

Motivational and Dispositional Features of Burnout of Students – Future Psychologists

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Abstract: *The relevance of the study is due to the increasing prevalence of burnout in the world, which may be associated with the blurring of the boundaries between a person's professional activity and his/her activity outside of work: a person is constantly in touch with work, which deprives him/her of quality rest and renewal of energy reserves. The purpose of the article was to expose the results of the study of students' burnout (n=106) in the context of their motivational and dispositional characteristics based on the theoretical analysis of the phenomenon of burnout and its understanding in psychology. The following methods were used in the study: Academic Self-Regulation Questionnaire (SRQ-A) by R. M. Ryan, & J. P. Connell, Maslach Burnout Inventory (MBI) (C. Maslach, S. Jackson, & M. Leiter), Motivation for Success and Fear of Failure (MFS) by A. Rean, diagnostics of socio-psychological attitudes of a person in the motivational and need sphere by O. Potemkina, Definition of Mental Burnout by O. Rukavishnikov, Big Five test by R. R. McCrae, P. T. Costa. Mathematical processing of the research results was carried out using the statistical package SPSS 17.0. The analysis of the understanding of burnout by scientists allows us to generalise: burnout begins due to the discrepancy between the requirements of the profession and the specialist (and vice versa), which causes prolonged stress, aggravated by stressful non-work activities; burnout manifests itself as a process of emotional, mental and physical exhaustion, accompanied by a feeling of emotional devastation; a manifestation of detachment from professional duties and communication, which develops into an impersonal and cynical attitude towards colleagues and clients, ending with a loss of professional motivation and devaluation of oneself as a specialist and a person. The survey results showed that the vast majority of respondents experience a high level of burnout. When burning out, a person behaves altruistically, but eventually becomes insensitive and anxious and depressed; is motivated by the desire to avoid failure, is not interested in the outcome of his or her work; and controls colleagues, perceiving them as rivals. A person's orientation towards the motivation to avoid failure can influence the development of burnout.*

Keywords: *burnout, exhaustion, depersonalisation, reduction of professional achievements, motivation.*

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Introduction

The rapid development of society and the improvement of information technology are increasingly blurring the line between a person's professional activities and their activities outside of work, personal life and free time, which should allow them to relax, restoring the vital energy reserve and resources necessary to continue their professional activities. Therefore, individuals remain perpetually connected, easily accessible even at home to continue working both mentally, in his or her endless reflections on it, and in reality, taking work home and continuing to work constantly, even outside of professional activities, expanding the scope of his or her professional duties. So, it is only natural that under such conditions, burnout is spreading around the world at a gigantic pace, while there is still no unified understanding of the phenomenon of emotional burnout, despite the huge number of studies devoted to a thorough analysis of this phenomenon. The scientific study of burnout, initiated by H. Freudenberger (1974), who understood professional burnout as a relatively long process of gradual emotional exhaustion, loss of motivation to work, and a decrease in the effectiveness of professional activity (which happens to a person whose professionalism is subject to high demands from society and who helps other people and communicates intensively with them due to his or her professional duties), was continued and deepened by C. Maslach and other scientists. And, although various models of burnout have been developed in psychology (with a different number of components), the model that has established itself in science and has been accepted and cited by most scientists (to the extent that even now, when defining emotional burnout, it is most often referred to) is the three-factor model of burnout by C. Maslach and her colleagues (Maslach & Jackson, 1981). The components of emotional burnout in this model are emotional exhaustion, which develops first and "triggers" the development of other burnout factors: depersonalisation and reduction of professional achievements.

Literature review

Burnout: evolving research and contemporary perspectives

The study of burnout has been going on for less than half a century, which is disproportionate to the scale of this phenomenon in different professions worldwide (Huffington, 2016) and the number of scientific papers analysing various aspects of burnout.

For example, Koutsimani et al. (2019) explored the possible link between burnout/exhaustion and depression and anxiety, emphasising that the need to distinguish between them helps to avoid misdiagnosis and/or treatment, as the link between them is confirmed.

Edú-Valsania et al. (2022) analyse two main approaches to understanding burnout and interpreting its causes and consequences: clinical and organisational, which, according to the researchers, when combined, can reveal that stresses due to professional activities and stresses arising in a person's private (non-work-related) life can significantly affect the evolutionary transformation of mild burnout into its clinical syndrome.

According to Christian (2023), the rates of professional burnout, which increased significantly during the pandemic, have decreased only slightly even after its end and the adjustments made by various organisations and companies regarding workplaces, due to the understanding that they are also responsible for the professional burnout of their employees. This leads the scientist to the conclusion that it is worth learning to live with this syndrome, focusing on burnout management, as it has become a "public health problem" in a relatively short time. It is also worth noting that one of the reasons for the spread of burnout syndrome and its younger age is the ever-increasing pace of modern life and the processes of globalisation and informatisation in the world (Madden, 2022).

And naturally, with a huge number of studies/research papers analysing various aspects of burnout, "the debate about what burnout is not over" (Demerouti et al., 2021), and mild symptoms of burnout are still difficult to distinguish from emotional burnout syndrome (van Dam, 2021). This may be why, even when burning out, a person may not be aware of it. In addition, in the context of the situation of Schaufeli et al. (2009) note that the spread of interest in burnout (and, obviously, the syndrome itself) depends on the economic development of the country.

Scholars' understanding of burnout

Emotional burnout syndrome is commonly understood as an individual reaction (a person's assessment of life events and situations as stressful) to a specialist's experience of chronic work stress, which can be the result of a mismatch between a person and work (its too high requirements for professional qualifications of a specialist or the person's sky-high expectations from his/her work) (Maslach & Leiter, 2016), and the stressful nature of professional communication, which can cause chronic stress, which, under certain conditions, existing latently for a long time, so that a person does not realise that burnout has begun, can explode, resulting in

collapse due to even a minor event: a simple but unusual stressor (van Dam, 2021). Interestingly, Schaufeli et al. (2009) believe that persistent burnout can be explained by two main factors: 1) an imbalance of needs and resources (a situation where the specialist's resources do not keep pace with the growing needs of clients); 2) a mismatch of motives/values (a case where the values of the specialist do not coincide with the values of the organisation in which he/she works), which causes a value conflict and reduces the degree of their mutual commitment.

It is also worth noting that, according to Golembiewski (1999), depersonalisation should be at the top of the well-known and accepted by most scientists three-factor model of burnout (according to K. Maslach), since, as the scientist explains, a certain level of personal detachment from clients is initially an ethical norm of helping professions. And it is this detachment, the scientist believes, that can turn into depersonalisation if the profession's requirements for a person exceed their real capabilities (for example, do not quite match their real abilities). In addition, the second place in the burnout model by Golembiewski (1999) is given to the reduction of professional achievements, which should be a logical result of the discrepancy between the specialist's behaviour and the requirements of his/her professional activity and lead to the levelling/reduction of the meaning and value of his/her own professional activity and achievements in it. All this ultimately leads a professional to feel tired, powerless and emotionally exhausted.

However, we cannot agree with such a permutation of burnout factors, which seems to us to be completely illogical. Therefore, we note that a certain professional detachment from a patient/client may not always lead to depersonalisation, and, in our opinion, professional and ethical detachment and depersonalisation are phenomena of a completely different order (for example, if professional detachment from a client is determined by the ethics of his/her professional activity, then depersonalisation does not fit into any ethical or moral norms), and it is depersonalisation (depersonalised, cynical attitude towards clients as objects of professional activity), rather than objectively determined professional detachment, that results in psycho-emotional exhaustion of a specialist, his/her movement/descent down the funnel of exhaustion (Chuyko et al. 2024), when he/she no longer has enough vital energy and resources for positive perception and attitude towards clients.

Therefore, we tend to consider K. Maslach's model (whose successive components are emotional exhaustion, depersonalisation, and reduction of professional/personal achievements) to be quite logical and

empirically grounded, since the results of numerous studies by K. Maslach and colleagues allowed us to create the concept of burnout and identify three subscales that define it (Hammarström et al., 2023).

At the same time, the core of the burnout process and its beginning is the psycho-emotional exhaustion of a professional, which manifests itself in emotional, mental and physical exhaustion, a lowered mood (indifferent or irritated), a feeling of emotional and vital resources being depleted; the inability to do their best at work, which is no longer able to cause admiration or joy, but only indifference. Emotional exhaustion leads to the fact that a professional can completely exclude his/her own emotional response and even simple reaction from his/her activities, which serves as a form of psychological protection against further burnout (Bulah, 2015). According to scientists, the key aspect of emotional burnout is emotional exhaustion (Maslach & Jackson, 1981; Maslach et al. 2001).

Depersonalisation is manifested as an impersonal, cynical, detached from work and life in general attitude towards clients and employees, negativism, deformation of relationships, formal, superficial contacts, which in general causes irritation and provokes conflicts over time; depersonalisation can manifest itself in the callous and inhumane perception of others, which is manifested in the attitude towards them as persons who actually deserve their problems (Maslach & Jackson, 1981).

Reduction of professional achievements is a feeling of incompetence and inefficiency in work, loss of professional motivation, negative assessment of oneself as a professional and a person, abdication of responsibility for the process and results of professional activity; it is dissatisfaction with one's professional results.

It should be added that later Maslach & Leiter (2016) concluded that the burnout process depends on the level of engagement of a specialist in the performance of professional activities, where "engagement" is the opposite of burnout and is characterized by energy, commitment/participation and effectiveness, and burnout itself can be defined here as the "erosion of employee engagement" in work.

In 2022, the WHO included burnout in the ICD-11 (ICD-11, 2022; Christian, 2023; Hammarström et al., 2023), considering that it manifests itself in a feeling of depleted energy, cynical attitude towards professional activities and reduced efficiency and is the result of a person's inability to cope with prolonged stress in the workplace. However, the understanding of burnout in this document is limited to professional activities and should not, as stated in the document, be used in relation to other areas of a person's life (Stieg, 2021) (as if these activities could be realistically separated from the

rest of a person's life). Therefore, in our opinion, we should not ignore the fact that various circumstances of a person's life outside of work play an additional (but very significant) role in the development and manifestations of burnout, in order to avoid underestimating the role of life spheres that are not directly related to professional work, but also affect the development of burnout. The document also notes that this is not a medical condition, but an occupational phenomenon that does not indicate a person's weakness or excessive vulnerability but is the result of the stressfulness of the workplace (Demerouti et al. 2021).

Typology of burnout

Golembiewski et al. (1983) tend to distinguish two different periods/types in the burnout process: acute and chronic, noting that the acute period is activated by the appearance of an unexpected and negative event in a person's life, while the chronic type of burnout is caused by a gradual but constant and prolonged deterioration in the working conditions of a specialist.

Another classification of burnout (Stieg, 2021) identifies the following types and principles of definition:

- burnout by scope/scale: a case when a person is constantly needed at work and is required by everyone, and even solves work problems outside of work hours;

- burnout due to boredom: the result of boring, monotonous work without any changes, which does not inspire, but causes progressive dissatisfaction;

- burnout as a result of socialisation – occurs in those who find it difficult to say no to others or to enlist their help in common tasks; it is the result of social exhaustion.

We find interesting, but ambiguous, the position of Farber (1991), who is critical of the fact that burnout is usually considered a single phenomenon that occurs in all people with similar etiology and symptoms, although individual and personal factors of burnout have already been identified. Therefore, the scientist differentiates the burnout process by its three main clinical profiles and peculiarities of stress response, calling these types of "burnouts": frenetic, underchallenged and worn-out. Thus, the *frenetic* is endlessly devoted to his/her professional activity, ambitious, works to the point of exhaustion, striving for success and approval, giving his/her best, even if he/she is dissatisfied with the results of his/her work or difficulties in it, sincerely believing that the more effort he/she puts in, the more likely it is that he/she will succeed, if he/she tries hard enough; if they

fail, they can at least feel morally superior to those who gave up earlier; work replaces not only their personal life, but life in general (and, in our opinion, this is how they remind us of perfectionists). *The underchallenged* type is not sufficiently motivated to work (because they have lost interest in their professional activities), limiting themselves to superficial tasks that are not difficult for a specialist, but are of little importance and do not bring them any satisfaction; they feel insufficiently qualified, so they tend to think that they have no personal development, and since they value themselves and their own abilities more than the work they do, they begin to fantasize about other jobs worthy of them, while feeling guilty about their attitude to professional activity. In addition, this type of burnout will not experience stress overload. *Worn-out* feels burned out, reduces his/her participation in professional activities (not even fulfilling professional duties) when he/she experiences significant stress due to lack of internal satisfaction from it; being completely frustrated and desperate to achieve a positive result or the possibility to somehow balance the efforts made and the result obtained – it seems that he/she does not care whether the work is done, as he/she considers the situation at work uncontrollable; at the same time, hard work reduces his/her professional motivation, and emotionally it can so exhaust him/her that it lowers his self-esteem and leads to depressive symptoms (Montero-Marín et al., 2009).

However, in our opinion, a particularly valuable idea of Farber (1991) is that psychological science needs to recognise that the process of emotional burnout and its course in one's life can be experienced by each person in their own way, and therefore, both the symptoms of burnout and its stages cannot be common to everyone. However, the researcher created a conditional intuitive classification of the burnout typology, “squeezing” individual differences in its course into only three types of burnout. Notably, however, that B.A. Farber himself understood the imperfection of his own classification and that it is possible to identify clinical profiles of burnout individuals that are not included in the classification, for example, because they are a combination of already defined profiles; he also noted that the profiles of burnout individuals can change over time (Farber, 1991).

It is also worth noting that the author of the article Montero-Marín et al. (2009), based on the Farber model, create their own burnout types by combining involvement in professional activities and attitude to professional responsibilities (neglect).

Burnout as a process

It is also worth noting that many researchers offer their own division of the emotional burnout process into different stages/periods. However, as an example, we will present only two variants of scientists' understanding of the periods of development of the burnout process that are of particular interest to us. Thus, Miller (1996), understanding burnout as a long-term dynamic process, identified four stages in the burnout process: 1) enthusiasm – a situation when a person starts working with unrealistically ambitious plans and expectations for work, on the one hand, and for their own abilities to be fulfilled in it, on the other; 2) stagnation – the result of a gradual decrease in a person's expectations regarding their professional activity and their own role in it – a realistic understanding that work takes too much (and not only time) from a person's life; 3) frustration – the emergence of doubts and uncertainty about one's relevance not only to the place of work, but also to professional competence; a decrease in emotional response to the process and results of professional activity, one's involvement in it; 4) apathy – an indifferent and dismissive attitude to professional activity, combined with unwillingness / disinterest in fulfilling one's professional duties, which make one experience frustration.

Cherniss (1992), in turn, identifies 3 stages of emotional burnout: 1) the emergence of an imbalance between the requirements of the profession and the person's real capabilities; 2) emotional tension as a result of experiencing professional stress, which leads to psycho-emotional and physical fatigue and exhaustion; 3) deformation of the motivational sphere of a person, which is realised in a cynical attitude towards others.

It is worth adding that, in our opinion, there are too few studies that analyse the motivational aspect of burnout beyond professional motivation and its changes in the process of burnout, which led to the choice of the problem under study.

Burnout and motivation

Scientists, researching the relationship between personality motivation and burnout, mainly focus on studying the professional and external/internal motivation of respondents, who are more often employees with a certain amount of work experience, less often – students (in particular, doctors).

Dombrovskis et al. (2011) note the presence of a positive correlation between the economic/material motive and the career growth motive and emotional exhaustion, i.e. they reveal the connection of motivation with burnout, as well as the fact that extrinsic motivation dominates among teachers of rural and urban schools in Latvia (which is realized precisely in the indicated motives): therefore, it is extrinsic motivation that is associated with burnout.

Felaza et al. (2020) study the relationship between academic motivation and burnout in medical students, stating that the stronger the extrinsic academic motivation of the respondents, the more their perception of personal achievements decreases, which leads scientists to the conclusion that solving the problem of motivation, developing the intrinsic motivation of future medical students, can prevent their emotional burnout.

Lyndon et al. (2017) noted that medical students with higher levels of burnout were found to have lower levels of intrinsic motivation.

Dniprova and Kohut (2017), studying workers in socio-economic professions, concluded that a high level of intrinsic motivation, acting as a protective mechanism, helps prevent the occurrence and development of burnout: that is, the higher the level of intrinsic motivation of employees, the lower their level of burnout, while external negative motivation can contribute to burnout.

Nazri et al. (2023) found that combining and enhancing students' intrinsic and extrinsic learning motivation is associated with lower levels of burnout.

The article and research by Husain et al. (2025) proves that high level of extrinsic motivation is associated with higher levels of burnout, while intrinsic motivation, the development of which universities should encourage, can help mitigate burnout.

The other side of the situation is investigated by Moulton et al. (2022), studying university employees who were forced to work online during the COVID-19 Pandemic, who over time led to progressive burnout associated with demotivation from the work performed; that is, this study found that burnout of employees becomes a factor in reducing their motivation to work. Zhou et al. (2025), as a result of a study of rehabilitation doctors in China, also emphasize that burnout reduces motivation to work, which scientists explain by reducing their involvement in work, energy depletion and a decrease in the assessment of personal achievements, which reduces intrinsic motivation to work, and subsequently – extrinsic motivation, when doctors understand that the results of their professional efforts are not being properly assessed.

The peculiarity of our study is the analysis of the relationship/correlation between burnout of psychology first year students with their external/internal motivation and the characteristics of their motivation to achieve success/avoid failure. This is partly consistent with the existing scientific literature on the problem of article, although research aimed at analyzing the characteristics of student burnout in a situation of war (prolonged distress) remains scarce: to our knowledge, this is the first such

study. The specificity of this study is that the emotional burnout that develops in psychology students is caused not only and not so much by their stressful specialty and the subjective reasons for the respondents' experience of stress, but by objective circumstances: their life in a situation of long-term distress as a consequence of the war in Ukraine. It is worth noting that this is one of the first studies of this problem, conducted in an exceptional situation, which may have universal significance.

Methodology

The aim of the research is to theoretically analyse the phenomenon of burnout, its understanding in psychology, and to conduct an empirical study of burnout in the context of motivational and dispositional characteristics of the individual.

Research questions

Is the level of students' emotional burnout related to their motivational and dispositional characteristics?

Do samples with different degrees of burnout differ in these characteristics?

Does respondents' motivation affect their level of burnout?

Study sample

The general sample in the empirical quantitative study consisted of first-year students – future psychologists ($n = 106$) of Yuriy Fedkovych Chernivtsi National University; at least one fifth of them were internally displaced from the East of Ukraine. The study was conducted in early spring 2024, the age of the respondents was 18-19 years, with an average age of respondents was 18.04 years. The sample mainly includes of female respondents (94,34% of the sample), male respondents make only 5,66%.

Ethical approval was not required for this research article.

Participation in the study was voluntary and anonymous, and the confidentiality of the results and protection of personal data of the study participants were guaranteed. The purpose of the study was communicated to them before it began, and their verbal consent to participate was obtained in advance. Methodology forms were offered to respondents to fill out at their request. A period of up to two weeks was set aside for the final data collection. Due to the short time in which the empirical data was collected, we included the results provided by the respondents who agreed to participate in our study hence, we don't have any excluded results. The general population of the psychology majors of the first year in the bachelor program of study is

130 students, out of which 106 respondents agreed to take part in our research; thus, the sample of the survey makes 81,5% of the general population. Therefore since our study was held in the beginning of the bachelors' program first year's spring term, we can assume that respondents' level of emotional burnout is most likely a result of the drastic changes in their life circumstances (graduation from the secondary school, making their future professional choices, enrollment and the beginning of their studies in the university) which were happening in the conditions of the excessive war induced instability thus resulting in chronic stress and distress combination.

Artificial intelligence was not used in writing the manuscript, nor in analyzing and interpreting the article's data during the research process.

Methods and techniques

A set of complementary methods was selected for the study:

- *theoretical*: analysis of the views of scientists on their understanding of the phenomenon of burnout, generalisation and systematisation of the results;

- *empirical*:

- *Academic Self-Regulation Questionnaire (SRQ-A)* by R. M. Ryan, & J. P. Connell (1989), the standard version of which contains 32 statements and diagnoses the levels of self-regulation of respondents based on four main blocks of questions related to the academic activities of the researchers: 1) External Regulation; 2) Introjected Regulation (in both cases, it is about the external motivation of a person's actions, since the behaviour demonstrated by him/her does not come from the self, but depends on the influence of external factors); 3) Identified Regulation; 4) Intrinsic Motivation of a person (here, in both cases, it is about the internal motivation of a person's actions), – assessed by the respondent on a four-point scale (from “completely unimportant” to “very important”);

- *Maslach Burnout Inventory (MBI)* (C. Maslach, S. Jackson, & M. Leiter) (Maslach et al. 1996) diagnoses the level of *burnout* and its components: emotional exhaustion, depersonalisation and reduction of professional achievements / personal accomplishment, which, according to the key to the methodology, are compared with the table of norms of the methodology (by levels of manifestation: from low to very high) and converted into points, determining the overall burnout index;

- *the “Motivation to Succeed and Fear of Failure (MFF)”* by A.O. Rean (*Test questionnaire MUN*, 2016) determines the characteristics of respondents' motivation: to succeed or to avoid failure. The respondents evaluated their agreement/disagreement with the statements of the methodology. The results, assessed according to the key to the methodology, range from clearly

expressed motivation (success or failure) to a tendency to manifest a certain type of motivation;

- the “*Methods of diagnostics of social and psychological attitudes of personality*” by O.F. Potemkina (1993) diagnoses eight motivational attitudes of the respondent, focused on: process, result, egoism, altruism, work, freedom, power and money, – determining the dominant ones among them;

- the methodology for diagnosing the phenomenon of mental “burnout” (O. O. Rukavishnikov, 1998) diagnoses the levels of emotional burnout of the personality in general and its components: psycho-emotional exhaustion, personal detachment and professional motivation of the respondents;

- The “*Five-factor model of personality*” (McCrae & Costa, 1987). The 5PFQ (*P’jatyfaktornyj osobystisnyj*, n.d.) is based on the idea that the diagnosis of five factors: extraversion – introversion, expressiveness – practicality, neuroticism – emotional stability, self-control – impulsivity, and attachment / detachment – can describe a psychological portrait of a person. Subjects choose between 75 paired statements, rating them from minus two to plus two points. According to the key of the methodology, the results are translated into scores that determine the manifestation of five primary personality factors, each of which contains five separate characteristics, and the levels of their manifestation in respondents;

- *mathematical statistics*: Spearman’s rho; Mann-Whitney U-test; R. Fisher’s one-way ANOVA.

Results

For further data analysis, we note that the majority of respondents in the study sample showed high and very high levels of mental (22.85 % and 63.82 % of the sample, respectively) (Rukavishnikov’s methodology) and emotional (34.29 % and 61.90 % of respondents) (Maslach et al. 1996’s methodology) burnout. We can assume that the psychology majors’ burnout might be the partial result of the subjective/individual stress they experience, which is strongly aggravated by the lasting war-induced distress. Let’s not forget that the war in Ukraine influences each of its citizens.

Our correlation analysis by Ch. Spearman (Spearman’s rho) allowed us to identify statistically significant correlations between the burnout scores of both methods used in our study and the scores of other methods. However, we will only mention here the correlations of general indicators of burnout according to the methods of O.O. Rukavishnikov and K. Maslach, S. Jackson and M. Leiter:

- general indicators of mental / emotional burnout (by both methods) correlate with the motivation of result orientation (-0.58 , $p \leq$

0.001; - 0.38, $p \leq 0.001$), altruism (0.35, $p \leq 0.001$; 0.32, $p \leq 0.001$) and power (0.32, $p \leq 0.001$; 0.25, $p \leq 0.01$); motivation to avoid failure (- 0.64, $p \leq 0.001$; - 0.44, $p \leq 0.001$) and extrinsic motivation (0.32, $p \leq 0.01$; 0.26);

– the indicator of mental burnout (Rukavishnikov's method) is also related to tension as a personality trait (0.22, $p \leq 0.05$);

– whereas the emotional burnout index (Maslach et al. 1996's methodology) also correlates with passivity (- 0.22, $p \leq 0.05$), rivalry (- 0.21, $p \leq 0.05$), inaccuracy (- 0.21, $p \leq 0.05$), foresight (0, 20, $p \leq 0.05$), depression (0.20, $p \leq 0.05$), insensitivity (- 0.28, $p \leq 0.01$) and plasticity (0.22, $p \leq 0.05$) as personality traits;

At the next stage of the study, in an attempt to identify whether there are differences between the indicators of other methods, depending on the level of respondents' burnout, we divided the total sample into two. Thus, sample 1 included respondents with higher burnout levels ($n = 52$); sample 2 included respondents with lower than average and low burnout levels ($n = 54$) (Maslach Burnout Inventory (MBI)).

Below are the results of the comparison of the selected samples by the Mann-Whitney U-test.

Table 1. Results of the Mann-Whitney U-test (samples differ by the level of burnout)
(Maslach Burnout Inventory (MBI))

indicators	methodology	U	p
Sample 1 > Sample 2			
motivational orientation towards altruism	Methods of diagnostics of social and psychological attitudes of personality by O.F. Potemkina (1993)	886,00	0,0060
anxiety	Five-factor model of personality (McCrae & Costa, 1987)	984,00	0,0367
depression		942,00	0,0177
extrinsic motivation	Academic Self-Regulation Questionnaire (SRQ-A) (1989)	982,00	0,0355
Sample 2 > Sample 1			
motivational result orientation	Methods of diagnostics of social and psychological attitudes of personality by O.F. Potemkina (1993)	776,00	0,0004
success motivation	Test questionnaire MUN by A. A. Rean (2016)	600,00	0,0000
search for impressions	Five-factor model of personality (McCrae & Costa, 1987)	966,00	0,0271
extraversion		610,00	0,0000
affection		948,00	0,0198
responsibility		954,00	0,0220
self-control		950,00	0,0205
sensitivity		762,00	0,0003
expressiveness		924,00	0,0127

Source: Author's own conception

Further, in an effort to identify how success motivation and failure avoidance motivation (A.O. Rean's "Motivation to Succeed and Fear of Failure (MFF)") are related to the level of respondents' burnout, we again divided the whole sample into two parts: the first group (sample 1, n=50) included respondents who were mainly motivated to succeed, and the second group (sample 2, n=56) included those who were more motivated to avoid failure. The results of our analysis of the differences between these groups are presented below.

Table 2. Results of the Mann-Whitney U-test (samples differ in motivation to succeed or avoid failure)

indicators	methodology	U	p
Sample 1 > Sample 2			
personal distance	Methodology for diagnosing the phenomenon of mental "burnout" (O. O. Rukavishnikov, 1998)	502,50	0,0000
decrease in professional motivation		902,50	0,0072
motivational orientation to the process	Methods of diagnostics of social and psychological attitudes of personality by O.F. Potemkina (1993)	915,00	0,0092
Sample 2 > Sample 1			
psycho-emotional exhaustion	Methodology for diagnosing the phenomenon of mental "burnout" (O. O. Rukavishnikov, 1998)	423,50	0,0000
mental burnout		466,50	0,0000
emotional exhaustion	Maslach Burnout Inventory (MBI) (Maslach et al., 1996)	612,50	0,0000
depersonalisation		670,50	0,0000
personal accomplishment		537,50	0,0000
emotional burnout		530,00	0,0000
motivational orientation to the result	Methods of diagnostics of social and psychological attitudes of personality by O.F. Potemkina (1993)	528,50	0,0000
motivational orientation to money		986,50	0,0327
motivational orientation towards freedom		883,50	0,0049
motivational orientation towards power		764,50	0,0006

Source: Author's own conception

We also tested whether the type of motivation (extrinsic or intrinsic, according to the Academic Self-Regulation Questionnaire (SRQ-A) by R. M. Ryan, & J. P. Connell can cause a difference between the samples (in the context of burnout) formed on the basis of the predominant type of motivation among respondents: sample 1 – prevails extrinsic motivation (n=46), sample 2 – intrinsic motivation (n=60).

The results are presented in Table 3.

Table 3. Results of the Mann-Whitney U-test (samples differ in the type of motivation of respondents)

Extrinsic motivation			
indicators	methodology	U	P
<i>Sample 1 > Sample 2</i>			
personal distance	Methodology for diagnosing the phenomenon of mental "burnout" (O. O. Rukavishnikov, 1998)	986,00	0,0167
psycho-emotional exhaustion		843,00	0,0009
mental burnout		843,00	0,0009
emotional exhaustion	Maslach Burnout Inventory (MBI) (Maslach et al., 1996)	986,00	0,0167
depersonalisation		1024,00	0,0317
motivation for success	Test questionnaire MUN by A. A. Rean (2016)	884,00	0,0022

Source: Author's own conception

At the last stage of the study, we tested whether the nature of the respondents' motivation affects their level of burnout, using the one-way ANOVA technique. First, we identified the motivation to succeed/avoid failure as an independent factor/variable (A.O. Rean's "Motivation to Succeed and Fear of Failure (MFF)"), identifying three gradations of the results of this methodology in the sample: 1) the desire to avoid failure (low scores on the instrument) (n=22); 2) lack of clearly expressed motivation (medium scores) (n=48); 3) motivation to succeed (high scores on the instrument) (n=36).

The results are presented in Tables 4 and 4a.

Table 4. Results of one-way ANOVA

indicators	methodology	F	P
psychoemotional exhaustion	Methodology for diagnosing the phenomenon of mental "burnout" (O. O. Rukavishnikov, 1998)	19,307	0,000
personal distance		31,009	0,000
decrease in professional motivation		4,327	0,016
mental burnout		24,690	0,000
emotional exhaustion	Maslach Burnout Inventory (MBI) (Maslach et al., 1996)	15,482	0,000
depersonalisation		7,087	0,001
personal accomplishment		30,413	0,000
emotional burnout		19,942	0,000

Source: Author's own conception

Table 4a. Descriptive statistics (averages)

Methodology for diagnosing the phenomenon of mental "burnout" (O. O. Rukavishnikov, 1998)				Maslach Burnout Inventory (MBI) (Maslach et al., 1996)			
indicator	Gradation of motivation indicator	n	μ	indicator	Gradation of motivation indicator	n	μ
psycho-emotional exhaustion	1,00	22	53,5455	exhaustion	1,00	22	38,6364
	2,00	48	41,5417		2,00	48	32,4167
	3,00	36	31,6667		3,00	36	19,4444
	Total	106	40,6792		Total	106	29,3019
personal detachment	1,00	22	53,9091	depersonalisation	1,00	22	13,9091
	2,00	48	39,4583		2,00	48	13,9583
	3,00	36	33,1111		3,00	36	8,2222
	Total	106	40,3019		Total	106	12,0000
Decrease in professional motivation	1,00	22	44,4545	personal accomplishment	1,00	22	21,6364
	2,00	48	40,6250		2,00	48	12,0833
	3,00	36	46,3889		3,00	36	9,1667
	Total	106	43,3774		Total	106	13,0755
mental burnout	1,00	22	151,4545	burnout	1,00	22	74,1818
	2,00	48	122,0417		2,00	48	58,4583
	3,00	36	110,7778		3,00	36	36,8333
	Total	106	124,3208		Total	106	54,3774

Source: Author's own conception

The following independent variables were consistently determined by the respondents' extrinsic and intrinsic motivation (Academic Self-Regulation Questionnaire (SRQ-A) by R. M. Ryan, & J. P. Connell), also identifying three levels of data gradation by these indicators. However, neither the one-factor ANOVA nor the Welch's t-test and Brown-Forsythe test revealed the influence of extrinsic or intrinsic motivation on burnout indicators (see Tables 5, 5a)

Table 5. Results of one-way ANOVA

Independent variable:		extrinsic motivation		intrinsic motivation	
methodology	indicators	F	p	F	p
Methodology for diagnosing the phenomenon of mental "burnout" (O. O. Rukavishnikov, 1998)	psychoemotional exhaustion	0,189	0,828	0,384	0,682
	personal detachment	0,63	0,535	0,094	0,91
	decrease in professional motivation	0,446	0,641	1,666	0,194
	mental burnout	0,049	0,952	0,006	0,994
Maslach Burnout Inventory (MBI) (Maslach et al., 1996)	exhaustion	0,45	0,639	0,997	0,373
	depersonalisation	0,467	0,628	0,286	0,752
	personal accomplishment	0,029	0,972	0,082	0,922
	burnout	0,317	0,729	0,388	0,679

Source: Author's own conception

Table 5a. Robust criteria for testing the hypothesis

methodology	indicators	robust criteria	extrinsic motivation	intrinsic motivation
			p	
Methodology for diagnosing the phenomenon of mental "burnout" (O. O. Rukavishnikov, 1998)	psycho-emotional exhaustion	Welch's t-test	0,83	0,682
		Brown-Forsythe test	0,839	0,694
	personal detachment	Welch's t-test	0,501	0,906
		Brown-Forsythe test	0,533	0,915
	decrease in professional motivation	Welch's t-test	0,674	0,198
		Brown-Forsythe test	0,644	0,22
	mental burnout	Welch's t-test	0,944	0,994
		Brown-Forsythe test	0,954	0,994
Maslach Burnout Inventory (MBI) (Maslach et al.,1996)	exhaustion	Welch's t-test	0,638	0,389
		Brown-Forsythe test	0,639	0,381
	depersonalisation	Welch's t-test	0,641	0,769
		Brown-Forsythe test	0,654	0,755
	personal accomplishment	Welch's t-test	0,972	0,901
		Brown-Forsythe test	0,971	0,922
	burnout	Welch's t-test	0,734	0,692
		Brown-Forsythe test	0,744	0,69

Source: Author's own conception

Discussions

The analysis of the correlations of the study's indicators (Spearman's rho) can be summarised as follows: a burnout person is initially oriented towards altruistic behaviour, but gradually loses its sensitivity, becoming insensitive, and may feel tense and depressed; externally motivated, she becomes passive and ceases to focus on the result of the activity and its thorough implementation, motivated by the desire to avoid failure. At the same time, she is focused on influencing and controlling others, as she sees them as rivals rather than colleagues or is not able to delegate one's competencies, being assured that only the respondent himself can complete the task as it should be done, hence taking upon himself more assignments than he is able to complete, which results in aggravating the burnout. We can observe the tendency of the positive correlation between the mental

burnout and the personality's tension, which might be explained that as burnout can aggravate the respondents' personality's tension trait due to their inability to refill their resources at the proper time, as well as the personal tension trait can strengthen the desire for control and inability to delegate the assignments which combined with external learning, and occupational advancement motivation causes the burnout.

Analysing the results of the Mann-Whitney U-test (see Table 1), we found that respondents with higher level of burnout have the higher level of anxiety with depressive traits/notes/accents as well (that is because they are less emotionally stable or are not trained in emotional self-regulation skills, so the everyday stressful events influence them stronger and can essentially destabilize them, thus enhancing their anxiety and lower mood); externally motivated and orientated to show altruism; whereas a person who burns out less under the same conditions is motivated to succeed, getting the final result in his/her work, being responsible and capable of self-control, conscientious and reliable, – at the same time, he/she is extroverted, favourable to others, sociable; he/she is sensitive and expressive, open to new experiences. That is, such a person can actively cooperate with others, being organised and responsible on the one hand, and sociable and compassionate, supportive of employees on the other. This allows her to expect a similar attitude and help from others when needed. In general, this can have a positive impact on an individual's involvement in professional activities, reducing their risk of burnout.

According to the data presented in Table 2, it can be noted that individuals motivated to succeed tend to focus on the work process, and they may also experience personal detachment (fewer professionally related contacts, lack of tolerance in relationships with others) and reduced professional motivation; whereas the sample that is more eager to avoid failure is much more likely to burn out and experience various signs of burnout, being focused on obtaining/achieving a result of activity that can be material (money), status-authority (power) or ideal (freedom).

That is, it can be assumed that a person who is more (or above all) eager to succeed may naturally (based on the objective situation) reduce his/her professional motivation and not claim high professional achievements, being satisfied with the process of work itself, which will reduce his/her ability to cope with anxiety and professional stress and, accordingly, the rate of burnout.

Whereas those professionals who are more focused on avoiding failure may consider the result of their professional activity to be obtaining the desired and natural bonuses (money, freedom, power), and at the same time

are anxiously and tensely waiting for this result, which can be complicated by a stressful work situation and lead to psycho-emotional burnout with all its symptoms/indicators.

The relationship between the type of respondents' motivation (extrinsic or intrinsic) and their degree of burnout (see Table 3) suggests that respondents who strive to succeed and are mostly extrinsically motivated may experience more psychoemotional exhaustion, which can lead not only to personal detachment and depersonalisation (distancing from professional communication to make it impersonal), but also to burnout in general, compared to those, who are dominated by intrinsic motivation for professional activity.

The use of one-way ANOVA and our data (see Table 4) show that a specialist's motivation: to achieve professional success or to avoid any failure – can influence the process of his/her psychoemotional burnout, taking into account all its manifestations (components), and descriptive statistics (comparison of the average of the three gradations of the A. O. Rean MFF methodology) indicates that those respondents who are motivated to avoid failure may be more prone to burnout. It is worth noting that, according to the average indicators (see Table 4a), the decrease in professional motivation of respondents is associated with both their motivation: to avoid failure and the opposite motivation – to succeed, while the manifestation of depersonalisation is more strongly influenced by the undifferentiated (average) type of motivation, and respondents motivated to succeed are more prone to a reduction in personal achievements. We would also like to note that the distribution of the respondents by the motivation type should be considered more carefully because the subgroup of the respondents oriented to avoid failure ($n=22$) is the smallest in number. We assume that it might be a demonstration of choosing the psychological profession made by those who are motivated to use it as a means of improving their own mental health state. According to the empirical data obtained in our study, presented in Tables 4 and 4a, we can note that in our sample, there are statistically significant differences in the motivation factor in the manifestations of burnout inherent in our respondents. Thus, first of all, we note that according to both methods, respondents motivated to avoid failure have a significantly higher level of psycho-emotional exhaustion ($M=53.55$, $SD=11.66$) according to the technique of O. Rukavishnikov, compared to both respondents oriented towards success ($M=31.67$, $SD=12.73$) and respondents with no clearly expressed motivation ($M=41.54$, $SD=13.89$). The standard deviation indicators in subgroups with different motivation levels also allow us to note that most of the supplementary factors that affect the personal level of psycho-emotional

exhaustion are inherent in respondents with blurred motivation for successful activity. The obtained indicators indicate that future specialists, faced with the need to meet the needs of others, burn out more quickly, having encountered the need to invest in their professional development in the absence of strict external control, which is a distinctive feature of higher education. We also see similar results on the exhaustion scale of the MBI methodology, where the lowest level of exhaustion is characteristic of respondents with a more internally oriented motivation to achieve success ($M=19.44$, $SD=11.72$), which, when compared with respondents focused exclusively on avoiding failure ($M=53.55$, $SD=11.66$), allows us to note that these students also have the highest level of exhaustion in general. At the same time, the standard deviation in a group of individuals with such motivation indicates that their exhaustion is caused by various groups of additional factors. The statistically significant differences we obtained on the scale of decreased professional motivation seem somewhat controversial, where respondents oriented towards achieving success ($M=46.38$, $SD=4.52$) are characterized by a high level of reduced professional motivation compared to other subgroups, which significantly distinguishes them from respondents with diffuse motivation, where this trait has a lower level ($M=40.63$, $SD=3.80$), and from respondents oriented towards avoiding failure ($M=44.45$, $SD=18.42$). The obtained indicators encourage a more thorough analysis of student training programs so that they are more focused on forming a clearer image of their professional success, but also suggest that the obtained data may be due to the peculiarities of the youthful period, where, due to the need to build new horizontal connections and form a new version of self-presentation, their motivation for achievement at this stage is focused not so much on professional development as on their realization in a new group. This interpretation also suggests why the lowest level of decline in professional motivation among our respondents is inherent in respondents with no clearly defined motivation orientation: this allows this allows respondents to identify better what exactly and in what way to direct their activities and expectations, and also allows us to understand the high level of standard deviation, which indicates the presence of additional variables that affect the decline in professional motivation. The results obtained in comparing the differences of respondents with different types of motivational orientation on the scales of reduction of personal accomplishment ($F(2,103)=30.413$, $p=0.000$) and depersonalization ($F(2,103)=7.087$, $p=0.001$) are also interesting for discussion. Thus, on the depersonalization scale, we can note the presence of similarities in the high levels of manifestation inherent in groups of respondents focused primarily on avoiding failure ($M=13.91$, $SD=6.85$) and respondents with indistinct motivation orientation ($M=13.96$,

SD=8.64), compared to respondents concentrate on achieving success (M=8.22, SD=5.75). The data obtained suggests that success is a unique personal construct, and that's why it is more carefully built into the individual structure of respondents, which can serve as a safeguard against depersonalization. The results on the personal accomplishment reduction scale indicate that respondents oriented towards achieving success also have a significantly lower level of personal accomplishment reduction (M=9.17, SD=4.90), which distinguishes this subgroup from respondents oriented towards avoiding failure (M=21.64, SD=8.51), whose result is not only higher, but also indicates the presence of additional factors influencing this characteristic. Our results can be interpreted in the same way as with the depersonalization scale, because respondents with a more crystallized personality structure are characterized not only by a more individualized level of the image of their success but also by more mature mechanisms of interpersonal comparison. This allows them to have precise criteria for their success, which causes a significantly lower level of reduction in personal accomplishment.

The respondents in our study are quite strongly intrinsically motivated, and scientists (Felaza et al., 2020; Lyndon et al., 2017; Dniprova & Kohut, 2017; Nazri et al., 2023; Husain et al., 2025) emphasize that it is intrinsic motivation that can reduce the risk of burnout, while we found that neither extrinsic nor intrinsic motivation affects the burnout of psychology students; apparently, the situation can be explained by the fact that the possible positive effect of intrinsic motivation on preventing / mitigating student burnout is leveled by the complexity of the life situation in which they find themselves, its constant uncertainty, instability, too long experience of distress.

Conclusions

Research on burnout is ongoing and still far from complete, as evidenced, in particular, by the lack of an unambiguous understanding of the phenomenon of burnout, its components and the process of its development in psychological science; the situation is complicated by the official recognition that burnout is related to purely professional activities, while excluding the influence of the non-work part of a person's life on this process, where burnout, nevertheless, cannot temporarily stop, but, on the contrary, continues and may even increase, depending on the complexity/stress of personal/household life of human (as evidenced, in particular, by the results of our research).

The majority of the respondents (up to 86-96%) were diagnosed with high and very high levels of psycho-emotional burnout.

A person who burns out demonstrates altruistic behaviour, but gradually becomes insensitive and anxious, on the one hand, and shows passivity, motivated by the desire to avoid failure, not being interested in the result of their activities; however, they feel the need to control others, perceiving them as rivals, - on the other. At the same time, the person, who burns out, less shows responsibility and self-control, is motivated by the successful outcome of his or her work, treats others favourably, is a sociable extrovert, and is open to new experiences; in fact, his or her behaviour corresponds to what K. Maslach calls engagement in activities.

An individual motivated to achieve success is able to somewhat reduce his/her professional motivation (for the sake of achieving it), being satisfied with the quality of work and limiting professional contacts, which serves as a psychological protection and can reduce his/her professional stress and, consequently, burnout; those who are motivated to avoid failure tend to consider money, power or freedom as the real result of their work, and while waiting for it to be achieved/received, they experience professional stress, which leads to burnout.

A pronounced type of motivation (extrinsic or intrinsic) is associated with the desire to succeed (in professional activities as well), which, in combination with the dominance of extrinsic motivation, can lead to burnout. However, an individual's motivation to avoid failure has a statistically significant effect on his or her burnout susceptibility. The dominance of an individual's motivation to avoid failure may contribute to the fact that he or she is interested not in the immediate result of work, but in its possible positive consequences for himself or herself; he or she is more likely to see colleagues as rivals to be controlled, without expecting help and compassion from them; he or she experiences constant professional/work stress; all this makes him or her vulnerable to burnout.

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