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MARTIAL LAW AS A FACTOR IN THE PROFESSIONAL BURNOUT OF HIGHER EDUCATION TEACHERS

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Martial law means the need to restrict the rights and freedoms of citizens to win the war. It is also a factor that affects the workflow and psychological state of teachers. War is stress, a shift in the nervous system of any person, so it is definitely a difficult stage in the life of every teacher, since none of them has received training in working in war conditions. People do not understand the culture of safety, especially emotional and physical safety, and there is also a lack of understanding of the psychological aspect [1, p. 39].

Education in wartime is under maximum stress, as it is difficult to ensure its continuity and effectiveness. Educators are trying to digitize education at such a level that the communication between teachers and students (who are forced to live in different countries of the world, or under occupation and in controlled territories, serve in the army, territorial defense, volunteer, etc. The programs are also being improved every time, and the materials provided are as clear as possible, filled with only theoretical and practical content, for the sake of more productive self-study of the students. Despite the martial law, it is necessary to meet the



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requirements and standards of education and accreditation in full. In times of war, layoffs increase, inflation rises, and this has a direct negative impact on teachers. Despite a number of these stressful factors, academic staff should follow the implementation of the higher education system in the higher education institutions (HEIs). These include the introduction and practical application of a competency-based approach, increased requirements for accreditation, licensing, increased workload of teachers, increased requirements for research and educational work with students, mastering the basics of distance learning, writing teaching materials according to new requirements, and a new assessment system in higher education.

The above calls for a discussion of the issue of preventing professional burnout in academic staff under martial law. Undoubtedly, all manifestations of professional burnout in teachers are detailed and substantiated in the specialized literature. There are many definitions of the term "burnout. The burnout syndrome manifests itself in the form of growing indifference to one's duties at work, dehumanization in the form of growing negativism towards both students and colleagues, a sense of professional incompetence, job dissatisfaction, depersonalization, and ultimately a sharp deterioration in the quality of life. In the future, neurotic disorders and psychosomatic diseases may develop [2, p. 65].

The professional burnout of academic staff can be distinguished by five criteria:

1. They have a different content of work than other employees in the entire field of social and behavioral sciences, as they need constant self-education, organizational and methodological work - while other employees have only methodological work. This requires responsibility, leadership, creativity, and proper self-esteem. But the scientific function is possible only if the nervous system is calm, the daily routine is comfortable and the emotions are balanced, which most teachers do not have, since every sixth person in Ukraine is an IDP today. There are no safe places in Ukraine today, only more or less safe ones. All displaced persons have psychological traumas of varying severity, and emotional freezing and blocking of instincts and reflexes by the brain do not contribute to scientific and cognitive processes. This means that everyone who has experienced stress as a result of the war needs psychological help. And the sooner it is provided, the less negative consequences it will have on a person's future. Moreover, it is difficult to distinguish between burnout and fatigue due to exhaustion under fire. You need to first get rid of psychological trauma and prolonged stress. Then you need to prevent burnout.

2. The peculiarity of scientific and pedagogical workers is communication at different levels with adults: pupils, students, colleagues, administration, which

requires communication skills. Moreover, in this communication, a research and teaching staff member occupies different positions and performs different roles: consultant, mentor, teacher, assistant, advocate, counselor, facilitator, etc., i.e., they must move away from unquestioning leadership and move to subject-subject communication in different styles depending on the situation. Not every teacher is able and willing to do this, and taking a more superior position with students and colleagues can lead to conflict. Not everyone today is ready to be obedient students for teachers (according to the theory of transactional analysis). Especially when they are people with traumatic experiences from the war zone. Therefore, the severity of conflicts can be greater. When you are a leader in the classroom, you need to talk democratically and on equal terms, managing the cognitive activity of students, their mental activity so that they do not feel it, playing themselves in the same classroom in wartime, which is not what we were trained to do. Of course, teachers are people too, they can be afraid, make mistakes, etc. That's why we need supervision of their work and help from psychologists to prevent burnout.

3. Teaching requires movement in space: across buildings, branches in different weather and in limited time, which leads to irritability and somatic diseases, anxiety, dependence on transport, time constraints, etc. Teachers' work schedule is unlimited, often working on weekends, during the arrival of part-time students, in the evenings when everyone has already worked, in the summer - the admission committee and recall from vacation. This leads to conflicts in the family - the reasons are irregular working hours, inconsistency of plans for spending free time with the family, conflicts with colleagues - who goes where and how often and how they work. If we add online learning in wartime, on the one hand, it alleviates these issues, and on the other hand, it imposes requirements on all teachers to master digital pedagogical competencies. In wartime, this also causes nervousness and irritation, overload.

4. Scientific creativity, which the teacher must engage in and be accountable for, is combined with a significant classroom load and educational work with students. Even online. Whereas creativity requires time off work, light, the Internet, the desire to create and inspiration. All this leads to the desire to do everything in time, which is not possible and systematic, and thus to anxiety, irritability, lack of sleep, etc. It is necessary to set accents, prioritize and apply time management.

5. A large number of classroom hours of a teacher's workload require qualitatively different preparation for classes and the development of new teaching and learning materials using new information and communication technologies that no one teaches, and the presence of foreign students also requires translation, at their own expense, of these materials, tickets, questions, etc. While the material base of higher education institutions is slowly improving and the workload is

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increasing, there is a problem of lack of time for such preparation and dissatisfaction with this amount of work. A teacher, unlike other employees, has to compete for a position every year and has to prepare for this, which is nerve-racking - they are chosen by colleagues with whom they work together in the face of layoffs, travel, and work assignments. People do not always pass the competition and are retained in their positions, or they pass, but with conflicts. But there are also accreditation and licensing requirements that have not been canceled, and this work also needs to be done. It requires time, money, nerves, and inspiration.

This is difficult in wartime, when there is anxiety about the fate of the country, family and homeland. Emotions interfere with rational thinking. It should be noted that during wartime, almost everyone spends their vacation at home or in the country, which is not conducive to a change of scenery and a switch from problems and daily life to rest. And the workload on the teacher is increased. Add to this volunteer and social activities, worries about victory, relatives and friends at war, changes in status - IDP, refugee, financial situation, etc. In our opinion, the peculiarities of professional burnout of academic staff are the multifactorial nature and diversity of professional and pedagogical activities: it affects the quality of life of the teacher in general. By quality of life, we understand a complex system of factors: physical health, emotional health (e.g., satisfaction, self-esteem, happiness), material well-being, work, creativity, relationships with loved ones, security, direct involvement in a particular society - they reflect the needs of the individual. In the case of a research and teaching staff member's professional burnout, there is a threat to the entire quality of their life. Therefore, burnout prevention should be carried out in all its directions and by joint efforts, eliminating all the causes. All of this suggests that there are peculiarities of professional burnout of academic staff caused by modern requirements of education, the activities of academic staff, and martial law. They are external (social) and internal (educational).

The reasons for the professional burnout of teachers today are: wartime and its restrictions on human rights, which reflect the basic human needs, lack of skills to work in wartime with its workload and restrictions, the fact that educational institutions become centers of social assistance in the community during the war, and their employees begin to perform new functions, while no one has canceled the old ones, anxiety, material, personal, professional issues, lack of time, space, instability of the situation at work and in the country, the need to communicate with a much larger number of people, and the need to improve the quality of life. These issues should be the basis for a system of prevention of professional burnout of academic staff. It should be aimed both at eliminating the causes of burnout and changing attitudes toward them, and at improving the quality of life. Of course, we

must first start with the causes of burnout. In our case, this is prolonged stress due to the uncertainty of the situation and anxiety, fear and other negative emotions that are characteristic of war and overload of emotional, intellectual, physical, etc.

Prevention of professional burnout as prevention and limitation of the 3 components of its structure should include increasing the positive at work, creating a comfortable psychological environment, increasing the subjectivity of the scientist in the life of the institution, forming his/her adequate self-esteem, positive perception of oneself in professional activities, feeling the reality of oneself in the physical dimension, preserving value connections for a person at work and at home, in the social environment, increasing efficiency [4, p.36]. It should be noted that while psychologists have learned to treat the emotional component, depersonalization is difficult to diagnose and treat. We can identify the following areas of prevention of professional burnout, which should be used in the context of martial law in higher education institutions, taking into account the complexity of this phenomenon:

- a) maintaining one's health, taking care of the body;
- b) alternating physical activity and mental work (sports clubs, swimming pool, hiking, etc.);
- c) maintaining habits of peaceful life: good nutrition, daily routine, sleep and rest, hygiene, personal care, etc., which are important external conditions for overcoming the effects of stress due to war;
- d) periodic attendance of cultural events with strong positive emotions and impressions, watching movies, performances, concerts, even online;
- e) use of various incentives in work, demonstration of achievements of the HEI and teachers to the staff;
- f) formation of a culture of safety for all employees;
- g) ensuring the emotional safety of teachers in education through adherence to the code of ethics of a scientist, culture of communication, culture of scientific work, respect for each person, academic integrity, etc;
- h) excursions, offsite conferences, internships, professional communication for the purpose of sharing experiences, professional development and positive impressions, even online;
- i) interdepartmental seminars; g) work of the psychological service in the HEI;
- j) traditions and innovations in the departmental life as preservation of a peaceful way of life and adaptation to military conditions; i) mentoring and assistance;
- k) presentation of literature published by members of the department;
- l) mastering and applying time management at work and in life, and scientific organization of work, developing an individual style of scientific activity;
- m) support for families and the usual family lifestyle, etc.

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That is, we are talking about a system of support for a person in professional life in a higher education institution, even in conditions of war and displacement, team building and creating conditions for maintaining the quality of life. Support involves help from the outside so that a person can perform their professional functions through motivation and artificially created external conditions for a person's comfort at work. This is how stress is overcome - there is something comfortable, unchanged, even though everything around you is changing dramatically. For example, the daily routine, hot meals, clean linen, bedding, hygiene and cleanliness habits, sleep and rest regimen, etc. remain the same. At the same time, a person should understand that he or she must take care of the prevention of this phenomenon, know its symptoms, diagnose them and respond to them in a timely manner with self-help - switching to other activities in life, positive emotions, various social connections, physical culture and sports, participation in the life of family and friends, in the cultural life of the community, amateur activities, etc. It should be noted that scientific activity is logical and unemotional, so increasing attention to positive emotions around us is a step towards preventing professional burnout. This includes attention to color in the home, clothes, aesthetics of everyday life, universal design, which is comfortable for everyone, not only people with special needs and disabilities, ergonomics at work and at home to reduce efforts to solve problems and meet needs and free up time for positive things in life, etc.

Speaking about the theory of resilience, it involves relying on a person's strengths to overcome stress. Everyone needs to know what their strengths are and how to use them to prevent burnout for every academic staff member. Self-diagnosis and individual prevention based on a conscious approach are effective means of self-help in this matter. However, it should be noted that no matter how strong a person is, he or she also needs support, help from the outside, rest and positive emotions that will switch from the negative and provide a resource for further work.

In wartime, patriotic events and volunteer activities are important as a source of unity, support, and assistance. Therefore, patriotic education activities are needed not only for students and pupils, but also for teachers and professors. Resilience is important, first of all, for emotional well-being through creating situations of success and experiencing them by a person - his or her efforts and work on oneself have led to a certain result, preferably not only subjectively significant, but also socially significant and socially recognized, a scientist must be able to prove his or her point of view and present it, properly document the results of his or her scientific work, be confident in his or her theory. But self-confidence must be combined with taking into account existing views, analyzing them and

using them to confirm or refute one's position. That is, you need to trust yourself, but also check the validity of your own thoughts to form an adequate self-assessment of your actions.

Resilience implies conscious reliance on experience-tested research methods, individual style of teaching and research, pedagogical skills, etc. The strengths of a person are also the peculiarities of his or her cognitive processes, abilities, competencies, strong character, stress resistance, willpower, realized activity, etc. The ability to build a creative process on your own is important in terms of resilience, when you have to prove and defend your opinion and a new way of solving a problem. And the presence of a friendly democratic atmosphere for new thoughts, combined with the action of external frameworks - the code of ethics of a scientist in a higher education institution, the commission on academic integrity, etc. will contribute to the pluralism of opinions, rather than their suppression and the underestimation or overestimation of self-esteem in individuals [3, p. 25]. The strengths of an individual in the scientific community are the possession of critical thinking and creative thinking at the same time, the ability to make decisions, manage one's condition and influence others, which are life skills. That is, social competence creates conditions for scientific activity and prevention of professional burnout. It also provides social connections and communication, which is important for the prevention of professional burnout. This is important because serious scientists, as a rule, often live among their ideas and are poorly adapted to ordinary life. Regarding stress resistance. It is an extremely important personality trait that helps to withstand stress for a long time and remain in working condition, efficient. It should not be confused with the "freezing" of emotions under stress, when a person restricts his or her emotions due to a large number of negative events in life and acts like a zombie. There is also the rigidity of emotions that is associated with organic damage caused by a disaster. This is not related to burnout prevention and stress resistance. Emotions in general are an extraordinary decoration of human life in different colors, and to get rid of them is to deprive oneself of many positive things in life.

People live for the sake of emotions, which accompany us in life and make life meaningful. Stress tolerance implies that a person has emotions and manages them and his or her state under the influence of stress. Let's recall pedagogical technique as a component of pedagogical skill in this aspect. And we can use manuals on pedagogical skills to develop self-management as a way to prevent professional burnout and build stress resistance. It should be noted that all wartime circumstances are new to a person and they need time to form a new dynamic stereotype as the basis for a new behavioral habit. At least 21 days [3, p. 399]. This means that stress resistance cannot be formed in 1 day, it takes time and

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experience. At the same time, stress resistance means a person's resistance to stress - both through mobilization of the body, reliance on one's strengths, and willpower, character, personality activity, and subjectivity in one's own life and professional activities. Stress resistance is formed through training and exercises to overcome stress and counteract its destructive effects. It should be noted that the formation of stress resistance is not a one-time phenomenon; it is impossible to train skills without forming a conscious experience of behavior, willpower, and character.

A person with scientific and creative potential can counteract stress and develop their own stress resistance. Moreover, they can transfer these skills to overcome stress, accelerate the formation of stress resistance and improve the prevention of burnout in their students. After all, teacher-scientists are leaders in a certain environment. But whatever the external circumstances, stress factors, and how many of them there are, it is the reaction of the human brain to reflect them in various forms based on their individual experience that is important. So, each person reacts differently to stress due to the strength or weakness of the nervous system and due to their own subjective experience that they already have. But experience can be gained after motivation and explanations, exercises, and practice. This all means, first of all, separate training in balanced behavior under the influence of stressful factors for women and men, because women have a weaker and more mobile nervous system. And they need to be taught the same things as men, but in different ways.

These are gender differences that need to be taken into account when building stress resistance. Even the reaction to stress is different for women and men - some cry, others remain silent or have a heart attack. Therefore, you need to be able to get rid of the effects of stress, relax, which everyone does in their own way, in their favorite way, and it is also important to control your reaction to stress. Stress relievers include art, sports, communication, nature, physical labor, and religion. Everyone has their own way of relieving stress that suits them best. Therefore, you need to decide on this remedy, or preferably several, and apply them in your daily life and at work.

A socially competent person with life skills is more stress-resistant than someone who does not have these skills, because these skills, although they were developed in peacetime, allow them to be transferred to new conditions, such as wartime. Thus, these skills help a person to prevent professional burnout as a result of having similar behavioral experience and habits on this basis [2, p.72]. Today, educational institutions must ensure the physical and emotional safety of not only children, but also teachers and researchers, parents of children, and their psychological protection, which means creating a culture of safety and the ability



to manage their state. Balance and prudence are a prerequisite for the prevention of anxiety and phobias. Thus, we can talk about teaching teachers how to behave under the influence of various stressors as social hardening and creating conditions for emotional safety and psychological protection of a person, preventing emotional burnout. The website of the Ministry of Emergency Situations has a lot of material on behavior during shelling, emergencies, etc. YouTube has a lot of videos and tips about such situations.

In peacetime, we would need civilian security, a school of survival for the entire population, and in wartime, we would need to quickly learn the rules of behavior and develop a culture of safety and stress resistance. Thus, the prevention of professional burnout in academic staff in wartime includes such areas as support, assistance and self-help of physical, emotional and social health, overcoming problems; combination of external artificially created positive conditions for the prevention of burnout with work on oneself; reliance on strengths in a person as the basis for resisting stress and solving problems; time management, scientific organization of work to save time and preserve strength and resource status; stress resistance training; formation of life skills and willpower in teachers; dosed social hardening by the method of social tests and social vaccinations; maintenance of habits, etc.

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