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## Assessing the impact of anxiety and aggression on the level of emotional burnout in helping professionals

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**Abstract.** In a context of increasing social tension, professional uncertainty, and emotional overload, the problem of emotional burnout is becoming especially pressing, especially in helping and socio-economic professions. We examined emotional burnout as a multifactorial process, in the development of which the individual and typological characteristics of the professional play a significant role. The methods of N.E. Vodopyanova, E.S. Starchenkova ("Professional (emotional) burnout"), V.V. Boyko ("Diagnostics of the level of emotional burnout"), as well as the methodological approach of L.N. Sobchik were used. In this study, the influence of anxiety and aggression on emotional burnout is analyzed within the context of examining individual typological personality traits as factors in its formation. The theoretical and methodological basis of the study was L.N. Sobchik's theory of leading tendencies, according to which eight basic personality characteristics form four pairs of polar properties: introversion/extroversion, spontaneity/sensitivity, aggressiveness/anxiety, and rigidity/lability. This article focuses on the analysis of one of these polar pairs—aggression and anxiety—as significant intrapersonal predictors of emotional burnout. This pair was chosen due to its key role in regulating emotional states, interpersonal interactions, and stress resilience in helping professionals. The result of the experiment was a direct positive correlation between the indicators of aggressiveness/anxiety and the severity of the indicators of the subfactors of emotional burnout. Another result of the study should be called the principle of taking into account the individual-typological characteristics of the personality and the need to compile his psychological profile at the first stage of psychotherapy in the implementation of the request for restoration of motivation for professional activity. The latter, in our opinion, will ensure a comprehensive and personal approach in psychocorrectional work with BS.

**Keywords:** Personal aggressiveness, anxiety, subfactors of emotional burnout, socio-economic professions, depersonalization, personal detachment, autonomic reaction.

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## Introduction

With the intensification of professional activity among specialists in socio-economic professions, characterized by a high degree of emotional involvement, interpersonal interaction, and responsibility for the psychological well-being of others, the problem of burnout is becoming especially pressing. Modern socio-economic and organizational working conditions contribute to the growth of chronic professional stress, which, in turn, increases the risk of developing burnout syndrome, which negatively impacts both a specialist's professional effectiveness and their mental health.

Despite the significant number of studies devoted to the phenomenology and factors of mental burnout, the scientific literature remains insufficiently developed on the issue of the role of individual-typological personality traits, temperament accentuations, and character accentuations in the formation of various levels of severity of this syndrome. In a number of works, the personal determinants of burnout are considered fragmentarily, without taking into account their systemic organization and polar structure, which complicates a holistic understanding of the intrapersonal mechanisms of resilience or vulnerability of a specialist to professional stress.

The aim of this study is to examine the severity of the structural components and symptoms of burnout syndrome in relation to the level of expression of individual typological characteristics, temperamental accentuations, and character accentuations in specialists in socio-economic professions. This article focuses on the analysis of one of the polar pairs of basic personality characteristics—aggressiveness and anxiety—as significant intrapersonal predictors of emotional burnout. The choice of this pair was motivated by its key role in regulating emotional tension, the characteristics of experiencing professional stress, and the nature of responses to frustrating and conflicting situations. The theoretical and methodological basis of the study was L.N. Sobchik's theory of leading tendencies, according to which eight basic personality characteristics form four pairs of polar properties: introversion/extroversion, spontaneity/sensitivity, aggressiveness/anxiety, and rigidity/lability.

Within the framework of this approach, aggressiveness and anxiety are considered as opposite in direction, but interrelated personality tendencies that determine the specificity of emotional response and adaptive capabilities of the individual under conditions of professional stress, which makes their analysis particularly significant for understanding the mechanisms of the formation of burnout syndrome.

The scientific novelty of the presented study lies in its comprehensive analysis of aggression and anxiety as intrapersonal psychological determinants of emotional burnout in specialists in helping professions. Unlike existing studies, the study provides a differentiated assessment of the influence of these emotional states on the structural components of emotional burnout, which allows us to deepen our understanding of the psychological mechanisms of its formation and identify areas for targeted prevention and psychological support of professional activities.

According to the findings of our studies carried out between 2019 and 2024, adopting other scholars' methodological approaches, we have laid down the key tenets for the description of mental (emotional) burnout (MEB). To begin with, MEB may be considered a group of symptoms and may develop in the course of one's activity. It is characterized by a reduction in intrinsic motivation to engage in professional behavior and an emotional, physical and cognitive depletion.

A classic symptom of emotional burnout is a prolonged and increasingly negative attitude toward work. In the absence of specialist psychological intervention, these experiences result in the erosion of emotional balance, depersonalization, and lowered functioning as members of the professional-student/patient relationship. Burnout is individualized, as is the intensity and combination of each item. To this end, N. Vodopyanova and A. Rukovishnikov (2014) argue that burnout should be analyzed by examining structural–resultative and process–dynamic models. An approach such as this can serve to predict if and how burnout will develop, so that the behavior can be altered based on the analysis of its structural elements and symptoms. While burnout is not always exclusively linked to work, the prevalence in employment has been best explored throughout. And, perhaps, it has something to do with the ease with which people find psychological services in professional environments, as well as the special interest of psychology as a science in phenomena pertaining to professional growth. The first studies about social psychology also focused mostly on the professional world. These findings will pave the way for future studies of burnout to broaden the general understanding of burnout even further. In this sense, emotional burnout is essentially a type of personal disintegration that can show up in various domains in life. While in the professional context it can be seen as professional deterioration, in other domains, alternative definitions may be more appropriate. N. Vodopyanova notes that workload imbalance and limited resources (i.e., lack of time) may be one of the underlying causes. Other scholars, such as A. Soloviev and C. Maslach (2008), cited communicative overload as significant, such as Jackson, Leiter, I. Novikova and P. Sidorov. A. Griffiths and T. Cox indicate motivation issues, workplace challenges, and poor adaptive coping. A. Pines stresses the restriction of autonomy, namely, the lack of autonomy and the presence of objective restrictions on decision-making. Emotional instability: A further key factor added by N. Vodopyanova, I. Hardy, A. Pines, among others. V. Kovalchuk and C. Maslach have supported empirical data from researchers: burnout could be generated by the external locus of control, low self-esteem, and passivity in decision making in conjunction with it. Other academics have also highlighted dissatisfaction with self-realization and the existence of gender-role stereotypes that stifle women’s professional prospects and rights in other areas of life. The other considerations encompass strict time constraints, access to opportunities to improve professionally as well as lack of manager’s support for employees’ personal development programs. These sorts of empirical indicators and empirical contributors indicate that burnout is highly correlated with personal characteristics of individuals. In the event of identical work conditions, one person may easily overlook the negative elements that are harmful or overwhelming; another person could easily experience this at once. Mental burnout should therefore be a multifaceted construct including a stable set of interrelated symptoms, which are, psychosomatic manifestations, affective disturbances, cognitive impairments, motivational decline, behavioral changes, and social-psychological difficulties. Others find that those at risk of burnout tend to relieve emotional distress by alcohol or using other psychoactive substances.

### **Research aim and objectives**

This study sought to determine the correlation between aggression and anxiety and the structural and clinical components and symptoms of emotional burnout in helping professionals. This article discusses interpersonal aggression/anxiety with subfactors and signs of burnout.

The application of the numerical and statistical approaches allowed a number of markers of diminished personal accomplishment, emotional exhaustion, depersonalization, and burnout symptoms to be connected with individual typological characteristics.

### **Research methods**

The study participants were drawn from a sample of sixty of the helping professions in the city of Shymkent. The participants were teachers, educators, medical personnel, and active psychologists. All respondents had degrees in higher education. An equal number of male and female respondents (aged between 32 and 56 years) were interviewed. Notably, the general population of the respondents was constructed based on random sampling. This methodology guaranteed the representativeness of the sample. All participants received identical research instruments. The empirical analysis involved the use of the methods below:

1. N. Vodopyanova and E. Starchenkova's modified questionnaire "Professional (Emotional) Burnout", derived from the three-factor model of burnout developed by C. Maslach and S. Jackson.

2. V. Boyko's questionnaire "Diagnosis of the Level of Emotional Burnout."

3. L. Sobchik's "ITO" methodology.

4. Quantitative and Statistical Evaluation of the Results using Descriptive statistics, computing mean values and Spearman's rank correlation coefficient (IBM SPSS Statistics 23.0).

#### **Results and discussions**

In the first stage, burnout diagnostics were performed according to V. Boyko's questionnaire "Diagnosis of the Level of Emotional Burnout". It indicated that only 7 percent of the participants showed no signs of psychological burnout, whilst 96 percent showed symptoms of burnout to different degrees. According to V. Boyko's diagnostic method, 37% of participants reached or were close to the tension phase, 73% the resistance phase, and 56% the exhaustion phase. This finding indicates that active employees suffer from complex psycho-emotional conditions that negatively affect productivity as well as social relations and personal situations.

According to the experiment logic, descriptive statistics were performed to estimate standard deviations and overall values in the Depersonalization, Reduction of Personal Accomplishment, and Emotional Exhaustion scales (N.E. Vodopyanova, E.S. Starchenkova, "Professional (emotional) burnout").

Aggression and Anxiety. Aggression is considered a stable trait of an individual that is characterized by an inclination to harm others in achieving one's goals. It reflects inner attitudes and external influences. Aggressive behavior more often than not involves rebellion against existing moral norms and social codes. In classical psychoanalysis, S. Freud saw aggression as being part of the death instinct directed outward. But scholars such as E. Fromm distinguished between destructive and constructive (or "benign") aggression. Constructive aggression goes hand in hand with willpower, heroism, and a sense of justice.

A normal amount of aggression implies an active and self-confident personality capable of setting self-identifying objectives. As aggression becomes reinforced, personal interest takes precedence over social interests and behavior becomes more hostile, often leading to a lot of yelling or aggressive language toward dissenters. Very high aggressive scores (>7 points) correspond to high levels of impulsiveness or irritability, both of which may indicate the probability of using violent or aggressive behaviors.

The opposite of aggressiveness is anxiety in this context, which is considered an individual-typological characteristic. Anxiety's primary role is alerting and mobilizing internal resources in response to threats. Anxiety has a constructive function in cases involving important or active professional activity, and it aids a person in staying alert and prepared.

But excessive anxiety does more harm than good — it results in perpetual tension that makes problem-solving impossible as well. Under adversarial conditions, anxiety as an individual characteristic can contribute to elevated anxious states and intensified feelings of worry. Panic is one of the more dangerous signs of anxiety. It is possible, on the other hand, to develop greater anxiety where internal dissonance with external conditions or traditional social expectations exists, as opposed to constructive anxiety, where there is none or a conflict between internal desire and community demands leads to resolution. In its adaptive variant, moderate anxiety reduces impulsive and irrational choices, acting as a protective factor against risky conditions.

Anxiety associated with anxiety within normal norms (e.g., three, four) leads to thoughtful decision making, promotes caution in uncertain situations, and is often visible in responsible adults. Accentuated anxiety (5 to 7 points total) presents as heightened alertness to events and people, sometimes going so far as to create a fear of danger. Once this level of anxiety is too high (8 points or higher), it becomes maladaptive and, as a result, one may panic and develop phobias. We can say that when aggressiveness and anxiety are equally strong, a person is assertive and confident in their behavior – protecting themselves from someone. When frustrated, though, they might feel like failures are an ongoing pain and blame themselves. This ambivalence in the psychological profile leads to high demands of subordinates, along with fearfulness and tension in relationships with superiors. Mean values were computed to identify differences among groups with varied levels of aggressiveness in indicators of emotional burnout.

**Table 1**

**Average Values and Standard Deviations of MEB Subfactors for All Groups with Different Levels of Aggressiveness**

Aggressiveness group		Report		
		Emotional exhaustion	RPA	Depersonalization
Hypoemotivity	Average	13,00	40,00	,00
	Std. Deviation	4,443	7,071	,000
	N	2	2	2
Norm	Average	18,82	35,32	7,21
	Std. Deviation	8,775	7,884	6,691
	N	28	28	28
Accentuation	Average	21,69	37,06	8,56
	Std. Deviation	7,716	5,543	4,980
	N	16	16	16
Excessiveness	Average	25,75	35,75	13,50
	Std. Deviation	6,702	7,365	3,873
	N	4	4	4

In the course of the findings, we observed that more than half of the respondents are normal in aggressiveness. This is reflected in the aspirations of their present, how they perceive themselves in the light of that identity and of what they may be in the years to come. The lowest levels of emotional exhaustion occur in the "hypoemotivity" group. The emotional exhaustion factor of the aggressiveness group "hypoemotivity" is  $13.00 \pm 4.243$ , and from the applied methodology, it is evident that there is a low quantity of EE. Next, you have the extent of the manifestation of EE, where there the grouped with the accentuated and normal types of aggression. The mean EE value (emotional exhaustion) is highest for the highly aggressive group. These findings imply that EE is expressing higher aggressiveness among the groups reporting higher aggressiveness in their psychological profile, so EE has shown up more among those respondents who expressed higher aggressiveness. The social occupations are characterized by regular contact with the patients on medical, psychological or educational care. A specialist in these sorts of conditions plays both the part of a rescuer and a "target for irritation and aggression." Stress on a constant, repetitive basis is a very irritable worker reacts to this by becoming irritable and angry, an all-around irritable worker whose fatigue becomes visible, and the response is anger and irritability. The burnout produced in excessive aggressiveness has a much higher incidence than for other burnouts; excessive aggressiveness is likely due to a behavioural manifestation with regard to aggressiveness in the group, which actively inhibits the interaction of subjective resources by an active coping strategy (for example, "actively seeking social support").

Greater depersonalization was also observed in the excessive aggressiveness group as the most pronounced response. As these people tend to value their own, not public needs, over those of others, other people's own can occasionally lead to irritation and fatigue. If you have a high degree of anxiety, you will wait a long time, suppress your voice, and finally develop a depressive response; and if aggressive in nature, you will react more easily to external pressure in the form of emotionally intense interactions with those being approached, which then will give a personal contempt in response. You may get bad comments about the multiple customers (patients, students, pupils, and their families), implying that they are "unworthy" of providing good care, and vicious, cynicism-based feelings about their problems.

Differences between participants from different aggressiveness groups compared using the nonparametric Mann-Whitney U test were statistically significant. Although mean scores for "normal" and "excessive" individuals showed differences in the aggressiveness scale, the subfactors emotional exhaustion and RPA exhibited no statistically significant differences. Notably, the subfactor depersonalization was significant between specified groups: p-level of the U-test =  $.032 < 0.05$ . Moreover, Spearman's correlation analysis of the two variables was conducted to determine the association between emotional exhaustion and aggressiveness, as shown in Table 2.

**Table 2**

**Correlation Matrix Reflecting the Relationships Between Burnout Subfactors and Aggressiveness**

		<b>Correlation</b>			
		Emotional Exhaustion	RPA	Depersonalization	Aggression
Emotional Exhaustion	Correlation Coefficient	1,000	-,209	,740***	,310*
	Sig. (2-tailed)	.	,146	,000	,029
	N	50	50	50	50
RPA	Correlation Coefficient	-,209	1,000	-,183	-,014
	Sig. (2-tailed)	,146	.	,202	,921
	N	50	50	50	50
Depersonalization	Correlation Coefficient	,740**	-,183	1,000	,395**
	Sig. (2-tailed)	,000	,202	.	,005
	N	50	50	50	50
Aggression	Correlation Coefficient	,310*	-,014	,395**	1,000
	Sig. (2-tailed)	,029	,921	,005	.
	N	50	50	50	50
***. Correlation is significant at the 0.001 level (2-tailed).					
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

Using correlation analysis, a moderate positive relationship with low statistical significance for aggressiveness and emotional exhaustion was identified — Spearman’s  $r = .310$  with  $p = .029$  ( $p \leq 0.05 > 0.01$ ). The association of aggressiveness with depersonalization was also confirmed ( $r = .395$ , at  $p \leq 0.05$ ). Aggressiveness, showing itself as anger or a hostile attitude toward others, could rise under intense professional activity and active contact with subjects of labor. Aggressiveness unchecked, physically and psychologically drains its possessor and causes, over time, a person to become tired, apathetic, and fatigued. We found the level of aggressiveness directly related to the negative experiences that a person feels and projects outward, and vice versa, with negative feedback about one's own reaction, and thus it correlates directly to the level of emotional exhaustion.

Analysing the correlation of burnout symptoms (V.V. Boyko) and aggressiveness showed five significant associations: 1. A weak positive relationship of low statistical significance between aggressiveness and the tension phase ( $r = .289$  at  $p = .042$ ,  $p \leq 0.05 > 0.01$ ); 2. Moderately strong positive relation but high statistical significance between aggressiveness and inadequate

selective emotional response ( $r = .538$  at  $p = .000, p \leq 0.001$ ); 3. A moderate positive but medium statistical significance association between aggressiveness and resistance factor was reported ( $r = .357$  at  $p = .011, p \leq 0.01 > 0.001$ ); 4. A moderate positive relationship with medium statistical significance between aggressiveness and personal detachment/depersonalization ( $r = .364$  at  $p = .009, p \leq 0.01 > 0.001$ ); 5. A weak positive relationship with low statistical significance between aggressiveness and the exhaustion phase (state) ( $r = .283$  at  $p = .046, p \leq 0.05 > 0.01$ ).

The established relationships show that there is a higher level of aggressiveness associated with more burnout symptoms. That is because we cannot be sure that aggressiveness paired with inadequate selective emotional response and personal detachment/depersonalization is significant except within the framework of the burnout phenomenon. Because those with high aggressiveness indices are very prone towards cruelty and opposition to social order, the underlying link may be recognized in other contexts than burnout. Aggressiveness indicators at a higher level in your personality profile mean that self-serving behavior is very pronounced and the drive to succeed even at the expense of others' well-being is stronger.

The results obtained are by the associated burnout subsets in groups associated with various levels of anxiety (Table 3).

**Table 3**

**Subfactors of Mental Burnout (Mean Values) in Groups with Different Levels of Anxiety**

<b>Report</b>				
Anxiety group		Emotional Exhaustion	RPA	Depersonalization
Norm	Average	18,33	37,50	6,83
	Std. Deviation	7,585	5,833	5,458
	N	18	18	18
Accentuation	Average	21,85	34,92	7,73
	Std. Deviation	8,803	8,020	7,102
	N	26	26	26
Excessiveness	Average	24,17	37,00	11,50
	Std. Deviation	9,663	5,514	2,429
	N	6	6	6

None of the respondents in the group of respondents has reported any anxiety scores below normal values. In the group with anxiety indicators within the normal range, a low level of depersonalization and emotional exhaustion was diagnosed. A relationship was found between this trait severity (excessive accentuation) on the extreme level, to the extent, along with a strong connection to a high level of depersonalization and emotional exhaustion. Anxiety level in an average population has adaptive potential as it can mobilize someone when they are active. Adaptive anxiety acts to provide some counterbalance from within itself, preventing impulse, toil, action and reaction in times of high stakes. Behaviour normally expressed and anxious makes a person cautious, and impulsive means are kept at bay to conserve energy and stop the

onset of emotional burnout. Maladaptive anxiety (accentuated and excessive) is draining for a person as the anxiety shows up as extreme anxiety responses and panic states. An individual with high levels of anxiety generally becomes a conformist in order to protect themselves from real or unreal danger in the environment. This over-reliance on other people's interests can take away one's worth and self-worth, which in turn can cause emotional fatigue and depression. These people have an asthenic reaction, which is displayed in a powerful impulse (which is motivation) to prevent failure. Personal interests are traded for societal ones as a sort of sacrifice of personal safety, even if the sense of danger is trumped by rational reasoning. Those who experience elevated levels of anxiety are susceptible to self-sacrifice and self-blame, a charged experience — but an exhausting one.

The Mann-Whitney U test was applied in order to examine whether any statistical differences between groups with different levels of anxiety were significant. There were statistically significant differences in the depersonalization subfactor across groups with normally expressed and excessive anxiety. These differences were significant at the level of  $p < 0.05$  (.034).

The moderate positive correlations with medium statistical significance with anxiety and the subsequent burnout symptoms were identified as: (a) inadequate selective emotional response ( $p \leq 0.01$ ), (b) reduction in professional duties ( $p \leq 0.01$ ) (c) emotional detachment ( $p \leq 0.01$ ). The correlation with psychosomatic and psychovegetative disorders is highly significant ( $p \leq 0.001$ ). A moderate-to-medium statistically significant correlation was also observed among the exhaustion phase overall ( $p \leq 0.01$ ). Looking at the average of the scores for these symptoms, it was revealed that the highest mean was in the group with excessive anxiety and the lowest was in the group with normally expressed levels.

An individual with high anxiety (accentuated, excessive) might have unreasonable fears. Anxiety frequently exhibits as a result of stress. Workplace conflict may result in maladaptation, which may be demonstrated by inadequate selective emotional response. The results are irrational decision-making when serving the recipients of professional help: it becomes less an exercise in the duty of neutral professional action, and more one of internal desire, which is irrational, therefore not the duty of impartial professional responsibility. It happens because of the irrational use of interior energy in an environment of extreme anxiety. Instead of low-intensity emotions in the work environment (calm voice, avoiding rude communications with clients, absence of sharpness in behavior, etc.), the specialist "saves" emotions, cooperating with "pleasant" people at the expense of "unpleasant" people.

The lack of emotional selectivity gradually becomes emotional detachment, without anything able to fight the progression toward burnout. This detachment is apparent only in the professional setting; however, in other parts of life, the individual is "alive" emotionally. The professional gets used to "dosing" emotions, and the extreme end of this is emotional blunting while carrying out their job. There can't be any emotions in either of these scenarios that are positive or negative, as it flattens out the emotions. What used to evoke empathy or irritation now induces no response in the worker's soul.

High anxiety levels leading to disorganization during emotionally strained situations cause someone to lose the ability to carry out professional responsibilities in a cohesive and productive way. Work quality starts to plummet. The specialist reduces activity, scope of work, formalization and depersonalization of communication with their clients, patients, or students; they avoid questioning, avoid conversations, seek no growth as a professional, or try to avoid assignments.

This kind of internal simplification (reduction) often translates into an impoverished view of the chosen profession by the specialist himself.

Physiological manifestations like racing heartbeat, abnormal blood pressure and arrhythmia are common in constitutionally anxious individuals. Being in that frame impacts somatic well-being. Psychosomatic disorders that accompany a person at the exhaustion stage of burnout appear as a conditioned reflex to work-related situations at work, even outside of direct contact with clients, and even when merely mentioning them. Such a reaction is natural for a profile individual with high anxiety, which is evident in high scores on psychosomatic and psychovegetative disorder symptom scores.

The obtained results indicate the manifestation of aggressiveness and anxiety as individual-typical predictors of the development of emotional burnout in specialists in helping professions.

An analysis of differences in burnout subfactor levels across groups with varying levels of aggressiveness revealed that the lowest rates of emotional exhaustion and depersonalization were found in professionals with minimal and normative levels of aggressiveness. These results are consistent with L.N. Sobchik's theory of leading tendencies, which posits that moderate aggressiveness serves an adaptive function, ensuring proactivity, focus, and the ability to defend professional boundaries.

At the same time, the highest values for emotional exhaustion and depersonalization were found in the excessive aggressiveness group, with statistically significant differences in the "depersonalization" subfactor between the normative and excessive aggressiveness groups. These findings complement research highlighting the association between aggressive tendencies and emotional detachment, decreased empathy, and the development of defensive professional behaviors. Excessive aggressiveness in this context can be viewed as an ineffective coping strategy for chronic professional stress, contributing to increased symptoms of burnout.

An analysis of anxiety indicators showed that accentuation and excessive expression of anxiety directly correlate with the level of emotional exhaustion and depersonalization, and for groups with moderate anxiety, statistically significant differences were found in the "depersonalization" subfactor.

These results are consistent with research findings that view anxiety as a factor in chronic emotional stress, contributing to accelerated depletion of mental resources and the development of emotional distancing as a defensive reaction. Increased anxiety increases fixation on professional difficulties and the subjective experience of failure, which, in turn, contributes to the development of key components of emotional burnout syndrome, as described in K. Maslach's concept.

## **Conclusion**

Hence, on the basis of observed differences in the level of subfactors of Emotional Burnout among groups of different aggressiveness and anxiety, the following conclusions can be drawn:

1. Those with low/normal aggressiveness had the lowest scores for emotional exhaustion and depersonalization.
2. Overall, the mean values of emotional exhaustion and depersonalization were the highest, and were observed in the excessively aggressive group. The differences found between the depersonalization levels in the "normal" and "excessive" groups were statistically significant.

3. The lowest indicators of emotional exhaustion and depersonalization were observed among participants with normal anxiety levels.

4. High levels of (accentuated and excessive) anxiety have a clear relationship with emotional exhaustion and depersonalization. There were statistically significant differences between groups with moderate and high levels of anxiety in the subfactor “depersonalization”.

5. Such personality profile anxiety indicators are linked with professional burnout symptoms, including inadequate selective emotional response, reduced professional responsibilities, emotional detachment, as well as psychosomatic and psychovegetative disturbances.

6. A higher aggressiveness is linked to more of the symptoms of burnout; depersonalization, inadequate emotional response and detachment.

7. Another result of the study should be called the principle of taking into account the individual-typological characteristics of the personality and the need to compile his psychological profile at the first stage of psychotherapy in the implementation of the request for restoration of motivation for professional activity.

### **Authors` Contributions**

**A. Shomanbayeva** – project manager, preparation of the text of the article ;

**S. Duanayeva** – corresponding author, analysis of sources and conducting a literature review;

**G. Jumagulova** – critical revision of the content.

**A. Isabayeva** – studying and solving issues related to the reliability of data or the integrity of all parts of the article;

**K. Auyelova** – significant contribution to the concept or design of the work.

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### **Мамандарға көмек көрсетуде мазасыздық пен агрессияның эмоционалды қажу деңгейіне әсерін бағалау**

**Андатпа.** Әлеуметтік шиеленіс, кәсіби белгісіздік және эмоционалды шамадан тыс жүктеме жағдайында эмоционалды күйіп кету мәселесі әсіресе көмекші және әлеуметтік мамандықтарда өзекті болып отыр. Біз эмоционалды күйіп кетуді көп факторлы процесс ретінде қарастырдық, оның дамуында маман тұлғасының жеке және типологиялық ерекшеліктері маңызды рөл атқарады. Біз Н.Е. әдістерін қолдандық. Водошнянова, Е.С. Старченкова («Кәсіби (эмоционалды) күйіп қалу»), В.В. Бойко («Эмоционалды күйіп кету деңгейін диагностикалау»), сондай-ақ әдістемелік көзқарас Л.Н. Собчик.

Бұл зерттеуде алаңдаушылық пен агрессияның эмоционалды күйіп қалуға әсері оның қалыптасуының факторлары ретінде тұлғаның жеке типологиялық қасиеттерін зерттеу аясында талданады. Зерттеудің теориялық және әдістемелік негізі Л.Н. Собчиктің жетекші тенденциялар теориясы, оған сәйкес сегіз негізгі тұлғалық сипаттамалар төрт жұп полярлық қасиеттерді құрайды: интроверсия/экстраверсия, стихиялық/сезімталдық, агрессивтілік/мазасыздық және қатаңдық/лабильділік.

Бұл мақала осы полярлық жұптардың бірін – агрессия мен мазасыздықты – эмоционалды күйіп қалудың маңызды ішкі предикторлары ретінде талдауға бағытталған. Бұл жұп эмоционалды күйлерді реттеудегі, тұлғааралық өзара әрекеттесудегі және мамандарға көмектесудегі стресске төзімділіктегі басты рөліне байланысты таңдалды.

Эксперимент агрессия/мазасыздық ұпайлары мен күйіп қалу субфакторларының ауырлығы арасындағы тікелей оң корреляцияны көрсетті.

Зерттеудің тағы бір нәтижесі – кәсіби іс-әрекетке мотивацияны қалпына келтіруге сұранысты жүзеге асыруда адамның дара-типологиялық ерекшеліктерін және психотерапияның бірінші кезеңінде оның психологиялық профилін құрастыру қажеттілігін ескеру үшін тұжырымдаған

қағида. Соңғысы, біздің ойымызша, ЭҚС-мен психокоррекциялық жұмыста жан-жақты және жеке көзқарасты қамтамасыз етеді.

**Түйін сөздер:** жеке тұлғалық агрессивтілік, қобалжу, эмоционалды қажудың субфакторлары, әлеуметтік мамандықтар, деперсонализация, жеке тұлға алшақтауы, вегетативтік реакция

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### **Оценка влияния тревожности и агрессии на уровень эмоционального выгорания у специалистов помогающих профессий**

**Аннотация.** В условиях возрастания социальной напряженности, профессиональной неопределенности и эмоциональных перегрузок проблема эмоционального выгорания приобретает особую актуальность, особенно в сфере помогающих, социономических профессий. Эмоциональное выгорание рассматривалось нами как многофакторный процесс, в развитии которого существенную роль играет индивидуально-типологические особенности личности специалиста. Использовались методики Водопьяновой Н.Е., Старченковой Е.С. («Профессиональное (эмоциональное) выгорание»), В.В. Бойко («Диагностика уровня эмоционального выгорания»), а также методологический подход Л.Н. Собчик.

В рамках настоящего исследования анализ влияния тревожности и агрессивности на эмоциональное выгорание осуществляется в контексте изучения индивидуально-типологических свойств личности как факторов его формирования. Теоретико-методологической основой исследования послужила теория ведущих тенденций Л.Н. Собчик, согласно которой восемь базовых личностных характеристик образуют четыре пары полярных свойств: интроверсия/экстраверсия, спонтанность/сензитивность, агрессивность/тревожность, ригидность/лабильность. В представленной статье внимание сосредоточено на анализе одной из указанных полярных пар-агрессивности и тревожности- как значимых внутриличностных предикторов эмоционального выгорания. Выбор данной пары обусловлен их ключевой ролью в регуляции эмоциональных состояний, межличностного взаимодействия и стрессоустойчивости специалистов помогающих профессий.

Результатом эксперимента следует назвать прямую положительную корреляцию между показателями агрессивности/тревожности и выраженностью показателей субфакторов эмоционального выгорания.

Другим результатом исследования следует назвать сформулированный нами принцип учета индивидуально-типологических особенностей личности и необходимость составления ее психологического профиля на первом этапе психотерапии в реализации запроса на восстановление мотивации к профессиональной деятельности. Последнее, по нашему мнению, обеспечит комплексный и личностный подход в психокоррекционной работе с СЭВ.

**Ключевые слова:** личностная агрессивность, тревожность, субфакторы эмоционального выгорания, социономические профессии, деперсонализация, личностная отстраненность, вегетативная реакция

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