

WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

Irna Yulianti

Management, Institut Teknologi dan Bisnis Asia Malang, Indonesia

Ahmad Nizar Yogatama

Management, Institut Teknologi dan Bisnis Asia Malang, Indonesia

Email Correspondence: nizaryogatama@asia.ac.id

ABSTRACT

The purpose of this research is to investigate the impact that emotional burnout has on the professional growth of students who are enrolled in the Management Study Program at the Asian Institute of Technology and Business in Malang. Research of this nature is known as quantitative research. The population of this study consisted of all students enrolled in a management study program who were also working full-time jobs while pursuing their education; the sample size for this study was 34 students. In this study, we make use of a method called purposive sampling. A questionnaire was utilized as the means of data collection in order to determine levels of emotional tiredness and learning behavior. Analysis of the data using simple linear regression. after being examined through the use of a straightforward regression analysis method. The findings demonstrated that emotional exhaustion had a considerable impact on the progression of one's career.

KEYWORDS: Emotional Burnout, Career Development



WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

Introduction

Burnout is a condition of emotional, physical and mental exhaustion caused by excessive and ever-increasing stress (Göldağ 2022). This then causes many individuals to begin to experience disturbances in communication. If someone is working and studying at the same time, it is not impossible that someone has a high level of stress, where each individual has a different stress threshold (Bolger et al. 1989; Magnavita, Soave, and Antonelli 2021; Pearlin 1989). This then often causes different side effects, such as decreased performance, study failure to work and study failure. Of course this should not be allowed because it will create adverse situations and conditions not only for this individual, but the place where this individual works and studies.

Fatigue can strike anyone regardless of the type of job, gender or even position (Artz, Kaya, and Kaya 2022). No matter the individual already has a high position though, emotional exhaustion will not be avoided (Dickinson, Miller, and Beeson 2021; Omotayo, Esther, and Ibiyinka 2014; Pearlin 1989; Zhigulina and Kononov 2021). Some argue that men are more resistant to stress than women, and vice versa. Then there are also those who say that certain types of work have low levels of stress so that emotional exhaustion can be avoided, such as jobs such as cashiers, selling children's toys and so on which are considered not to need a lot of critical decision making (Kryshtanovych et al. 2022; Liping et al. 2022; Pearlin 1989).

One way to reduce emotional exhaustion is through sleep (Hu et al. 2020, 2020; Liping et al. 2022; Rybinska et al. 2022). Rest through sleep is indeed an alternative for individuals to rest their bodies after a lot of activities, but considering the many activities carried out by students who work at the same time, one of the sacrifices made is to reduce rest hours to complete office and college assignments because each has different and equally important interests. This then creates stress and emotional exhaustion for students who are also working (Hu et al. 2020; Pearlin 1989; Zhigulina and Kononov 2021).

Most people have experienced emotional exhaustion and things can be healed through self-healing, namely healing themselves from inner wounds, where this is useful for completing unfinished business which results in one's emotional exhaustion. There are several factors that make emotional wounds and disturbing emotions. Emotional exhaustion can be caused by anxiety, feelings of sadness left by parents, feeling of failure to achieve something, and other problems in the past.

Researchers in the fields of psychology, medicine, human resource management, and education, among others, have been studying burnout syndrome for decades (Bolger et al. 1989, 1989; Göldağ 2022; Kryshtanovych et al. 2022; Magnavita et al. 2021; Omotayo et al. 2014; Pearlin 1989; Rybinska et al. 2022; Tukaev, Vasheka, and Dolgova 2013). Those in the helping professions were wrongly singled out as the only ones susceptible to burnout at first. Workers in helping professions identified emotional exhaustion, depersonalization, and decreased personal success as the primary symptoms of burnout. Apathy and lack of

WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

motivation are signs of emotional exhaustion. Negative interactions with others are fostered when one is emotionally distant and apathetic, and when one goes through the motions at work without putting one's heart into it.

If an employee's professional fortunes start to drop, he is less likely to feel satisfied with who he is as a person and in his work (Zhigulina and Kononov 2021). Burnout syndrome is characterized by "vital instability," which manifests itself through feelings of despondency, depression, elation, anxiety, hopelessness, and impatience. Burnout syndrome increases one's vulnerability to suicide in addition to its poor effects on health, happiness, and the ability to meet one's professional responsibilities.

It can be seen that education becomes a necessity for a person and can determine human life. There are several factors that affect a person's learning, including internal factors are factors that exist within a person including physical, namely health and disability, psychological include intelligence, attention, interests, talents, motivation, and fatigue factors there are two namely physical fatigue seen weakly. lethargic, while spiritual exhaustion is seen with lethargy and boredom. The external factors are family circumstances, school conditions, and society.

For students who work, it is certainly not easy to be able to excel in the academic field well. Students must be good at managing their learning behavior well between the dense activities carried out during college and at work, so that both can run in balance. The division of this time depends on how a person is able to organize himself so that the goal can still be achieved. For some students who are involved in work routines, if their achievement scores decrease, the student needs to do a self-evaluation because the student's goal is to be successful in lectures. Moreover, students who work only have very minimal or even less time to rest because their energy is forced by two equally important activities.

This research itself tries to fill the gaps that occur, including the last research that specifically discussed emotional exhaustion was 22 years ago, namely Emotional dissonance in organizations: antecedents, consequences, and moderators by Abraham (1998), Antecedent and response focused emotion regulation: divergent consequences for experience, expression, and physiology by Gross (1998) and Emotional labor as a potential source of job stress by Adelman (1995). No previous research has focused on its relationship with career development, which is now important, especially post-pandemic, many people work harder to get the same results before the pandemic and emotional exhaustion is experienced by many Generation Z and Millennials today. Some sources say this is caused by Generation Z and Millennials who are used to something instant.

Method

The research used in this study is a quantitative approach. This study aims to determine whether there is an effect of emotional exhaustion on career development. In this study, two variables were used, namely Emotional Burnout as the independent variable and Career Development as the dependent variable. Emotional Burnout (variable X) is an emotional state

WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

that occurs continuously which results in psychological (soul) tension due to pressure from work. Career development (variable Y) is defined as “an ongoing, formalized effort by an organization that focuses on developing and enriching the organization's human resources in light of both the employees' and the organization's needs.

By definition of Boyko, emotional burnout is a psychological defense mechanism in the form of full or partial shutdown of emotion in response to stressful influences (Tukaev et al. 2013). This stereotype gained emotional, often professional conduct is a manifestation of personality professional deformation. Boyko considers emotional burnout as a dynamic process that occurs in stages in accordance with the mechanism of stress. There exist 3 phases: anxiety stress, exhaustion and Resistance. Emotional exhaustion is measured using several indicators including anxiety stress, exhaustion and resistance. Anxiety stress was measured using 2 items, namely being angry for no reason and bored with the demands of work. Exhaustion is measured by being chased by time and feeling lazy to work when studying and feeling lost. Finally, Resistance is measured by not being able to carry out lectures while working and feeling low self-esteem.

Career development is defined as “an ongoing, formalized effort by an organization that focuses on developing and enriching the organization's human resources in light of both the employees' and the organization's needs” (Ehido et al. 2020). Career development can help reduce cost expended on recruiting and training new employees in organizations. In similar direction, Byars & Rue (2004) identify the following major objectives of career development: “(i) to meet the immediate and future human resource needs of the organization on a timely basis; (ii) to better inform the organization and the individual about potential career paths within the organization; and (iii) to utilize existing human resource programs to the fullest by integrating the activities that select, assign, develop, and manage individual careers with the organizations' plans (Osibanjo, Oyewunmi, and Ojo 2014). “The underlying theories of career development provide assumptions about factors involved in vocational development. They provide platform in which various tasks that will fast track the development of one' career a reality. Some of these variables include; skills, experience, promotion, values, recognition and reward.

Career development is measured using several indicators, namely skills, experience, promotion, values, recognition and reward. Skills are measured using career ease and potential for achievement, promotion is measured using career opportunities and promotion to a higher position, values are measured using a wider network of friends and rewards are measured using reduced work saturation.

The sampling technique used in this study using non-probability sampling is a sampling technique that does not provide equal opportunities/opportunities for each element or member of the population to be selected as samples. Purposive sampling is used, which is a technique to determine the sample with certain considerations. Sampling determined by

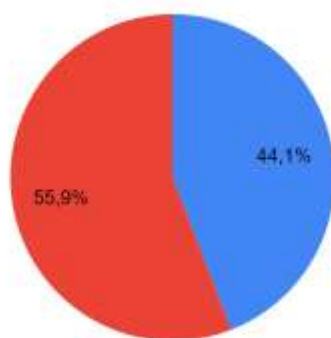
WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

certain considerations are certain characteristics, in order to support the research objectives, including working part-time, having a week off work, and still actively studying.

In this study, samples were taken of 34 out of 970. The population of all active students of the Faculty of Economics and Business Management Study Program at the Asian Institute of Technology and Business Malang who are working and studying simultaneously since the last 5 years and at least in 2022 are still actively working. Data collection techniques used in this study were using questionnaires and interviews. This study used an instrument in the form of a questionnaire with a Likert scale of 1-5. On this scale there are five choices of answers to the existing statements, namely: Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). The data analysis technique used in this research is a simple linear regression analysis technique.

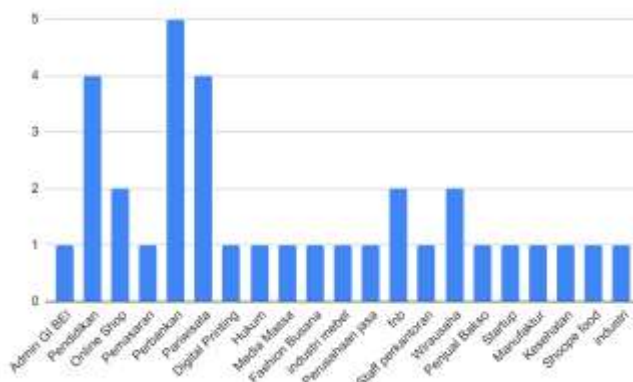
Result

Figure 1 Respondent Gender



There are more women than men enrolled in the Business Management Study Program in the Faculty of Economics and Business at the Asian Institute of Technology, which accounts for 55.9% of the total student body. This is due to the fact that the Management Study Program mostly attracts students of the female gender; hence, it is only logical that the working students be predominantly composed of women.

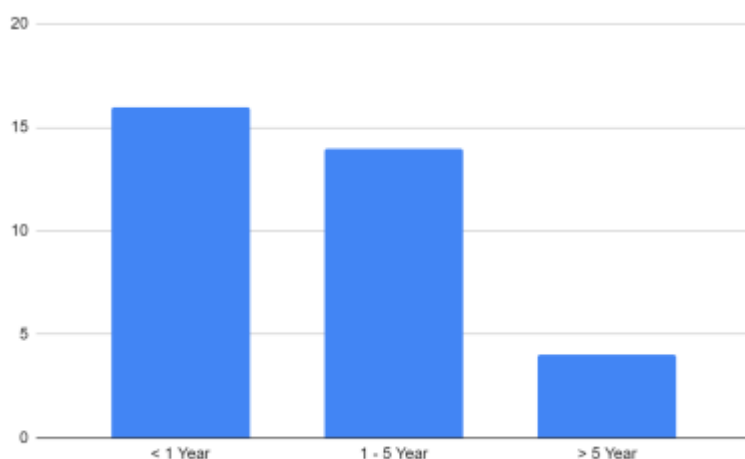
Figure 2 Respondent's Job Category



WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

The banking category represented the vast majority of respondents in our study. This demonstrates that students who are enrolled in the Faculty of Economics and Business Management Study Program at the Institute of Technology and Business Asia Malang are employed in the banking industry. This most likely occurred as a result of the fact that, during the epidemic, a large number of students looked for work outside of college in order to make the most of the time and chances available to find a job, where they could also finance continued lectures.

Figure 3 Respondents Working Period



Less than a year's worth of job experience predominated among the respondents in this study. This makes sense given the limited number of professions that can be obtained without a college degree, especially for those who are actively employed while also pursuing their education.

WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

Table 1 Respondent's Answer

Item	%				
	1	2	3	4	5
Emotional Burnout					
Being Angry For No Reason	24%	26%	24%	15%	12%
Bored With The Demands Of Work	26%	24%	35%	12%	3%
Being Chased By Time	6%	15%	15%	24%	41%
Feeling Lazy To Work When Studying	24%	35%	26%	9%	6%
Feeling Lost	35%	29%	24%	6%	6%
Not Being Able To Carry Out Lectures While Working	35%	29%	26%	3%	6%
Feeling Low Self-Esteem	41%	12%	38%	9%	0%
Career Development					
Career Ease	6%	6%	15%	32%	41%
Potential For Achievement	6%	9%	21%	29%	35%
Clear Career Development	3%	15%	12%	29%	41%
Career Opportunities	0%	21%	26%	35%	18%
Promotion To A Higher Position	6%	9%	38%	18%	29%
Wider Network Of Friends	6%	15%	15%	29%	35%
Reduced Work Saturation	3%	12%	38%	12%	35%

For the emotional fatigue variable, respondents do not suffer anxiety stress because the item being furious for no reason is dominated by opposing replies. Although there are some replies that agree. As a result, it is clear that despite the stresses of work and school, responders maintain emotional control. Furthermore, for items bored with current job expectations, the replies were dominated by disagreeing. This is because the majority of responders seem to have no other alternative so that being bored with the demands of work is not something that should be given an option because it has become an obligation. In addition, college fees are the fundamental reason why work demands become a huge obligation. Although there are some people that said agree to this. This conflict most likely arose because some people felt stuck in their employment due to a lack of education and were unwilling to compromise in order to advance. For tiredness, respondents do feel that they are being chased by time while studying while working. This is because the variety of tasks means that working hours may be interrupted over the academic year. To feel lethargic to work while studying while working, the majority are dominated by disagreeing solutions.

This demonstrates that, despite having full-time jobs, respondents are still dedicated to furthering their education and have a strong desire to learn. The last is feeling lost when studying while working is dominated by condemning answers. This is because respondents feel that college is truly one of the triggers of enthusiasm because higher education opens up more prospects in the job with a higher level of education in the future. For resistance, the

WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

item feels unable to carry out lectures while working, dominated by opposing answers since respondents feel they are able to study while working, while they have also committed to strengthening their hard skills. Following that, there are a lot of conflicting opinions on the topic of having low self-worth when juggling school and job. This demonstrates that students who work while also attending school have a greater sense of accomplishment than their counterparts who study in a purely theoretical environment since they have already put their theoretical knowledge into practice.

Competencies, promotions, values, and financial compensation are only few of the metrics used to evaluate success in the workplace. To the question about how simple it is to advance in one's chosen field, the answer is unquestionably yes. This is due to the fact that respondents believe a college degree will help them advance in their current positions. Not only that, but a high degree of agreement also seems to predict greater success. This is because better education will make it easier for responders to flourish in their particular careers. For unambiguous career development topics, the answer is strongly agree. This is due to the increased availability of employment options for those with a greater level of education. Career opportunities items are dominated by agree replies. This is because the career progression of respondents is obvious if they have higher education. Item advancement to a higher position is dominated by neutral answers. The respondents' wide range of occupations makes them anticipate a wide range of circumstances in which they would be promoted. When polling a larger group of people, the answer that tends to win out is "strongly agree." This is because respondents feel that their network of friends will be wider when they have a greater degree of education. Responses on the lowered work saturation items tended to be neutral. This is because respondents feel that work saturation is not mitigated by the existence of a greater degree of education.

Table 2 Statistical Results

R Square	0,04
Adjusted R Square	0,01
Standard Error	6,33

Google Sheets computations showed that the variable utilized in this study, emotional fatigue, only explained 4% of the variation in professional advancement. But when looking at the Adjusted R Square, emotional exhaustion can only explain the career progression problem by 1%. The standard error of this particular test result is 6.33.

Table 3 ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	50,97232622	50,97232622	1,271767516	0,2678202801
Residual	32	1282,557086	40,07990892		
Total	33	1333,529412			

WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

Total n-1 degrees of freedom; in this case, 33 (n=34-1). Since there is only one independent variable in this analysis, emotional exhaustion, the degree of freedom of the regression model is 1. After subtracting one from 33, the residuals have 32 degrees of freedom. The sum of squares (SS) is calculated by subtracting the average value of emotional burnout from the sum of squares of the forecasts of the dependent variable, here, professional advancement. Total SS = 1333; the corresponding figure for the square of the variance in professional advancement is 1333. Then there's the fact that emotional exhaustion is a partial cause of career advancement fluctuations, at 50.97, with the remaining 49.03 attributable to other variables that affect emotional burnout but aren't accounted for in the model.

Table 4 Regression

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	22,28006072	3,571949287	6,237507571	0,000
X Variable 1	0,2167407568	0,1921926263	1,127726703	0,000

This study's findings from a linear regression analysis show that emotional fatigue significantly affects professional advancement. Students in the Management Study Program at the Asian Institute of Technology and Business in Malang were found to be significantly more likely to report experiencing emotional weariness than those in the other programs. Testing the hypothesis with a straightforward linear regression analysis method yields an R-value of 0.04, with an R-squared value of 0.01. The R value reveals a 0.04 (or 4%) association between emotional weariness and learning behavior, while the R Squared value suggests that the emotional fatigue variable contributes 0.01 (or 1%) to professional growth. The remaining 0.99 or 99% is affected by variables the researcher did not account for.

Discussion

Researchers in the fields of psychology, medicine, human resource management, and education, among others, have been studying burnout syndrome for decades (Bolger et al. 1989, 1989; Göldağ 2022; Kryshantovych et al. 2022; Magnavita et al. 2021; Omotayo et al. 2014; Pearlin 1989; Rybinska et al. 2022; Tukaev et al. 2013). Those in the helping professions were wrongly singled out as the only ones susceptible to burnout at first.

Workers in helping professions identified emotional exhaustion, depersonalization, and decreased personal success as the primary symptoms of burnout. Apathy and lack of motivation are signs of emotional exhaustion. Negative interactions with others are fostered when one is emotionally distant and apathetic, and when one goes through the motions at work without putting one's heart into it. In contrast, the results of this study suggest that students who work concurrently are better able to manage negative emotions, perhaps because they are more accustomed to dealing with situations and settings that demand their whole attention. between two different environments, employment and school.

WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

If an employee's professional fortunes start to drop, he is less likely to feel satisfied with who he is as a person and in his work (Zhigulina and Kononov 2021). Burnout syndrome is characterized by "vital instability," which manifests itself through feelings of despondency, depression, elation, anxiety, hopelessness, and impatience. Burnout syndrome increases one's vulnerability to suicide in addition to its poor effects on health, happiness, and the ability to meet one's professional responsibilities. Since then, the number of high-stress occupations has grown. All occupations that require regular interaction with the general public as part of their job description fall under this category. Factors in one's personality, one's role, and one's organization can either enhance or lessen one's vulnerability to burnout syndrome, which has been the subject of a great deal of research. Overwork syndrome, which can accompany not only the performance of (nearly) any professional activity, but also any other work, such as homework, is what scientists believe causes burnout syndrome in humans. Academic or educational burnout is recognized in the scientific literature as a distinct form of emotional exhaustion experienced by students throughout the delivery of educational activities.

Student performance suffers and willingness to study is diminished when they experience academic burnout. In the context of the Management Study Program, however, students have reported a shift in their perspective on this type of exhaustion, reporting instead that they are more energized and motivated to achieve success in both their academic and professional endeavors when they have to do so simultaneously. We think it's important to learn more about burnout among working students, as they often experience role tension due to having to balance employment and school. Respondents seldom seem to realize that this is something that should be avoided, despite the fact that they are on a tight schedule and often have to catch up with the available time to finish work and lecture tasks simultaneously. Working students in all disciplines show signs of being overwhelmed by these two stresses. Previous research by the authors of this paper established a correlation between the amount of time spent juggling work and school and the severity of burnout symptoms.

Academic performance, study schedule, workload at work, and connections with professors were shown to be the most worrisome components of the "work - study" continuum for working students. The data suggests that as long as students and professors are able to effectively communicate with one another, as has been the case thus far, neither group has much to worry about. Stress and exhaustion can take a toll on a student's mental and physical health, leading to a decline in performance in school and possibly even an expulsion if it leads to a student's inability to function in the workplace. In addition, a working student's interpersonal relationship system will be disrupted by emotional burnout, leading to more disputes in their professional and academic settings and slower responses to their instructors' and employers' needs.

To us, full-time students are the most vulnerable to burnout syndrome since this form does not initially provide, but at the legislative level, there are no restrictions on carrying out professional activities while enrolled in school. Work-study imbalance is a major contributor

WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

to burnout syndrome, which manifests quickly in working students due to increasing physical and emotional exhaustion. As such, it is important to devise a model for assisting working students, one that incorporates a variety of organizational, educational, and psychological strategies for mitigating and avoiding the onset of emotional burnout.

Students are a group in society that obtains its status because of ties to universities, such as those at the Asian Institute of Technology and Business, Malang. Students are also prospective intellectuals or young intellectuals in a society. As students who gain a high level of knowledge, at this level they are considered to have physical maturity and broad thought development, so that with this added value they can have the awareness to determine their own attitude and be able to take responsibility for their attitudes and behavior.

A person's learning achievement is in accordance with the level of success of something in learning the subject matter expressed in the form of grades or report cards for each field of study after experiencing the teaching and learning process. A person's learning achievement can be known after an evaluation is held. The results of the evaluation can show the high or low learning achievement of a person. A learning achievement can be used as a source of pride and can even be used as some of the requirements contained in job vacancies, at least having taken an undergraduate degree with a fairly good GPA. The higher a person's education level, the more proud that person will be with the level of education he has.

Schaufeli (1998) claims that a number of factors contribute to the development of emotional weariness. The first source of stress is doing too much, or one's workload. The second is time pressure, which results from the stress an individual has as a result of the urgency with which his or her task must be completed (deadline). Third is a circumstance where there is no encouragement from friends and family to get things done (Lack of Social Support). Role stress (number four) occurs when an individual is bothered by professional ambiguity and disagreement on the job.

According to Goleman (2020), a person who has high self-control can regulate their impulses and repress their emotions, keep their cool when confronted with adversity, and concentrate on solving issues without getting distracted. The ability to maintain regular learning behavior and self-discipline, as well as the ability to channel emotional energy in a more productive direction, are all necessary for working students to continue to excel in the world of education. This is why working students with a high level of motivation/desire tend to be good at managing time and understanding themselves so that the routine between work and college can run in balance.

Conclusion

However, it is important to keep in mind that emotional burnout can only explain as much as 1% of the issues with career development, and that further research is needed to fine-tune career development in terms of involvement, type of employment, type of education taken, and expectation levels. by participants about matters pertaining to professional growth.

WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

Reference

- Abraham, Rebecca. 1998. "Emotional Dissonance in Organizations: A Conceptualization of Consequences, Mediators and Moderators." *Leadership & Organization Development Journal*.
- Adelmann, Pamela K. 1995. "Emotional Labor as a Potential Source of Job Stress."
- Artz, Benjamin, Ilker Kaya, and Ozgur Kaya. 2022. "Gender Role Perspectives and Job Burnout." *Review of Economics of the Household* 20(2):447–70.
- Bolger, Niall, Anita DeLongis, Ronald C. Kessler, and Elizabeth A. Schilling. 1989. "Effects of Daily Stress on Negative Mood." *Journal of Personality and Social Psychology* 57(5):808.
- Dickinson, Rebecca, Raissa Miller, and Eric T. Beeson. 2021. "Leveraging Neuroscience-Informed Resilience Principles to Support Clients' Career Decision-Making." *The Career Development Quarterly* 69(4):340–54.
- Ehido, Amauche, Zainudin Awang, Bahyah Abdul Halim, and Chukwuebuka Ibeabuchi. 2020. "Developing Items for Measuring Quality of Work Life among Malaysian Academics: An Exploratory Factor Analysis Procedure." *Humanities & Social Sciences Reviews, EISSN* 2395–6518.
- Göldağ, Battal. 2022. "An Investigation of the Relationship between University Students' Digital Burnout Levels and Perceived Stress Levels." *Journal of Learning and Teaching in Digital Age* 7(1):90–98.
- Goleman, Daniel. 2020. *Emotional Intelligence*. Bloomsbury Publishing.
- Gross, James J. 1998. "Antecedent-and Response-Focused Emotion Regulation: Divergent Consequences for Experience, Expression, and Physiology." *Journal of Personality and Social Psychology* 74(1):224.
- Hu, Yixin, Zhaoxiang Niu, Lejiao Dai, Rebecca Maguire, Zhaobiao Zong, Yu Hu, and Dawei Wang. 2020. "The Relationship between Sleep Pattern and Depression in Chinese Shift Workers: A Mediating Role of Emotional Exhaustion." *Australian Journal of Psychology* 72(1):68–81.
- Kryshtanovych, Myroslav, Liudmyla Akimova, Oleksandr Akimov, Oksana Parkhomenko-Kutsevil, and Azad Omarov. 2022. "Features of Creative Burnout among Educational Workers in Public Administration System." *Creativity Studies* 15(1):116–29.
- Liping, Guo, Huang Mingming, Shi Song, Bi Jili, Wang Yaqin, Liang Jinlong, Wang Yujie, and Sun Aiqin. 2022. "Latent Analysis of the Relationship between Burnout Experienced by Chinese Preschool Teachers and Their Professional Engagement and Career Development Aspirations." *Early Years* 1–15.
- Magnavita, Nicola, Paolo Maurizio Soave, and Massimo Antonelli. 2021. "Prolonged Stress Causes Depression in Frontline Workers Facing the COVID-19 Pandemic—a Repeated Cross-Sectional Study in a COVID-19 Hub-Hospital in Central Italy." *International Journal of Environmental Research and Public Health* 18(14):7316.
- Omotayo, Adewale, Adebukola Esther, and Stella Ibiyinka. 2014. "Career Development as a

WHAT ROLE DOES EMOTIONAL BURNOUT PLAY IN THE PROGRESS OF WORKING STUDENTS' PROFESSIONAL FUTURES?

- Determinant of Organizational Growth: Modelling the Relationship between These Constructs in the Nigerian Banking Industry." 3(7):10.
- Osibanjo, Adewale Omotayo, Adebukola Esther Oyewunmi, and Stella Ibiyinka Ojo. 2014. "Career Development as a Determinant of Organizational Growth: Modelling the Relationship between These Constructs in the Nigerian Banking Industry." *American International Journal of Social Science* 3(7):67–76.
- Pearlin, Leonard I. 1989. "The Sociological Study of Stress." *Journal of Health and Social Behavior* 241–56.
- Rybinska, Yuliia, Oleksandra Loshenko, Taisa Kyrlylenko, Veronika Kondratieva, Olha Serbova, and Oksana Stebaieva. 2022. "Comprehensive Psychological Analysis of The Features of Emotional Burnout Among IT Specialists: The Ukrainian Labor Market." *BRAIN. Broad Research in Artificial Intelligence and Neuroscience* 13(2):273–89.
- Tukaev, Sergii V., Tetiana V. Vasheka, and Olena M. Dolgova. 2013. "The Relationships between Emotional Burnout and Motivational, Semantic and Communicative Features of Psychology Students." *Procedia - Social and Behavioral Sciences* 82:553–56. doi: 10.1016/j.sbspro.2013.06.308.
- Zhigulina, M. A., and A. N. Kononov. 2021. "Professional Burnout as an Object of Research in Psychological Science." *The Bulletin of Irkutsk State University. «Geoarchaeology, Ethnology, and Anthropology Series»* (35):29–44.