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As a manuscript

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**Professional burnout of teachers
in the modern educational environment of the university**

**Abstract of the dissertation for the degree of candidate of sociological sciences
specialty 5.4.7 – Sociology of management**

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The dissertation for the degree of candidate of sociological sciences Samsonova E.A. was completed in the scientific specialty "5.4.7 – Sociology of management" and is a complete independent study devoted to the problems of professional burnout of teachers in a modern educational environment. The sociological understanding of the problem under consideration is poorly represented in sociological science. The study of modern conditions of functioning of higher education makes it possible to identify risk zones of occupational health disorders among university teachers as key subjects of the educational process, cause-and-effect relationships of the prevalence of professional burnout, leading to a number of negative consequences for the teacher himself and the vocational training system as a whole. The paper presents the results of a study containing scientific novelty and making a definite contribution to the development of Russian sociological science and the practice of higher school management.

The relevance of the topic of the dissertation research.

The dynamic change in the pace of life in all areas of society is widely recognized as a problem of the modern world. Innovations and progress in various fields of science and technology provoke an increase in demands on both the individual and the conditions of professional activity. At the same time, research proves an objective decrease in human adaptive capabilities to the changes taking place.

The higher education system as a social institution is forced to adapt to new conditions, while maintaining its main function of training qualified specialists in demand in the labor market. The current state of the educational system under the influence of globalization and digitalization is undergoing another stage of evolution. Transformations in the educational system are based on the national project "Education", as a result of which high competitiveness and quality of educational services should be achieved. Of particular importance for higher education institutions is the implementation of such project areas as "Digital Educational environment", "Export of education" and "Young Professionals".

The strategic academic leadership program "Priority 2030" is designed to have an additional impact on the activities of higher education institutions, aimed at increasing the scientific and educational potential of universities in order to create new competitive products of scientific, technological and socio-economic development of the country. Achieving these goals requires improving the management of higher education institutions and modernizing the educational environment, taking into account the prospects for the development of the education system.

The successful functioning of the university's activities in modern conditions is largely determined by the indicators of the teaching staff, since the quality of education depends on the teachers. The teacher must meet the qualification requirements of the professional standard of a teacher of a higher educational institution, which has not yet been approved due to inconsistency with modern realities of the personnel situation. An analysis of the qualification requirements for the teaching staff of higher education allows us to state that a modern teacher should not only possess educational technologies, but also adapt to the information and digital space, change approaches to teaching, methods and means of teaching.

A significant and fundamental change in professional activity leads to the fact that a teacher at a university today, as a rule, works at the limit of complexity, which is confirmed by the results of a number of studies. Summarizing the results shows that the transition from teaching based on the transfer of professional experience to the provision of educational services has affected, among other things, the decline in the prestige of the profession. One of the key reasons for the devaluation of teaching work is V.S. Senashenko calls the introduction of market relations into the activities of universities, an example of which is the conclusion of effective contracts. As a result, the activities of teachers change their focus to focus more on achieving indicators that guarantee financial prosperity. In addition, according to A.A. Rukavishnikov, a change in value attitudes in professional activity leads to negative consequences in the nature of interaction with colleagues and managers.

Researcher T.L. Markova revealed contradictions in the pedagogical activity of a university teacher: distortions in the ratio of activities in the structure of work of a university teacher; mismatch of personal qualities and necessary competencies; divergence of goals of teachers and university management; imbalance in the ratio of time spent on pedagogical and scientific activities.

The use of digital technologies in the educational process also fundamentally changes professional activity. On the one hand, the use of modern technologies facilitates teaching (A.E. Makarenko, I.Y. Ilyina, etc.), on the other hand, leads to an expansion of functional responsibilities and negative consequences in the state of professional health (N.D. Dzhiga, N.A. Zhuravleva, E.N. Letyagina, etc.).

In the context of the expansion of teaching functions, the number of roles of a modern teacher is increasing. In the role structure of professional activity, K.V. Gileva identified the following groups: classical (creator of author's content, lecturer and analyst of achievements) and socio-psychological (facilitator, mentor, driver). The author concluded that it is necessary to prepare teachers for a change in the paradigm of vocational training.

According to O.V. Sergeeva, the role positions of a teacher are determined not only by the trends in the development of higher education, but also by the needs of students. Since the development of a teacher's role position is interrelated with professionalism, today a teacher is required to form the ability based on value-semantic and motivational aspects to choose a behavior strategy in an actual situation of interaction with students and colleagues.

The consequences of significant changes in professional activity are reflected in the dynamics of human resources: the outflow of teachers to other fields of activity, a decrease in the proportion of young teachers, the obsolescence of the teaching staff and a decrease in the proportion of settled teachers, an increase in occupational morbidity, etc. Thus, S.A. Ptashkin and D.Y. Nurulin highlight low wages among the reasons for the outflow of teachers, and emphasize the need to improve the social status and status of Russian university teachers.

In addition, the reason for leaving the system of professional personnel is the tightening of the requirements for admission to work, called by S.A. Usova the "educational qualification of teachers". The author draws attention to the fact that the criterion of having an academic degree limits the involvement of practitioners, and the mandatory availability of professional experience and/or additional education in the disciplines taught leads to the washing out of valuable teachers.

The research of G.E. Zborovsky and P.A. Ambarova is of interest, the results of which can be considered as a generalizing characteristic of the ongoing processes. According to the authors, various anomalies are currently manifested in higher education – "violations of a substantive, structural and functional nature caused by a mismatch of actions and interactions in universities with the fundamental norms governing relations." Researchers identify diverse forms of anomalies: paradoxical motivation, academic fraud, manipulation of bibliometric indexes and simulacra of publication activity, over-bureaucracy, "toxic" management, etc. The study emphasizes that anomalies have a negative impact on the quality of vocational education in general and turn into a social problem, the scale and severity of which indicate the need for a systematic approach to their solution.

Thus, many research examples convincingly prove that changes in the requirements and conditions of professional activity at the university lead to negative consequences both for the teachers themselves and for the functioning of the institute of higher education as a whole. In such conditions, the risk of professional burnout of university teachers increases, which requires scientific understanding and finding ways to create conditions in higher educational institutions that contribute to the prevention and overcoming of professional burnout among teachers.

The theoretical and research relevance of this topic is due to the almost complete lack of knowledge of ways to prevent burnout through the management of the educational environment of the university. The issues of the educational environment are mainly dealt with in pedagogical sciences (13.00.01-13.00.08), considering it as a means of developing educational motivation, a condition for the

formation of civic activity and general cultural, a factor in improving professional training, a variety of educational environments, etc.

A number of works are devoted to the management of the quality of education at the university, the management of the university is studied by both economic and sociological sciences. Thus, within the framework of sociology, the issues of resistance to managerial innovations in the context of modernization of education at the university, management of innovative development of the university, human resources, socio-cultural processes, organizational behavior of higher school teachers based on stimulation and motivation, the influence of the level of emotional intelligence of managers on the effectiveness of management activities, etc. are considered.

The relevance of the study of issues related to professional burnout is confirmed by the growing number of scientific publications of various types posted in the eLibrary information system. So, if over the past 10 years there have been a little more than 6 thousand of them, then in 2023 2310 works were published, which is almost 1000 more works than in 2021. However, they pay more attention to teachers of secondary vocational and additional vocational education.

There have been only 9 dissertation studies on this topic over the past 10 years, while half of them are devoted to medical and teaching staff. We have not found any dissertations on burnout prevention and occupational health in general, carried out within the framework of management sociology.

Thus, the relevance of the study is due to the need to study and establish the causes and manifestations of professional burnout in relation to university teachers within the framework of a sociological approach using sociological tools, as well as the search for social mechanisms and methods of managerial influence on individual social groups, consciousness and behavior of people, since professional burnout leads to violations of social interaction within the framework of professional activity, subject-object relations and requires the development of appropriate models of the management process.

The applied relevance is due to the need of management practice in developing mechanisms for improving the educational environment of the university in modern conditions in order to prevent and overcome professional burnout of teachers.

The development of the theme.

The study of publications devoted to this issue shows that the so-called "burnout syndrome" is one of the pronounced characteristics of occupational health disorders. In the modern world, this phenomenon has a number of definitions – "psychological burnout", "emotional burnout", "professional burnout", "emotional burnout", "emotional burnout", "mental burnout", "professional extinction" – and, accordingly, various approaches to describing their manifestations.

Currently, burnout is considered in philosophical, medical, psychological, social and socio-psychological, psychophysiological and other areas. Within the framework of the specifics and variety of definitions of the definition of burnout, most works consider definitions from the point of view of the loss of emotional unity of a person and a profession; factors influencing the formation and development of burnout, the shortage of programs for the prevention and correction of burnout syndrome, problems of the relationship between burnout and organizational culture, methodological research tools, the structure of burnout syndrome, etc. Of particular interest are studies in the field of educational psychology aimed at identifying the propensity and mechanisms of formation of prerequisites for the development of burnout among teachers of different levels of education, as well as studying the features of overcoming value-semantic barriers, etc.

The works of foreign authors are also devoted to the problem of professional burnout. Their study shows that they are more journalistic and popular science than research in nature.

At the same time, in the process of research, we also discovered works of a scientific nature. Their study allows us to conclude that the attention of researchers is aimed at identifying the causes of professional burnout and its impact on various aspects of human life. Thus, the relationship between teacher burnout and student

anxiety in the framework of learning a foreign language is considered by M. Rezvani and S. Rezvani. In the course of the study, the authors found a link between careful communication with the teacher and the fear of a bad grade with a high level of emotional exhaustion in the teacher.

The generalization of a number of studies shows that, in general, attention is paid to the burnout of school teachers within the framework of organizational psychology. Burnout among teachers is considered from the point of view of social interaction in schools, interpersonal problems in an individual's relationship with other people in the workplace; levels of occupational stress and burnout among primary education teachers, the relationship of workaholism with stress; methods of stress management, etc. The role of the emotionality of work in the relationship between personality and burnout is also investigated; The idea of employment is considered in accordance with one's personality type, related to work in order to avoid physical and mental injuries; the negative impact of emotional exhaustion on general health, etc. It has been established that chronic fatigue syndrome has a lot in common with professional burnout, including similar symptoms, physiological abnormalities and triggers. At the same time, some studies have proven that the duration of work does not affect the degree of stress and burnout among teachers, as well as the absence of differences between men and women in terms of stress at work and burnout.

Thus, the problem of professional burnout is presented in both domestic and foreign literature, while a significant number of works are journalistic in nature. In research papers, burnout is considered from various positions to solve mainly applied problems. However, the problem of professional burnout in relation to higher school teachers and especially the managerial mechanisms of its prevention and overcoming in the educational environment of the university have not been studied enough.

The problem of research. A review of publications on burnout among university teachers allows us to identify the problem as relevant and at the same time insufficiently studied and to identify the contradiction between changes in the

educational environment of the university in modern conditions, leading to an increase in the risks of professional burnout among teachers, and the lack of mechanisms to prevent and overcome it.

The purpose of the dissertation research is to establish the characteristics of the educational environment of the university, leading to the risk of professional burnout of teachers, and to identify areas for improving the educational environment to prevent and overcome it.

In accordance with the set goal, the following tasks were solved during the dissertation research:

1. To characterize the educational environment of the university in the context of the current situation of higher education development in Russia.
2. To characterize the phenomenon of professional burnout of teachers and to establish the causes, presence and severity of professional burnout among university teachers.
3. To develop a model for improving the educational environment and develop a set of measures to prevent and overcome professional burnout among university teachers.

The object of the study is the professional burnout of teachers as a managerial problem in the conditions of the modern educational environment of the university.

The subject of the study is the characteristics of the educational environment of the university, leading to the risk of professional burnout of teachers.

The hypothesis of the dissertation research.

The use of special methods to improve the components of the educational environment of the university – organizational culture, working conditions in order to reduce the risks of professional burnout will help reduce its negative impact on professional well-being, personal qualities, the process and results of the teacher's activities.

The theoretical and methodological foundations of the study were approaches to the definition of social management problems, the application of

principles and methods of management of organizations, criteria and evaluation of the effectiveness of management activities:

- socio-organizational approach in management – identification of the problem of efficiency and reliability of the organization (P. Sorokin) – the peculiarity and type of work of teachers leaves an imprint on the personality and activities with the resulting professional deformations.

- situational approach to management – for the analysis of the main categories of social organization (T. Parson) – definition of the value system of an educational institution in comparison with the outside world and the inner world in a specific social situation (teachers, managers, students).

- descriptive and normative approaches to management as ways of analyzing the object of social management, assessing its condition and possibilities of change (E.O. Durkheim).

- V.A. Yadov's dispositional concept in relation to attitudes as attitudes and beliefs revealed during the study of opinions and the attitude of the studied group to processes and phenomena.

Approaches to the management of the educational environment in the higher school system as a social institution:

- an interdisciplinary approach to the analysis of organizational structures and organizational interactions from sociological, philosophical, psychological, cultural positions (A.G. Asmolov, E.P. Ilyin, E.A. Klimov, P.G. Shchedrovitsky, etc.) – within the framework of identifying and substantiating trends in the development of higher education;

- a structural and functional approach to the management of social organizations (A.I. Prigozhin et al.) – during the consideration of the educational environment management system, involves the study of objects and phenomena in their integrity and interrelation (university management, teaching staff, students, university strategies, interactions, factors influencing processes);

- a systematic approach to the analysis of social processes in work, considered in the tradition of "understanding" sociology (M. Weber) – the analysis of the system

of relations and interactions in the professional activity of a university teacher was carried out;

- the concept of human resource management (T.Y. Bazarov, E. Mayo, etc.)
- when studying the features of professional activity, functional roles and qualification compliance of university teachers;

- a sociological approach to the study of work motivation, value orientations and attitudes (V.A. Yadov et al.) – to study changes in the motivational and value sphere of university teachers under the influence of professional burnout;

- approaches within the framework of sociological sciences implemented by modern Russian sociologists in the research of various aspects of professional burnout: organizational factors of professional burnout (T.S. Kienko); professional well-being of teachers (D.L. Konstantinovskiy, M.A. Pinskaya, R.S. Zvyagintsev); the problem of social risks of the phenomenon of burnout of educational workers (M.E. Rodionova), ways to prevent rapid burnout of employees (Bozhesky D.D., Rogozhina L. R., Rubel E. P.), the relationship between organizational culture and professional burnout (Adamenko Y.M., Bodnar E.L.), professional, organizational, personal determinants of burnout, symptoms of professional burnout in a qualitative field study (Steinberg I.E.), etc.

Approaches to the study of the phenomenon of professional burnout and their application in relation to the university environment:

- situational (N.E. Vodopyanova, E.S. Starchenkova) – burnout develops as a response of the subjects of interaction – the structural elements of the situation, which allows us to assess the role of external circumstances and the impact of interactions in the educational environment on the personality of the teacher and professional activity;

- systemic (V.E. Orel, I.A. Kurapova) – based on the systemic nature of the phenomenon of burnout, which affects all levels of human functioning, allows us to consider manifestations at the physical, psycho-emotional, organizational, social level of personality and reflection of the consequences on pedagogical activity;

– personal (M.V. Borisova, N.V. Grishina) – based on the role of the value-semantic sphere: misalignment in the motivational sphere of personality is an internal determinant of burnout. The approach allows us to identify the causes and risks of burnout based on the motivational attitudes and personal values of teachers;

– resource (R.M. Aisina, O.I. Babich) – burnout is based on the depletion of emotional, energy, personal resources of a working person, burnout affects professional health;

– activity-based (A.B. Leonova) - the key factors in the development of burnout are the features of the professional activity of the "human-human" sphere (communicative, emotional and cognitive complex activities);

– procedural (T.I. Ronginskaya, V.V. Boyko) – burnout is considered as a process unfolding over time, including phases of formation.

The application of a set of theoretical approaches as the basis of the study allowed the development of its methodology.

Research methodology.

The research is qualitative and applied due to its focus on understanding social processes for practical management purposes (A.S. Gottlieb). When applying qualitative methodology in sociological research, social reality is considered as a result of human interactions, which allows using information for the purpose of forecasting the development of social phenomena and processes in a specific context. The classical methodology of management sociology is interpretative in nature, as it assumes the communicative nature of the knowledge obtained, that is, it studies "verbal behavior" through the socio-psychological attitudes of a certain social group, reflected in the opinion and attitude to specific processes and phenomena. The product of this type of research is intersubjective, i.e. knowledge shared by the interviewed people, generalization and interpretation of individual meanings by the researcher (M. Hammersley) or the "construct of constructs" in terms of A. Schutz.

We used a strategy widely presented in publications for a consistent combination of qualitative and quantitative methods (A.S. Gottlieb, B. Johnson; J.

Cresswell, V. Semenova, D.L. Morgan, O.B. Savinskaya): qualitative methods allow us to present the phenomenon under study from the perspective of phenomenological sociology and create its empirical classification; quantitative methods solve the problem of identifying the quantitative representation of the phenomenon in a particular social group using extrapolation. One of the ways to implement this strategy is the complex application of methods, primarily the analysis of objective statistical data, as well as questionnaires and testing using questionnaires, which are advantageous, since, according to R. Lapierre, the questionnaire is a symbolic response, a verbal reaction to a hypothetical situation, allowing to observe the phenomenon of "presenting oneself to others" in the communicative situation of the survey (I. Hoffman).

The empirical base of the study.

The empirical study was conducted in the period 2019-2023 at universities in Novosibirsk – SIU RANHiGS, NGAU, NGMU. A total of 984 respondents participated in the surveys, of which the share of students was 29.3%, teachers – 56.8% and managers combining managerial activities with teaching – 13.8%.

The reliability of the data obtained was ensured

- qualitative representation in relation to the objectives of the study of homogeneous studied objects and the representativeness of the target sample, in which the number of groups of interest is sufficient for analysis (with an assumption of 5% error);

- the use of mathematical statistics methods in processing the results obtained.

The scientific novelty of the research.

The scientific novelty of the study lies in the fact that the phenomenon of professional burnout as a managerial problem is considered for the first time in the framework of management sociology. Based on the results of our own research, the paper presents the characteristics of the manifestations of professional burnout in a university teacher as a key subject of the modern educational environment, defines the characteristics of the educational environment of the university and ways to improve it in order to reduce the risks of professional burnout among teachers.

Provisions submitted for protection.

1. Regarding the educational environment of the university:

– the concept of the educational environment in relation to the higher education system of the university has been supplemented and it has been established that it represents the main part of the educational space of higher educational institutions, including a set of components interconnected with each other and forming socio-cultural, information and communication, and logistical conditions for obtaining professional knowledge by students and the implementation of professional activities of teachers;

– the structure of the educational environment has been identified, reflecting the integration of the main components (subjects of the educational process, organizational culture of the university, information and communication educational technologies, conditions for the implementation of educational programs), each of which has a number of characteristics that sets the specifics of the university environment;

– it is proved that the development of the educational environment is characterized by an increase in contradictions between the types of educational environment that develop under the influence of modern conditions of functioning of higher education, and the main characteristics of the subjects of the educational process, primarily motivational and value attitudes and psychophysical capabilities of teachers;

– the factors provoking professional burnout among university teachers have been identified and a classification has been developed according to the level of their occurrence: the higher school system as a whole (contradictions in the development of the higher education system due to socio-economic and political realities); the educational environment of the university (constant dynamic changes in the conditions of functioning of the university); professional activity (expansion and complication of the nature and content of work, work functions) and the personality of the teacher (psychological, behavioral, social, physiological characteristics and personal characteristics).

2. Regarding the professional burnout of university teachers:

- the concept of professional burnout has been supplemented in relation to university teachers as a violation of professional health as a result of multifactorially determined chronic stress, which has a negative impact on relationships in the professional environment and achievements in professional activity;

- the distinctive characteristics of professional burnout from similar conditions (stress, depression, nervous breakdown) were revealed according to subjective parameters – attitude to work, level of emotionality, activity, dominant emotional state) and objective manifestations (duration, affected area, consequences);

- the influence of professional burnout on personality and activity has been proven (decrease in overall performance, exhaustion, depersonalization and reduction of professional achievements) and a correlation has been established between the position, organizational conditions and the degree of severity of burnout symptoms;

- the relationship between burnout and the level of development of professionally important characteristics, such as emotional intelligence and communicative competence, manifested in the degree of personal exposure to burnout and the ability to withstand its negative consequences, has been established.

3. Regarding the ways of managing the educational environment of the university in order to prevent and overcome professional burnout of teachers:

- measures have been established to prevent and overcome professional burnout related to the psychophysical, social and professional spheres of personality within the framework of individual psychological activities and the creation of an optimal educational environment at the university;

- a model of educational environment management has been developed as a scientific and methodological basis for the prevention and overcoming of professional burnout of teachers, reflecting an integrated approach, orientation and ways to improve all components of the educational environment, measures to reduce the risk of professional burnout (development of organizational culture towards

harmonization of its type and profile with the type and profile of the educational environment, preservation and restoration resources of teachers, improvement of conditions for the implementation of educational programs, etc.);

– as a result of testing measures to harmonize the components of the educational environment, the positive effect of improving the conditions of professional activity on the restoration of the psychophysical and emotional resources of teachers and reducing the severity of professional burnout has been proven.

Correspondence of the dissertation to the specialty.

The topic of the dissertation corresponds to the passport of the specialty 5.4.7.

– Sociology of management and reflects the field of research:

4. Principles and methods of management in modern conditions, since the dissertation examines changes in the activities of universities in general and the professional activities of teachers in particular under the influence of the introduction of new principles and methods of management of the higher education system;

6. Mechanisms of social regulation: institutional, socio-cultural, socio-organizational. An example of considering institutional regulatory mechanisms is the introduction of changes in the technology of educational activities, the content of professional activity of a teacher, socio-cultural - management of the organizational culture of a university, socio-organizational - influence on the style and nature of interaction of university communities;

9. Social problems of management of enterprises and organizations – the dissertation identifies the social problem of formation of professional burnout among university teachers, which affects their personality and activities and requires changes in management processes;

14. Problems of criteria and evaluation of the effectiveness of management activities. Social monitoring. The study defines criteria for evaluating the effectiveness of managerial actions aimed at preventing and overcoming professional burnout; social monitoring of the impact of measures to prevent and

overcome professional burnout on the personality and activities of a teacher is carried out.

The theoretical significance of the research results lies in clarifying the concept of the educational environment, establishing trends in its development under the influence of modern conditions in relation to higher education institutions, determining the structure of the educational environment and the characteristics of its components, as well as the characteristics of professional burnout among teachers and the conditions of its occurrence.

The practical significance of the work is determined by the development of a management process model and the definition of directions and measures to prevent and overcome professional burnout of teachers. The main provisions and results of the dissertation research can be applied in educational institutions in order to improve the effectiveness of managing the educational environment and preserve the professional health of teachers, as well as in the training, retraining and advanced training of educational managers.

The results of the dissertation research are published:

- in the collection of materials of the Scientific and practical conference of students and postgraduates "Young science of SIU", section "Personnel policy and personnel technologies in a modern organization", topic "Problems of personnel selection in higher educational institutions in the modern educational process" 11/29/2019, Novosibirsk;

- in the collection of materials of the VIII Regional scientific and practical conference "Modern aspects of healthy lifestyle formation", the topic "Healthy lifestyle as a means of preventing emotional burnout among teachers of higher educational institutions", 03/27/2020, NSMU, Novosibirsk;

- in the collection of materials of the VI scientific and practical conference "Topical issues of personnel management and labor economics" within the framework of the XI International Interuniversity Personnel Forum named after A.Ya. Kibanov,; topic "Identification of prerequisites for emotional burnout among higher school teachers"; 04/27/2020, Moscow;

– in the materials of the forum of innovative projects on personnel management and labor economics for students and postgraduates, section "Competition of innovative projects of young scientists", topic "Prevention of emotional burnout among university teachers as a factor in ensuring the quality of professional training" (diploma for II place); 04/15/2015/2020, Moscow;

– in the collection of materials of the Intramural scientific and practical conference of students and postgraduates "Young Science of SIU", the section "Personnel development and psychology of performance", the topic "Approaches to the study of emotional burnout among higher school teachers". 11/27/2020, Novosibirsk;

– in the collection of materials of the XXVIII International Conference of students, postgraduates and young scientists "Lomonosov", subsection 2 "Sociology of safety", topic "The impact of professional risks of teachers on health", 04/14/2021, Moscow;

– in the collection of materials of the 38th International Competition of scientific research papers "The impact of professional risks of university teachers on health", nomination "Scientific articles on sociological sciences" (diploma of the laureate of the first art.), 05/04/2021, Moscow;

– in the collection of materials of the XII International Interuniversity Personnel Forum named after A.Ya. Kibanov "Innovative personnel management" (project competition), section 4. "Young scientists". Topic "Problems of preserving the professional health of university teachers" (diploma in the nomination "Best research in the field of personnel management"), 05/12/2021, Moscow;

– in the collection of materials of the III International Scientific and practical conference "SOCIAL SCIENCE" (Social Sciences) "Modern strategies for sustainable development of the state and society in the context of global challenges", the topic "The impact of modernization of education on the professional health of university teachers" on 10/21/2021, Rostov-on-Don;

– in the collection of materials of the All-Russian scientific and practical conference "Management of sustainable development of Russian regions in a new

reality", the topic "Prevention of professional burnout among university teachers as one of the factors of increasing the sustainability of the Russian education system" on 10/26/2021, Chelyabinsk;

– in the collection of materials of the LIX International Scientific and practical Conference "Scientific Forum: jurisprudence, history, sociology, political science and philosophy», the topic «Professional well-being of university teachers as a factor in improving the quality of professional activity" 09.12.2021, Moscow;

– in the collection of materials of the I All-Russian conference "Physical culture and sport as one of the main directions of youth policy in the Russian Federation", the topic "Healthy lifestyle and regular physical education as a way to prevent emotional burnout", 06/24/2022, Moscow;

– in the monograph "Managerial competencies of managers of the social sphere: assessment, formation, development": under the scientific editorship of N.N. Bogdan. / N.N. Bogdan, I.P. Bushueva, L.N. Ivanova, I.Y. Parfenova, E.A. Samsonova. Section 1.5 «Executive tools: emotional intelligence and communicative competence»; 2.5. "Development of emotional intelligence and prevention of professional burnout among managers" – Novosibirsk: SibAGS Publishing House, 2022.

Publication in journals reviewed by the Higher Attestation Commission:

– Samsonova E.A., Bogdan N.N. Emotional burnout among university teachers: ways to identify and prevent // International Scientific Research Journal. – Yekaterinburg. 2020. №6 (96). Part 2. C. 170-175.

– Samsonova E.A., Bogdan N.N. On the problem of professional burnout among teachers of higher education // Azimut scientific research: pedagogy and psychology. 2020. Vol–9. №4(33). Pp.316-320.

– Samsonova E.A. Professional burnout of university teachers as a consequence of destructive management of educational activities // Society: sociology, psychology, pedagogy. 2022. No. 1 (93). (Society: Sociology, Psychology, Pedagogics.) 2022. No. 1 (93). pp.63-70.

– Samsonova E. A. Sociological factors of the influence of the educational environment on the professional burnout of university teachers // Bulletin of the Institute of Sociology. 2022. Vol. 13. No. 3. pp. 179-192.

– Samsonova E. A., Masilova M.G. Formation of organizational culture as a way of managing the educational environment of the university // Bulletin of Academic Knowledge. 2023. No.6 (59). pp.640-645.

The scope and structure of the work.

In accordance with the general purpose and objectives of the study, the work has the following structure: an introduction, three chapters comprising three paragraphs, a conclusion, a bibliographic list containing 532 items (including 50 in English) and appendices.