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Determinants influencing burnout levels among Ukrainian EFL educators: theoretical constructs and personal experience

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Abstract.

The purpose of this article is to explore and analyse the theoretical aspects of factors affecting burnout levels among Ukrainian EFL (English as a Foreign Language) teachers. This article aims to provide a comprehensive understanding of the main contributors to teacher burnout and stress, as well as examine the potential impact of the socio-political and educational context in Ukraine. By delving into these factors, the article seeks to offer valuable insights for improving teacher well-being and retention, and ultimately, enhance the quality of English language education in Ukraine. This investigation synthesized and analysed existing literature on burnout among Ukrainian EFL teachers, revealing a complex interplay of work-related factors, such as workload, classroom management, and student behaviour, and the unique socio-political context in Ukraine. The ongoing conflict and political turmoil in Ukraine, coupled with language policy reforms and national testing systems, have emerged as critical factors affecting EFL teachers' burnout levels. Additionally, the full-scale armed aggression of Russia against Ukraine has further heightened stress and burnout among teachers due to the disruption of normal school functioning and increased emotional and psychological demands. Addressing the specific challenges faced by EFL teachers in Ukraine, including the impact of the armed aggression, is crucial for promoting well-being and resilience. Previously unsolved aspects of the problem, such as the cumulative impact of multiple factors and coping strategies, warrant further investigation. The insights gained from this analysis can inform the development of targeted interventions and strategies to support teacher well-being and retention, ultimately enhancing the quality of English language education in Ukraine. A continued focus on understanding and addressing burnout among Ukrainian EFL teachers is essential for fostering a sustainable and resilient teaching workforce. The scientific novelty of this investigation lies in its comprehensive analysis of the factors contributing to burnout among Ukrainian EFL teachers, with a particular emphasis on the unique socio-political context and ongoing armed aggression. By synthesizing and analysing existing literature, this investigation identifies previously unsolved aspects of the general problem and highlights potential avenues for future research. The insights gained from this study contribute to the existing body of knowledge on teacher burnout and inform the development of targeted interventions and strategies to support teacher well-being and retention in the specific context of Ukraine. The practical value of this research is its potential to inform the development of targeted interventions and strategies that address the specific

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challenges faced by Ukrainian EFL teachers, ultimately supporting their well-being and retention. By identifying key factors contributing to burnout, this investigation provides valuable insights for policymakers, educational institutions, and teacher support services in designing and implementing effective measures to mitigate teacher burnout. The findings also highlight the importance of offering tailored professional development opportunities, promoting positive teacher-student relationships, and addressing workload and classroom management challenges. This research serves as a foundation for fostering a more sustainable and resilient teaching workforce, which is essential for enhancing the quality of English language education in Ukraine.

Keywords:

Ukrainian EFL teachers
teacher burnout
work-related factors
socio-political context
armed aggression
classroom management
well-being
resilience
educational policy

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In recent years, teacher burnout has emerged as a significant concern in the field of education worldwide, with serious implications for both educators and students. This issue is particularly pertinent for EFL (English as a Foreign Language) teachers in Ukraine, who face unique challenges arising from the country's rapidly evolving socio-political and educational landscape. The increasing demand for English proficiency in the globalized world and the ever-growing expectations placed upon EFL teachers exacerbate these challenges. In light of these circumstances, it is imperative to investigate the factors that contribute to burnout among Ukrainian EFL teachers in order to improve their well-being and ultimately enhance the quality of English language education.

The current article delves into the theoretical aspects of factors influencing burnout levels among Ukrainian EFL teachers, aiming to provide a comprehensive understanding of the main contributors to this phenomenon. The factors considered include work-related aspects such as workload, classroom management, and teacher-student relationships, as well as broader contextual elements such as socio-political influences and national educational policies. By examining these factors, this article seeks not only to raise awareness of the challenges faced by EFL teachers in Ukraine, but also to inform interventions and strategies aimed at mitigating teacher burnout and promoting a healthy, supportive work environment. Furthermore, the insights gained through this investigation may also have broader relevance and applicability to EFL teachers in other contexts facing similar challenges.

A comprehensive analysis of previous studies on the subject of teacher burnout provides essential context for understanding the factors affecting Ukrainian EFL teachers. Several scholars have investigated the general phenomenon of teacher burnout, shedding light on its prevalence, causes, and consequences.

Maslach, Schaufeli, and Leiter [1] were among the first to systematically study burnout, conceptualizing it as a three-dimensional construct consisting of emotional exhaustion, depersonalization, and reduced personal accomplishment. Their work laid the foundation for the

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development of the widely used Maslach Burnout Inventory (MBI), which has since been employed in numerous studies to assess burnout among educators, including EFL teachers.

Kyriacou [2] identified common stressors in the teaching profession, such as workload, student misbehaviour, and insufficient support from colleagues and administration. These findings have been corroborated in various contexts, including EFL teaching. For example, Hakanen, Bakker, and Schaufeli [3] demonstrated that job demands, resources, and personal engagement all play a role in determining burnout levels among EFL teachers.

Focusing specifically on the EFL context, Borg and Falzon [4] explored the relationship between teachers' language proficiency, confidence, and burnout. They found that teachers with higher levels of language proficiency and confidence in their teaching abilities reported lower levels of burnout. Similarly, Yook [5] investigated EFL teachers in South Korea, identifying lack of autonomy, inadequate administrative support, and limited professional development opportunities as key contributors to burnout.

In a more recent study, Lee, Yin, and Zhang [6] examined the role of cultural factors in shaping EFL teacher burnout in China. Their findings highlighted the importance of understanding cultural nuances in EFL teaching contexts and the ways in which cultural expectations may contribute to teachers' stress and burnout.

Although these studies provide valuable insights into the factors influencing burnout among EFL teachers, they do not specifically address the unique challenges faced by Ukrainian EFL teachers. As such, the present article seeks to build upon these previous studies by examining the theoretical aspects of factors affecting burnout levels among this particular population.

The existing literature on teacher burnout has provided valuable insights into various factors contributing to the phenomenon. However, there remain several previously unsolved or under-explored aspects of the general problem, particularly in the context of Ukrainian EFL teachers. The following sections outline the selection of these unsolved parts, which warrant further investigation and analysis:

1. Interaction of multiple factors and their cumulative

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impact

While individual factors contributing to teacher burnout have been extensively studied, there is a lack of research exploring the interaction of these factors and their cumulative impact on Ukrainian EFL teachers. A comprehensive understanding of how these factors collectively contribute to burnout would enable more effective identification of high-risk individuals and implementation of targeted interventions.

2. Coping strategies and resilience factors

The current literature predominantly focuses on the negative aspects of teacher burnout, with relatively limited attention given to the coping strategies employed by EFL teachers to mitigate burnout and enhance resilience. Further investigation of the specific coping mechanisms utilized by Ukrainian EFL teachers, as well as factors that foster resilience in this population, can provide valuable insights for developing support programs and resources.

3. Cultural context and value systems

Cultural context and value systems may play a critical role in shaping the experiences of teacher burnout, yet these factors have not been thoroughly explored in the Ukrainian EFL context. Investigating the influence of cultural beliefs, values, and expectations on perceptions of burnout, job satisfaction, and well-being can contribute to a more nuanced understanding of the phenomenon in this specific cultural setting.

4. Longitudinal studies and fluctuating patterns of burnout

Much of the existing research on teacher burnout has employed cross-sectional designs, which provide limited insights into the temporal dynamics of the phenomenon. Longitudinal studies investigating the fluctuating patterns of burnout and the factors that contribute to these changes over time would offer a more comprehensive understanding of the progression and potential recovery from burnout among Ukrainian EFL teachers.

By addressing these previously unsolved parts of the general problem, future research can contribute to a more in-depth and contextualized understanding of teacher burnout in the Ukrainian EFL setting. Such insights would be instrumental

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in informing evidence-based interventions and strategies to mitigate burnout and promote teacher well-being and retention.

Materials and methods. Given the theoretical nature of this article, the materials and methods section will primarily focus on the process of synthesizing and analysing existing literature related to the factors contributing to burnout among Ukrainian EFL teachers. The systematic review approach employed in this study facilitated a rigorous examination of the available literature, ensuring a comprehensive and robust foundation for developing insights into the burnout experiences of Ukrainian EFL teachers. Through a meticulous analysis of various research methodologies, theoretical frameworks, and empirical findings, this systematic review contributes to a nuanced understanding of the intricate factors contributing to burnout in the Ukrainian EFL teaching context. The following steps outline the approach taken to conduct the literature review and develop the theoretical framework:

1. Literature search and selection.

A systematic search of relevant literature was conducted using multiple electronic databases, including OpenAIRE, OUCI, Index Copernicus, Web of Science, and Google Scholar. Search terms included combinations of keywords such as "teacher burnout," "EFL teachers," "Ukraine," "English as a foreign language," "stress," "workload," "classroom management," "socio-political context," and "educational policies." The search was limited to articles published in peer-reviewed journals, books, and conference proceedings from January 2015 to June 2023.

2. Inclusion and exclusion criteria.

To be included in the review, the identified literature needed to meet the following criteria:

a) empirical or theoretical research on teacher burnout, with a focus on EFL teachers or related aspects of the phenomenon;

b) studies conducted in the Ukrainian context or with implications for Ukrainian EFL teachers;

c) literature published in English or Ukrainian. Articles that did not meet these criteria were excluded from the review.

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3. Data extraction and synthesis.

Relevant information from the selected literature was extracted and organized thematically. Key factors contributing to burnout among Ukrainian EFL teachers were identified and synthesized based on their prevalence and significance in the existing research. Additionally, previously unsolved aspects of the general problem were highlighted, as well as potential avenues for future research. Furthermore, the extracted data were systematically analysed to develop a comprehensive theoretical framework that illuminates the intricate interplay of these factors within the unique socio-political context of Ukraine, providing a deeper understanding of the burnout phenomenon among Ukrainian EFL teachers.

4. Theoretical framework development.

Building on the synthesized literature, a theoretical framework was developed to outline the complex interplay of factors contributing to burnout among Ukrainian EFL teachers. The framework considers the multiple dimensions of teacher burnout, including work-related aspects, broader contextual elements, and personal and demographic factors. By employing a comprehensive and systematic approach to reviewing the existing literature, this article aims to provide a solid theoretical basis for understanding the factors affecting Ukrainian EFL teachers' level of burnout. The insights gained from this analysis will not only contribute to the existing body of knowledge on teacher burnout but also inform the development of targeted interventions and strategies to support teacher well-being and retention.

Results and discussion.

The synthesis and analysis of the existing literature on teacher burnout, with a focus on the Ukrainian EFL context, has yielded several key findings and insights. This section presents the results and discusses their implications for understanding and addressing burnout among Ukrainian EFL teachers. By drawing upon a diverse range of scholarly perspectives and empirical studies, the synthesis has shed light on the multifaceted nature of burnout, offering valuable perspectives that inform the design of targeted interventions and support strategies tailored to the Ukrainian EFL teaching community.

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Furthermore, the analysis reveals that work-related factors, such as workload, classroom management, and student behaviour, significantly contribute to burnout among Ukrainian EFL teachers. The demanding nature of these factors within the unique socio-political context of Ukraine amplifies the challenges faced by educators. Additionally, the ongoing full-scale armed aggression adds an unprecedented layer of stress and emotional strain, underscoring the urgency of addressing burnout in this context.

The implications of these findings are profound. The identification of work-related factors and the recognition of the socio-political landscape as influential determinants of burnout emphasize the need for holistic and context-sensitive approaches to teacher support. It becomes evident that targeted interventions should encompass not only pedagogical strategies but also strategies for coping with stress, managing emotions, and promoting teacher resilience.

By acknowledging the specific challenges encountered by Ukrainian EFL teachers, policymakers and educational institutions can develop comprehensive well-being programs and professional development initiatives. Such initiatives might encompass trauma-informed practices, cultural sensitivity training, and ongoing psychological support. Ultimately, the synthesis of these key findings offers a roadmap for cultivating a resilient and empowered Ukrainian EFL teaching community, better equipped to navigate the complexities of their profession during challenging times.

Complex interplay of factors

The analysis reveals that burnout among Ukrainian EFL teachers is influenced by a complex interplay of work-related, contextual, and personal factors. Work-related factors, such as workload, classroom management, and student behaviour, were found to be significant contributors to burnout. In addition, broader contextual elements, such as socio-political changes and educational policies, can exacerbate the challenges faced by EFL teachers in Ukraine, further increasing their risk of burnout. The importance of considering individual differences and personal factors, such as age, gender, and teaching experience, was also highlighted in the literature.

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Work-related factors have been identified as significant contributors to burnout among Ukrainian EFL teachers. The following sections provide an in-depth analysis of key work-related factors, including workload, classroom management, and student behaviour, and their impact on teacher burnout.

Workload is a major factor contributing to burnout among EFL teachers. Heavy workloads can result from large class sizes, excessive teaching hours, extensive lesson planning, and time-consuming administrative tasks. Ukrainian EFL teachers, in particular, may face additional workload pressures due to the increasing demand for English proficiency in the globalized world and the ever-changing educational landscape in the country. Excessive workload can lead to feelings of exhaustion, stress, and a decreased sense of personal accomplishment, all of which contribute to burnout.

Classroom management is another critical factor affecting burnout levels among EFL teachers. Effective classroom management is essential for creating a conducive learning environment and promoting student engagement. However, EFL teachers may encounter challenges in managing classrooms with diverse language proficiencies, learning styles, and cultural backgrounds. Additionally, teachers may need to handle disruptive behaviour, conflicts, or bullying incidents within the classroom. Inadequate support and training in classroom management can heighten teachers' stress levels, leading to emotional exhaustion and burnout.

Student behaviour has been identified as a significant contributor to teacher burnout, [7] especially when it comes to managing disruptive or uncooperative students. For Ukrainian EFL teachers, language barriers, cultural differences, or students' lack of motivation to learn English may exacerbate these challenges. Teachers may need to devote extra time and effort to engage and motivate students, which can increase their workload and emotional strain. Moreover, unmet expectations, negative feedback from students or parents, and challenges in establishing positive teacher-student relationships can contribute to feelings of depersonalization and reduced personal accomplishment among EFL teachers, increasing the risk of burnout. [8]

In general, work-related factors such as workload,

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classroom management, and student behaviour play a crucial role in contributing to burnout among Ukrainian EFL teachers. Addressing these factors through targeted interventions, such as workload management strategies, professional development in classroom management, and promoting positive teacher-student relationships, can help mitigate burnout and support teachers in effectively navigating the challenges of their profession.

The role of socio-political context

The unique socio-political context in Ukraine emerged as a critical factor in understanding burnout among EFL teachers. The ongoing conflict and political turmoil, coupled with language policy reforms and national testing systems, can create additional pressures on EFL teachers, who may struggle to adapt to these changes.

The unique socio-political context in Ukraine plays a critical role in understanding burnout among EFL teachers. [9] The following sections provide a deeper analysis of the socio-political factors contributing to burnout and offer relevant facts and examples.

Ukraine has faced significant political turmoil and ongoing conflict in recent years, particularly in the eastern regions of the country. This challenging situation affects the overall stability of the nation, causing uncertainty and insecurity among the population. EFL teachers, like many other professionals, are impacted by these circumstances, both personally and professionally. For example, teachers may be directly affected by the conflict through displacement, loss of loved ones, or personal trauma. Additionally, the conflict can disrupt the normal functioning of educational institutions, making it difficult for teachers to maintain regular schedules and secure necessary resources.

Language policy reforms in Ukraine, particularly those related to the promotion of the Ukrainian language and the integration of minority languages, have created additional challenges for EFL teachers. These reforms may result in changes to curriculum requirements, teaching materials, and language priorities within the educational system. EFL teachers must adapt to these policy shifts, which may lead to increased workload and stress. Moreover, tensions surrounding

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language policies can create a challenging environment for EFL teachers, who must navigate the delicate balance between promoting English language learning and respecting the linguistic diversity and cultural sensitivities of their students.

The implementation of national testing systems and accountability measures in the Ukrainian education system has increased pressure on teachers to ensure their students perform well on standardized tests. EFL teachers may experience heightened stress due to the high-stakes nature of these tests and the need to prepare their students effectively. Furthermore, teachers may be evaluated based on their students' test results, which can impact their job security and career advancement opportunities. This increased emphasis on performance metrics can contribute to feelings of burnout among EFL teachers.

The ongoing efforts to modernize and reform the Ukrainian educational system have led to a rapidly evolving landscape for EFL teachers. These reforms may include changes to teaching methodologies, curriculum standards, and assessment practices. EFL teachers must continuously adapt to these changes, which can be both time-consuming and stressful. Additionally, the lack of consistent and comprehensive professional development opportunities can leave some EFL teachers feeling ill-equipped to navigate the complexities of the changing educational environment, leading to increased burnout risk. [9]

In general, the unique socio-political context in Ukraine, characterized by political turmoil, ongoing conflict, language policy reforms, and rapidly evolving educational landscape, is a critical factor in understanding burnout among EFL teachers. Addressing these challenges through targeted support and resources, as well as advocating for policy changes that prioritize teacher well-being, can help mitigate burnout and promote a healthy work environment for Ukrainian EFL teachers.

Further research is essential to investigate the precise impact of these contextual factors on teacher burnout and to identify potential support mechanisms aimed at alleviating their adverse consequences, thereby enhancing our

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comprehension of the intricate interplay between the unique socio-political landscape and burnout among Ukrainian EFL teachers.

Impact of full-scale armed aggression

The full-scale armed aggression of Russia against Ukraine, which has persisted for more than a year, emerged as a significant factor contributing to the heightened stress and burnout among Ukrainian EFL teachers. The ongoing conflict has disrupted the lives of individuals across the country, with teachers being no exception. They may experience various stressors related to the conflict, including personal trauma, displacement, or loss of loved ones. Furthermore, the overall atmosphere of uncertainty and insecurity has a substantial effect on teachers' well-being and mental health. [10]

In the context of EFL education, the ongoing conflict may lead to the disruption of normal school functioning, decreased resources, and difficulties in maintaining regular teaching schedules. [11] EFL teachers may be required to adapt their teaching methods and materials to accommodate students affected by the conflict or experiencing trauma. The increased emotional and psychological demands placed on teachers in this context can exacerbate feelings of burnout and stress.

When burning out a person may experience a range of emotions and challenges stemming from various factors discussed earlier in this conversation. Here are some examples of how a university EFL teacher may feel during burnout:

Emotional exhaustion. The teacher may feel drained, overwhelmed, and unable to cope with their daily tasks due to excessive workload, such as extensive lesson planning, grading, and administrative duties. They may also experience fatigue and irritability as their energy levels become depleted.

Depersonalization. In the face of challenging classroom management situations and disruptive student behaviour, the teacher may develop a detached, cynical, or negative attitude towards their students. This could lead to a lack of empathy, understanding, or even resentment towards their students.

Reduced personal accomplishment. The teacher may feel ineffective and doubt their teaching abilities due to factors such as unmet expectations, low student motivation, or limited

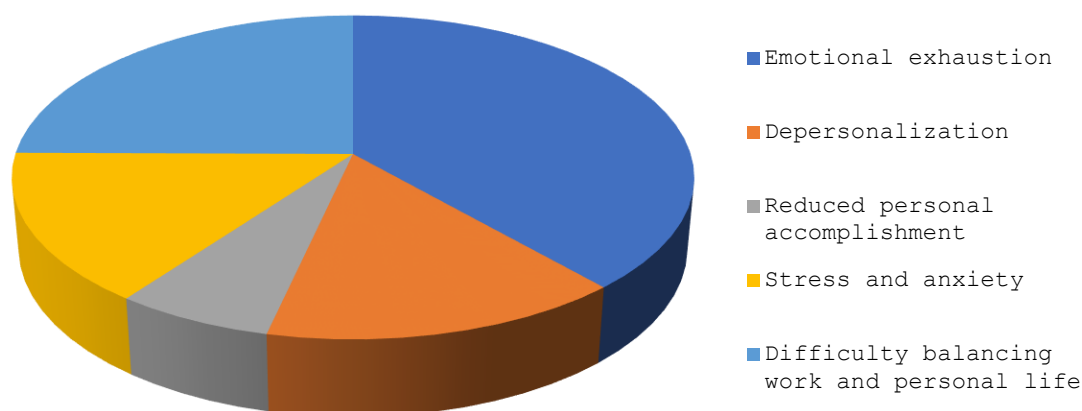
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resources. This feeling of inadequacy may affect their self-esteem and belief in their ability to make a difference in their students' lives.

Stress and anxiety. Ongoing political turmoil, armed aggression, and rapidly changing educational policies in Ukraine can heighten stress and anxiety levels among university EFL teachers. They may worry about their job security, personal safety, and the overall stability of the educational system.

Difficulty balancing work and personal life. With a high workload and increased job demands, the teacher may struggle to maintain a healthy work-life balance, leading to a decline in their physical and mental well-being and potentially affecting their personal relationships and leisure activities.

How a university EFL teacher may feel during burnout



The diagram shows the factors that contribute to teacher burnout at the Vinnytsia National Technical University. (139 people were interviewed)

During burnout, a university EFL teacher may experience a combination of these feelings and challenges, which can

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negatively impact their overall well-being, job satisfaction, and performance in the classroom. As a university EFL teacher who works during the full-scale armed aggression of Russia against Ukraine, I may add by my own experience that burnout may be exacerbated by several additional factors:

Safety concerns. The teacher may feel increased stress and anxiety due to safety concerns for themselves, their students, and their loved ones. They may also be preoccupied with potential threats, which can affect their ability to focus on teaching tasks.

Displacement and disruption. Teachers may experience displacement due to the conflict, leading to the loss of their homes, support networks, and familiar environments. This displacement can disrupt their daily routines and the functioning of educational institutions, creating uncertainty and instability in their professional lives.

Emotional distress. The ongoing conflict may lead to heightened emotions, including anger, sadness, and helplessness. Teachers may feel overwhelmed by the weight of the circumstances, which could further contribute to burnout and affect their mental health.

Limited resources. The armed aggression may result in a lack of necessary resources for teaching, such as textbooks, technology, or infrastructure. This scarcity can create additional challenges and stress for EFL teachers as they try to maintain a quality educational experience for their students.

Increased workload. In times of crisis, teachers may face an increased workload, such as supporting traumatized students, navigating changes to curricula or language policies, and adapting to alternative teaching methods. These additional responsibilities can further contribute to feelings of burnout. [12]

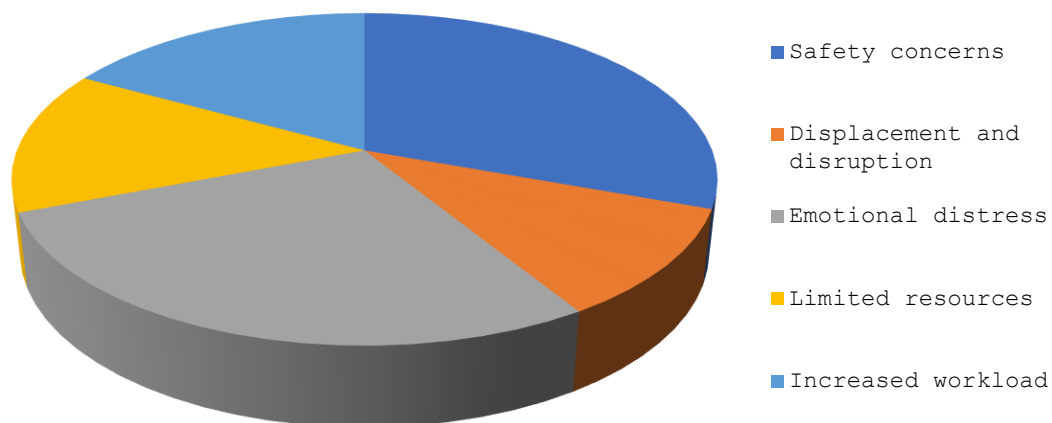
In the context of full-scale armed aggression, the experience of burnout for a university EFL teacher may be intensified by these additional factors, which can have a profound impact on their well-being, job satisfaction, and overall performance.

The impact of the full-scale armed aggression on EFL teacher burnout underscores the need for tailored support and

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resources to help teachers navigate these exceptional circumstances. This may include psychological support services, conflict-sensitive pedagogical training, and specialized materials for teaching EFL in conflict-affected settings. Addressing the specific challenges faced by Ukrainian EFL teachers in the context of the armed aggression is crucial for promoting their well-being and resilience, ensuring the continued provision of quality English language education amid ongoing turmoil.

Additional factors of burnout experience



The diagram shows additional factors that contribute to teacher burnout at the Vinnytsia National Technical University. (139 people were interviewed)

To prevent burnout for a university EFL teacher working during the full-scale armed aggression of Russia against Ukraine, several recommendations can be considered:

1. Establish a support network: encourage teachers to build and maintain connections with colleagues, friends, and family, as these relationships can provide emotional support and practical assistance during challenging times.

2. Access mental health services: encourage teachers to utilize available mental health services, such as

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counselling, therapy, or support groups, to help cope with the stress and emotional impact of the armed aggression.

3. Maintain self-care practices: encourage teachers to engage in self-care activities, such as exercise, meditation, or hobbies, which can help alleviate stress and promote physical and emotional well-being.

4. Provide clear communication: ensure that educational institutions and policymakers maintain open lines of communication with teachers, keeping them informed about any changes to curricula, language policies, or safety procedures.

5. Where possible, provide flexibility in work arrangements, such as remote or online teaching, to allow teachers to maintain a work-life balance and adapt to the changing circumstances of the conflict.

6. Encourage professional development: offer professional development opportunities, such as workshops or training sessions that address the unique challenges of teaching during armed aggression. This could include topics like crisis management, online teaching strategies, and supporting students affected by the conflict.

7. Strengthen teacher resilience: implement programs that focus on building teacher resilience, such as stress management techniques, mindfulness practices, and fostering positive teacher-student relationships.

8. Create a safe work environment: ensure that educational institutions prioritize safety and security measures to protect teachers, staff, and students. This may include conducting regular safety assessments, coordinating with local authorities, and developing emergency response plans.

By adopting these recommendations, educational institutions, policymakers, and teachers themselves can work together to minimize burnout and support the well-being of university EFL teachers during the full-scale armed aggression of Russia against Ukraine. This collaborative approach not only safeguards the mental and emotional health of university EFL teachers but also fortifies the overall educational ecosystem, enabling teachers to continue delivering effective instruction and fostering a sense of

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stability amidst challenging circumstances.

Previously unsolved aspects

The analysis identified several previously unsolved aspects of the general problem, including the interaction of multiple factors and their cumulative impact, coping strategies and resilience factors, cultural context and value systems, and longitudinal studies on fluctuating patterns of burnout. These under-explored areas warrant further investigation to gain a more comprehensive understanding of burnout among Ukrainian EFL teachers and inform the development of targeted interventions and support systems.

Addressing these under-explored aspects through rigorous research endeavours will contribute to a more holistic comprehension of burnout dynamics in the Ukrainian EFL teaching landscape, thereby fostering the refinement of evidence-based strategies that promote teacher well-being, resilience, and the delivery of high-quality education.

Implications for practice and future research

The findings from this article have important implications for practice and future research in the field of teacher burnout. By identifying key factors contributing to burnout and highlighting previously unsolved aspects of the problem, this article provides a foundation for developing evidence-based interventions and strategies to support teacher well-being and retention. Future research should focus on examining the cumulative impact of multiple factors, exploring coping strategies and resilience factors, investigating the role of cultural context and value systems, and conducting longitudinal studies on the dynamics of teacher burnout.

Conclusions. In conclusion, this article has provided a comprehensive analysis of the factors contributing to burnout among Ukrainian EFL teachers, highlighting the complex interplay of work-related factors, such as workload, classroom management, and student behaviour, and the unique socio-political context in Ukraine. The insights gained from this analysis not only contribute to the existing literature on teacher burnout but also have important implications for practice and future research in the field.

By identifying key factors and acknowledging the

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previously unsolved aspects of the problem, this article offers a foundation for the development of evidence-based interventions and strategies to support teacher well-being and retention. Addressing the specific challenges faced by EFL teachers in Ukraine, such as the ongoing armed aggression and rapidly evolving educational landscape, is crucial to promoting their well-being and resilience.

Future research should continue to explore the cumulative impact of multiple factors, coping strategies and resilience factors, the role of cultural context and value systems, and conduct longitudinal studies on the dynamics of teacher burnout. Such research efforts will help further our understanding of burnout among Ukrainian EFL teachers and inform the development of targeted support systems to enhance the quality of English language education in Ukraine.

Ultimately, the well-being and retention of EFL teachers are vital to ensuring the continued provision of quality English language education in Ukraine. By addressing the factors that contribute to burnout and promoting a supportive work environment, policymakers, educational institutions, and the broader community can help create a more sustainable and resilient teaching workforce, fostering positive outcomes for both teachers and their students.

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