student's experience pronounced emotional fatigue, emptiness and decreased emotional tone.

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 K. Pyhältö *et al.* (2021), found that only half of teachers have various combinations of burnout symptoms while other teachers show resistance to defensive reactions because they proactively use self-regulation and co-regulation strategies. Comparing the conducted research with the research of K. Pyhältö *et al.* (2021), received similar results, because the integral indicator of emotional burnout showed that 26.6% of students have high and very high levels of burnout, 36.6% have an average level, 36.7% have low and very low levels. The results indicate that about a quarter of the researched are in a state of pronounced emotional burnout, a third is at risk, but the majority of students (40%) show resistance to emotional exhaustion. G. Mancini *et al.* (2022) has pointed out that a high level of emotional intelligence blocks chronic burnout and increases personal achievements at work. In the study O. Savchenko *et al.* (2022) it was found that the system of personal values could be an effective regulator of the personal state in difficult situations. The obtained empirical results demonstrate that some components of personal value system like health, obedience and cleanliness help stabilise the personal state in difficult external conditions. Other values as

courage, honesty and wisdom can contribute to the formation of burnout syndrome. The value of courage negatively influences formation of the "reduction of professional duties". The values of health, obedience and cleanliness block the formation of this symptom. The values of an interesting job, an exciting life and freedom oppose routinisation and the consolidation of rigid stereotypes. And rational attitude toward oneself manifested in the dominance of values of health, cleanliness and obedience.

Comparing the conducted research with the research of O. Savchenko *et al.* (2022), received similar results, because it has been researched that self-transcendence is a valuable resource for combating burnout, because students who are oriented towards the values of universalism and benevolence find the meaning of their studies in the context of future contribution to society and helping other people, which creates an additional source of motivation even in today's difficult conditions. However, self-enhancement revealed statistically significant positive correlations with all components of emotional burnout, that is, students with high personal ambitions and a desire for recognition are more prone to emotional burnout, since in times of crisis they experience a discrepancy between expectations and real possibilities for their realisation. In the study conducted by S. Mohammed *et al.* (2020), it was found that the values of the individual and the presence of a conflict between personal values and the values of the organisation determine the level of emotional exhaustion and have almost no influence on the formation of depersonalisation symptoms. It is also important to pay attention to the fact that such values as an interesting job, obedience, health, cleanliness, an exciting life, freedom exert a mobilising effect that inhibits burnout syndrome. On the contrary, certain values like courage, honesty and wisdom contribute to the formation of this syndrome. This can be explained by the fact that the dominance of certain values can form an attitude towards increased arousal and its control, which creates additional stress for the student and depletes certain personal resources. The personality tries to compensate for the lack of resources by activating rigid stereotypes, such as saving emotions, alienation, reduction of responsibilities, etc.

Comparing the conducted research with the research of Mohammed *et al.* (2020), received similar results, because prosocial orientation protects against depersonalisation because it maintains emotional involvement in social interaction and creates a mutual support system that prevents significant negative effects of stressors. In the study conducted by I. Pankov (2022), negative correlations were obtained between the dominance of the value "honesty" and the ability to set life tasks and consciously use strategies for building life plans. Therefore, a high rating of the honesty value indicates strict requirements for oneself, which

creates a barrier for the transition from plans to their implementation. So, scientists have investigated the connections between components of emotional burnout and various personal values like values of universalism, benevolence, self-enhancement. They investigated that such values as obedience, health, cleanliness, freedom exert a mobilising effect that inhibits burnout syndrome, such values like courage, honesty and wisdom contribute to the formation of this syndrome. The conducted research revealed that the value profile of students is characterised by high levels of openness to change and self-transcendence, with low levels of self-aggrandizement and conservatism.

Conclusions

The results of the study revealed that the most pronounced component is emotional exhaustion (30% at high and very high levels), less pronounced are depersonalisation (23.3%) and reduction of personal achievements (20%). The value profile of students is characterised by high indicators of openness to change (73.3% medium and high level) and self-transcendence (66.6%), with low indicators of self-exaltation (46.7% low level) and conservatism (43.3% low level). Correlation analysis confirmed that openness to change ($r = -0.373$ with general burnout) and self-transcendence ($r = -0.557$ with general burnout) are protective factors of emotional burnout. At the same time, self-exaltation is the strongest risk factor ($r = 0.499$ with general burnout). Students with high personal ambitions show higher levels of all components of emotional burnout. Openness to change ($r = -0.373$) and self-transcendence ($r = -0.557$) showed significant negative relationships with the overall burnout score, so they perform a protective function, while self-enhancement ($r = 0.499$) demonstrated a significant positive relationship, acting as a risk factor. Thus, the results of the empirical study confirmed the existence of a connection between value orientations and emotional burnout of students.

It was found that a significant part of young students remains resistant to emotional exhaustion due to flexibility, adaptability and values that have become more pronounced in crisis conditions. At the same time, students with pronounced ambitions and a desire for personal success are at risk for developing emotional burnout. The results obtained areas of preventive work focused on the development of value orientations in students. The connections between value orientations and manifestations of students' emotional burnout determined areas of psychological support and preventive work in higher education institutions. Based on the results obtained, comprehensive practical recommendations were developed for practical psychologists, students and administration of higher education institutions regarding the prevention of emotional burnout through value regulation mechanisms. A training programmes aimed at developing protective value orientations, transforming risk attitudes and forming skills for self-regulation of students' emotional states. This programme will reduce the level of emotional burnout among students and help to maintain their psychological well-being in the face of modern challenges. Prospects for further research include studying the value regulation of emotional burnout in teachers, since burnout occurs under the influence of chronic stress, especially work-related. Values help regulate emotional burnout, as perceived values, such as self-development, life balance, and helping others, help prevent burnout by shifting the focus from negativity to meaning, while rigid instrumental values (perfectionism) contribute to exhaustion.

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Conflict of Interest

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Ціннісна регуляція стану емоційного вигорання студентів

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Анотація. Метою дослідження було визначення взаємозв'язку ціннісної регуляції та емоційного вигорання студентів закладів вищої освіти. На основі аналізу наукової літератури з'ясовано, що емоційне вигорання розглядається як складний психологічний феномен, який виникає внаслідок хронічного стресу та проявляється через емоційне виснаження, деперсоналізацію та редукцію особистих досягнень. На основі теоретичного аналізу виявлено, що ціннісна сфера особистості є фундаментальним психологічним утворенням багатокомпонентної структури, яке виконує мотиваційну, регулятивну та інтеграційну функції у процесі особистісного розвитку. З'ясовано, що у студентському віці ціннісні орієнтації формуються під впливом освітнього середовища, родинного оточення, індивідуально-психологічних характеристик та виконують регулятивну функцію щодо емоційного вигорання, виступаючи протективними або ризиковими чинниками. Проведено емпіричне дослідження зв'язку ціннісної регуляції та емоційного вигорання студентів. Виявлено, що близько чверті студентів перебувають у стані вираженого емоційного вигорання, третина знаходиться у зоні ризику, проте більшість демонструють стійкість до емоційного виснаження. Встановлено, що ціннісний профіль студентів характеризується високими показниками відкритості до змін та самотрансцендентності при низьких показниках самопіднесення та консерватизму. Кореляційний аналіз підтвердив наявність статистично значущих зв'язків: відкритість до змін та самотрансцендентність виявили негативні кореляції з компонентами емоційного вигорання, виступаючи протективними чинниками, тоді як самопіднесення продемонструвало найсильніші позитивні зв'язки з усіма компонентами вигорання, виступаючи чинником ризику. Практична цінність дослідження полягає у розробці викладачами закладів вищої освіти, практичними психологами, кураторами академічних груп та фахівцями центрів психологічної підтримки профілактичних програм та методів психологічного супроводу для запобігання емоційному вигоранню студентів

Ключові слова: емоційне виснаження; деперсоналізація; здобувач; особистість; редукція; ціннісні орієнтації