

Manifestaciones del agotamiento emocional en estudiantes de psicología

Manifestations of emotional exhaustion in psychology students



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Resumen

El artículo tiene como objetivo identificar las etapas del agotamiento emocional en estudiantes de psicología y los factores que influyen en su formación. La investigación tuvo como participantes a 128 estudiantes de psicología. Según la investigación, existen conexiones entre la etapa de autorregulación de los estudiantes y el agotamiento emocional, siendo estas conexiones significativas en $p=0,01$ y $p=0,05$. Se encontró que cuanto mayor es el nivel de autorregulación, menores son las etapas de agotamiento emocional. Existe una conexión significativa entre más procesos de planificación y la etapa de resistencia del agotamiento emocional ($r=0,319^*$, en el nivel $p=0,01$). Teniendo en cuenta este hecho, es posible reducir el agotamiento emocional aumentando el nivel de autorregulación. Además, existe una conexión significativa entre la escala de autorrealización y la resistencia en $0,321^*$, $P=0,01$, el nivel de estrés en $0,264^*$, $p=0,01$ y el nivel de agotamiento en $0,418^{**}$, $p=0,05$. El análisis cuantitativo y cualitativo de encuestas y metodologías demuestra que los estudiantes de psicología tienen ciertas características en comparación con estudiantes de otras profesiones. Al mismo tiempo, en la investigación han surgido nuevos temas que requieren una mayor resolución, que exigen identificar la necesidad de determinar la conexión entre conceptos como autorregulación, autorrealización y "síndrome de burnout". Junto a diversos factores, las características de la profesión que se estudia y las perspectivas de futuro también influyen significativamente en el agotamiento emocional de los estudiantes. Esto genera un interés por estudiar en profundidad la importancia de las características de ese proceso.

Palabras Clave

agotamiento emocional, autorregulación de la conducta, autorrealización, características de la manifestación, estudiantes, psicólogos

Abstract

The article aims to identify the stages of emotional exhaustion in psychology students and the factors influencing its formation. The research had 128 psychology students as participants. According to the research, there is a connection between the stage of students' self-regulation and emotional exhaustion, and these connections are significant at $p=0.01$ and $p=0.05$. It was found that the higher the level of self-regulation, the lower the stages of emotional exhaustion. There is a significant connection between more planning processes and the resistance stage of emotional exhaustion ($r=0.319^*$, at the $p=0.01$ level). Considering this fact, it is possible to reduce emotional exhaustion by increasing the level of self-regulation. In addition, there is a significant connection between the self-actualization scale and resistance at 0.321^* , $P=0.01$, stress level at 0.264^* , $p=0.01$, and exhaustion level at 0.418^{**} , $p=0.05$. Quantitative and qualitative analysis of surveys and methodologies demonstrates that psychology students have various aspects than students studying in other professions. At the same time, new issues that require further resolution have

emerged in the research, which require identifying the need to determine the connection between concepts such as self-regulation, self-actualization, and *burnout syndrome*. Along with various factors, the characteristics of the profession they are studying and future perspectives also have a significant influence on the emotional exhaustion of students. This creates an interest in studying the importance of the characteristics of that process in depth.

Keywords

emotional exhaustion, self-regulation of behavior, self-realization, manifestation characteristics, students, psychologists

I Introduction

While the strengthening of technological development and integration, and rapid growth present positive values on one hand, they can create various unpleasant situations in their attitude towards the professions of people in different fields of activity on the other hand. From this perspective, the fact of emotional exhaustion, which frequently manifests itself, has become a social and personal issue for contemporary society. Emotional burnout syndrome includes a complex psychological response of the personality to the intense effects of professional activity and production environment and perception of reality as an unfavorable situation. Such a reaction to an unfavorable situation demonstrates stereotypes of emotionally unifying functional behavior conditioned by psychological defense mechanisms (Boyko, 2009).

Burnout refers to long-term stress in the field of interpersonal communication. The development of this syndrome is influenced by the pursuit of psychological profit, not always properly organized work with the team and clients, organizational and professional stresses, and many other factors (Vodopyanova & Starchenko, 2008). Eventually, people begin to burn like light bulbs. And then there is emotional, cognitive, and physical exhaustion as a result of unresolved stress at work. People are unable to operate productively as a result. (Sidorov, 2005). Research shows that emotional exhaustion is a serious problem among university students and a problem that has a major impact on social health in general (Tlili et al., 2020).

Research has shown that over a third of college students experience a harmful imbalance between the effort they put into their education and the rewards they receive in return (Williams et al., 2018). The consequences of emotional exhaustion in students are as complex as other mental distress factors associated with smoking and drinking or unhealthy lifestyles (Tlili et al., 2020). Contextual exhaustion can compromise anxiety (Farrell et al., 2019), internet addiction, overall life satisfaction, and academic success (Salmela-Aro, 2017). In addition, absenteeism, sleep disturbances, depression, and suicide (Pagnin et al., 2014), and even stress-related post-traumatic and dissociative symptoms can also result. (Boudoukha, et al., 2017). The use of drugs and alcohol to relieve or reduce stress and burnout is a concern (Erschens et al., 2018).

A student's burnout rate directly affects that student's level of efficiency and productivity, increasing his or her intentions to drop out of college (Williams et al., 2018). A student with high burnout may study for the same number of hours as a student with low burnout but may be unproductive due to the different emotional, behavioral, cognitive, and physiological responses caused by burnout (Galbraith & Merrill, 2015). It should be taken into account that the specificity of the discussion of the issue of professional burnout of students studying in *communicative* and *social* professions is particularly more relevant. Because students studying in this professional field, including psychology students, are more likely to be exposed to the fact of emotional exhaustion. The profession of a psychologist is one of those professions where a specialist has a great responsibility for the ability to build trusting connections and manage the emotional tension of business communication (Sidorov, 2005).

Since the professional field of students studying at the Faculty of Psychology is built based on *human-human* connections, as well as the weight of their academic load, self-actualization in the professional field, setting goals such as self-expression, worries about finding a job in the future can factually create a state of professional burnout in them (Jabbarov et al., 2019). It should be mentioned that emotional exhaustion has

a strong impact on students with little social support, harming their health and willingness to work. During the early stages of this condition, this phenomenon is more harmful. Because the student or specialist who is exposed to the state of *burnout* is not aware of its symptoms. Therefore, the research on the issue of emotional exhaustion can create the basis for informing students and professionals, and on the other hand for the preparation of necessary programs related to their correction.

At the same time, it should be taken into account that the chronic emotional exhaustion syndrome suffered by psychologists during their student years is likely to lead to the deformation of this profession in the future. Therefore, to prevent psychological students from encountering such problems in the future, it is necessary to identify the syndrome of emotional exhaustion and monitor the dynamics of this process over various years. In this article, the main purpose is to identify the factors influencing the exposure of psychological students to emotional burnout syndrome, and the manifestations of emotional burnout syndrome in different years, as well as to determine the dynamics of its development.

2 Literature Review

The phenomenon of *staff burn-out* has always been the focus of serious scientific research, since its discovery by Freudenberg (1974) in 1974. For many years, burnout has long been acknowledged as an occupational handicap for various human-oriented professions such as human services, education, and health care. The prevailing norms in such professions are to be selfless and put the needs of others first. Working long hours and doing whatever it takes to assist a customer, patient, or student creates burnout in itself. This is distinctly demonstrated by the researchers who have studied numerous aspects of burnout syndrome in this field (Maslach & Leite, 1997; Hakanen & Schaufeli, 2012; Durán et al., 2004; Farina et al., 2020; Hanafi, 2016; Shkoler & Tziner 2017; Vodopyanova & Starchenkova (2008); Palamar et.al., 2020; Puertas et. al., 2019; Pavlova, 2015).

An analysis of special studies devoted to the research of the burnout syndrome shows that the main efforts of psychologists are aimed at identifying the factors that cause burnout. Traditionally, these characteristics are grouped into two large blocks, the characteristics of professional activity and the individual characteristics of professionals themselves (Dion, 1989; Schaufeli et al., 2009). Some authors consider the content aspects of the activity to be independent and classify the third group of factors (Dion, 1989). In addition, the organizational environment for workplaces is shaped by a variety of social, political, and economic factors (such as funding cuts or policy constraints) that result in high demands and low resources. In recent years, as other professions have become more focused on *high-touch* customer service, the phenomenon of burnout is becoming a concern for these jobs as well (Maslach & Leiter, 1997).

According to the researchers, in general, emotional exhaustion is associated with the following factors: gender factors, intention to drop out, young age, over-enrollment, lack of free time, dissatisfaction with the course, leading semesters, willingness to take supplementary courses, and lack of professional experience (Farina et. al., 2020; Hanafi, 2016; Shkoler&Tziner, 2017; Puertas et al., 2019; Pavlova, 2015). In contrast, high levels of professional effectiveness are associated with intention to stay in the course, good academic performance, expectations of success, adequate leisure time, professional experience, and course satisfaction, all of which lower levels of emotional exhaustion. The frequency of Burnout Syndrome among medical students has been estimated to range from 10% to 45% in previous research (Dyrbye et. al., 2008). This wide variability reflects the use of different criteria by researchers to diagnose the syndrome, such as bidimensionality, and the use of nonspecific instruments with students (Dyrbye et.al., 2008). The result of the research is that further research utilizing diagnostic criteria and standardized instruments with scientific rigor is needed for students studying in this field.

Predictive factors for high levels of three aspects characterizing burnout syndrome in students have been described in the psychological literature (De Oliva, et al., 2012). Recently, several various theoretical models and measures have been developed to research the experience of burnout. Research in many countries has contributed to a better understanding of the causes and consequences of dysphoria in the psychology profession (Kudryavtseva, 2017). Researchers have recently focused a lot of attention on the issue of burnout syndrome, which is quite common among students (Kozmina, 2013) The increasing interest in the conditions and principles of the educational process in educational institutions of all levels shows that the dynamics of this problem have changed (Bezborodikh, 2016).

According to the research, an educational environment cannot be considered secure if the subjects of education, especially students, have emotional exhaustion (Rochev, 2018). In response, the need to develop the ability of undergraduates to find comfortable activities that do not lead to mental stress and emotional exhaustion in various conditions was emphasized (Shutenko, 2014). Shutenko (2014) believes that the emotional involvement of students in the learning process is a necessary factor for successful self-realization at the university. At the same time, excessive emotionality of students, and high interest can also lead to emotional exhaustion. As a result, they lose interest in learning and become disillusioned with their chosen profession, and when they graduate from an educational institution, they are thrown into life not as professionals who are ready to start working and maximize their potential, but as incompetent people with impaired mental health and no productive activities (Shutenko, 2014).

The second phenomenon is interpreted as an unfavorable outcome, which indicates the exhaustion of adaptive mechanisms in the conditions of high demands of the educational environment, in the majority of research focused on the issue of the link between academic performance and emotional exhaustion (Kudryavtseva, 2017, 2017). According to studies, up to 40% of college students have emotional exhaustion syndrome of varying intensity. Additionally, the frequency of occurrence of this syndrome is higher rising to seniors (Glazachev, 2011). They identify the following factors as the major reasons for this phenomenon: personal issues, role behaviors, and organizational problems. In addition, empathy, instability, dreaminess, obsession, moderation, empathy, infatuation, introversion, and neuroticism can also lead to burnout. Lack of motivation of students according to the work done also contributes to the development of burnout syndrome (Glazachev, 2011).

The development of emotional exhaustion syndrome among students is influenced by their personal qualities and psycho-vegetative characteristics. The strength and specificity of the symptoms of this syndrome in learning dynamics depend on this fact. Enikeev (2017) demonstrates that stressful circumstances and life events have a decisive role in the development of emotional exhaustion. This syndrome has a significant negative impact on students' academic performance and health (Enikeev, 2017). Fedisko, (2018) attaches special importance to the research on the emotional exhaustion of students as a pedagogical problem. According to him, in most cases, third-year students are frequently trying to find a job, and many are already working, so there is an opportunity to connect the content of their education with the realities of professional activity in their educational profile. The combination of study and work increases both physical and mental stress, and gradually some students develop symptoms of emotional exhaustion (Fedisko, 2018).

According to the research, third-year students exhibit negative changes in emotional and personal areas compared to first-year students. Students are less emotionally stable and more conservative. Their level of subjective control decreases significantly, primarily in the areas of professional and interpersonal connections. In addition, students' ability to empathize decreases during their studies. All of the above can affect the development of burnout syndrome in the third and subsequent years (Kazantseva, 2002). It was determined that the common motivation for choosing the profession of a psychologist is the solution to one's own psychological problems (Kozmina, 2013). According to Semenova and Serebriakova (2018), the intention of students not to work in their chosen specialty is confirmed in the middle of schooling. One of the reasons for this position is a feeling of personal inadequacy, and psychological distress, which in turn can lead to the development of emotional exhaustion in students who have chosen the *human-human* profession in recent years (Semenova & Serebriakova, 2018).

He defines 7-18 phases of the psychologist's professional growth based on the observations of students and already working professionals. It may be presumed that the 3rd and 4th-year students pass the stage of *first disappointments*, as well as the stage that involves the beginning of the independent solution of some psychological problems using already known technologies and methods (Vackov, 2015). They consider these periods of professional development to be the most responsible period. This is related to students learning to overcome *crises of frustration* and search for new personal meanings in training and further work. The negative experience of using the techniques learned within the framework of the theoretical program is also collected, and as a result, new strategies regarding the behavior of future specialists are developed. Thus, while already studying at the university, students make their first attempts to realize themselves in the professional field, which, as mentioned, does not always bring positive results (Vackov, 2015).

It may be presumed that a similar situation is observed among students who have chosen other professions such as human-human. Therefore, the above-mentioned facts can already predict the development of burnout syndrome during the student years. According to studies, the period of study in the last years of the university is connected to the active practice of students, close familiarization with the profession, intensive communication, and interaction of students. In addition, senior years are the time for graduation, writing of final specialty papers, and responsible exams. Quite naturally, this results in significant psycho-emotional stress (Gorshkov, 2015).

According to Buyankina's research, students already acquire the characteristic features of persons engaged in professional activities during the period of professional training. In light of these circumstances, the mentioned events also confirm the possibility of burnout syndrome among students (Buyankina, 2015). Fedina (2016) points out that emotional burnout among students can also be caused by a lack of self-acceptance. The author highlights that researchers have also identified non-academic causes of emotional burnout (financial difficulties, domestic difficulties, social and psychological problems), which have a negative influence on students' academic performance no less than factors related to the learning process itself (Fedina, 2016). Corroborating these studies, Boyko (2009) understands emotional exhaustion as a psychological defense mechanism consisting of complete or partial withdrawal of emotions (Boyko, 2009).

It should be mentioned, nevertheless, that this mechanism allows one to adapt to traumatic situations, but does not contribute to a constructive solution to the problematic situation. It can be argued that ego defenses prevail in all stages of emotional exhaustion among students based on the results of Bezborodykh's (2016) and Shutenko's (2014) research on a student sample. This includes regression, substitution, compensation, and more. This incident highlights the general lack of maturity in students' defense mechanisms (Bezborodykh, 2016).

This situation points to the negative characteristics of emotional exhaustion. We can thus conclude that there are several theoretical ideas about the problem of emotional exhaustion. It can be concluded that there are two different views on the essence of burnout syndrome in psychology. One of them is the factor model. In factor models, emotional exhaustion is represented by a construct that includes several components. Process models focus on the dynamics and stages of the depletion process. However, most models have one thing in common. The separation of cognitive, emotional, and behavioral manifestations is evident in all of them (Bezborodykh, 2016).

It should be emphasized that although the concept of burnout was initially viewed as a concept related to the workplace, it has been studied by educational psychologists by adapting it to educational contexts (Fimian & Cross 1986; Hakanen & Schaufeli, 2012; Jacobs & Dodd, 2003). Researchers claim that schools have few students who are successful or the best among their students, and these students feel under pressure (Salmela-Aro et al., 2009). Depending on this, school burnout is considered a state of stress observed in situations where the students are unable to meet the educational expectations of themselves or others (Frydenberg & Lewis 2004; Salmela-Aro et al., 2009; Barnett & Flores, 2016). It seems that research findings on school burnout are similar to those on employee burnout (Pines et al., 1981). Some of these consequences are depression, truancy, and dropping out of school (Fimian & Cross 1986; Covington, 2000; Frydenberg & Lewis, 2004; Salmela-Aro et al., 2009a).

School burnout has been reported to have negative physical and mental health consequences and risk factors. For instance, a negative school environment and low academic achievement are associated with school burnout (Salmela-Aro et al. 2009b). Similar to this, research has indicated that particularly dysfunctional connections and emotional coping within the family increase the risk of school burnout and subsequent anxiety and dropout (Silvar, 2001). School burnout often occurs due to a discrepancy between the performance standards students set for themselves and the actual performance they show in school (Kiuru et al., 2008). For this reason, it is suggested that the difference between the situation they expect and the situation they are actually in is a risk factor that causes school burnout (Walburg, 2014).

3 Methodology

3.1 Design

It should be emphasized that the research on self-regulation and self-actualization factors is understudied or fragmentary in the studies devoted to emotional exhaustion. In this regard, the purpose of our research is to reveal the link between the levels of emotional exhaustion and the levels of self-actualization and self-regulation in students. For this purpose, quantitative and qualitative samples were utilized. The approach utilized in the research was the pattern of releasing the first factor of emotional exhaustion by increasing the levels of self-actualization and self-regulation. The quantitative approach was taken as a methodological direction in the research (Voitenko et al. 2015). Quantitative information is information about quantities and therefore numbers, while qualitative information is descriptive and refers to phenomena that can be observed but not measured (Denzin et al., 2006). In addition, we may discover whether link style can explain the expected negative connection between emotional exhaustion and self-actualization, and self-regulation within a variable-centered approach.

3.2 Participants

At Baku State University and Odlar Yurdu University, the research was carried out on psychologist students studying *Social-psychological service in education* and *Psychology*. II and IV years of students were selected for the research. The selection was made based on random criteria. Each year, the same number of 64 students (32 female students - 32 male students) were selected. A total of 128 psychology students participated in the research. 68 of them were young girls (53.12), and 60 of them were young boys (46.88). In both genders, 99.5% of regularly attending students attended classes. They were offered different approaches and their consent was obtained. No work was done against anyone's will in the research.

3.3 Instruments

Several methods were utilized in the research. The selection of methods was chosen in order to determine the stage of emotional exhaustion of psychology students studying for various years, as well as to research the level of self-regulation and self-realization of behavior. The following methods were used in the research:

1. Diagnosis of the Stage of Emotional Exhaustion (DSEE) (Boyko, 2019).
2. Questionnaire "Style of self-regulation of behavior (SSB) (Morosanova, 2015)
3. Inventory of Personal Orientations (IPO) (Shostrom, 2010).

According to claims, the *Emotional Exhaustion Level Diagnostics* method for determining the stage of emotional exhaustion has been successfully applied with different research methods and is used to assess the health of various population groups (Boyko, 2019; Rochev, 2018). According to the authors, in this regard, Boyko (2019) studied the indicators of *planning*, *modeling*, *programming*, and *results evaluation* in university students to research the stages of this syndrome, as well as such qualities as *flexibility* and *independence* on the purpose of studying the individual self-regulation of behavior and the development of its individual profile, which includes indicators of the development of the regulatory personality. The methodology consists of 84 questions. Each answer option is initially evaluated by competent experts with one or another number of points. This is indicated in the *key* next to the decision number in brackets. This is because the characteristics included in a symptom have different meanings when determining its severity.

The maximum score - 10 points was given by the judges to the sign that shows the sign the most. According to the "Key", the following calculations are made:

1. total scores are determined separately for each of the 12 symptoms of burnout;
2. the sum of symptom scores for each of the 3 stages of burnout formation is calculated;

3. is the final indicator of "emotional exhaustion" syndrome - the sum of the indicators of all 12 symptoms.

Therefore, we used the self-actualization methodology proposed by Shostrom (2010). Self-actualization is a complex human quality. Each of us has different components to varying degrees. The POI test aids in calculating this rate. An adapted version of the POI questionnaire (Personal Orientations Inventory) created by Everett Shostrom was used in the research. The test contains 126 questions and 14 scales, each of which corresponds to a specific characteristic of a self-actualized personality (Shostrom, 2010). In addition, we applied the questionnaire created by Morosanova (2015) to research the effect of self-regulation components of behavior on emotional exhaustion. We tried to clarify the students' emotional state and economic indicators through informal methods such as observation and conversation. For this, an observation plan was drawn up, which includes the necessary indicators of the emotional state of the students' behavioral spheres and the work of the students' self-actualization system. Methods of mathematical statistics such as the r-Spearman rank correlation coefficient were used for statistical processing of empirical research results. Quantitative data processing was performed using SPSS Statistics 22 software.

3.4 Data collection

The research began with an empirically derived and validated approach to the problem. Permission was then sought from the educational institution to access the information through a documentary submission required by the authority. Once agreed upon, the tools were applied so that the data were entered into SPSS 22 statistical software for differential analysis according to the proposed objectives. Following processing, they are distinctly presented and summarized in tables with necessary analysis and comments.

3.5 Statistic procedure

Data from the questionnaire and methodology were coded and analyzed using the SPSS 22 computer program. A questionnaire was used to identify and assess understudied factors of emotional exhaustion, including self-actualization, self-regulation of behavior, and the Personal Orientations Inventory (POI) (Shostrom, 2010) was used to research the connection between emotional exhaustion and self-actualization, also the questionnaire method Self-regulation style of behavior (SSPM) (Morosanova, 2015) was used to assess the regulation of behavior and the method of Diagnosis of the stage of emotional exhaustion (ETSD) (Boyko, 2019) was used to determine the stage of emotional exhaustion. These methods promote the qualitative analysis of emotional exhaustion and the clarification of the psychological factors that influence its occurrence.

3.6 Ethical criteria

An ethical committee was involved before this research. In addition, the international ethical aspects of beneficence and non-maleficence were taken into account in the research, so the results were aimed at achieving the goals for the benefit of the participants without any intention to harm under any circumstances. Likewise, neither their physical nor mental health is compromised (Fouka & Mantzorou, 2011). Since the willingness to participate in the research was subject to informed consent (Weinbaum et al., 2019), the principle of autonomy was also taken into account. Finally, the research data were de-identified so that the data obtained (demographic data) were sent only for research purposes and not to third parties.

4 Resultados

In research with psychology students, we attempted to identify various symptoms and levels of emotional exhaustion in general at the initial stage. These results are reflected in Table I. As can be seen from Table I, 38 (48%) of psychology students had cases of deepening of symptoms of emotional exhaustion. The symptoms of *inadequate selective emotional response* were detected in these students, and the *formation* stage of emotional exhaustion was observed in others, i.e. 62 students. Table I shows that 38 (48%) of psychology students had cases of deepening symptoms of emotional exhaustion. Indicators of emotional exhaustion are various across years, and these differences are more pronounced on individual scales, as can

be seen from Table 1. The indicators of emotional exhaustion in the 2nd year of students are higher on two scales: Indicator on the scale of *Experience of a situation that causes psychotrauma* (61.12%), on the scale of *Dissatisfaction with oneself* (77.78%). The peak of indicators on other scales does not rise above 48.14%. Although the indicators on other scales also showed cases exceeding the norm, this indicates that emotional exhaustion did not start as a process. The analysis of the actual materials illustrates that the indicator on the scale of *Experience a situation that causes psychotrauma* (61.12%) and on the scale of *Self-dissatisfaction* (77.78%) showed higher exposure to emotional exhaustion in the SEE (Stages of Emotional Exhaustion): formed and deepened stage.

Table 1. Indicators of emotional exhaustion in psychology students.

Signs of emotional exhaustion	2nd year	4th year
	Indicators (%)	Indicators (%)
Experience a situation that causes psychotrauma	61.12 (33)	37.04 (20)
Dissatisfaction with oneself	77.78 (42)	59.25 (32)
Desperate situation	27.78 (15)	11.12 (6)
Anxiety and depression	37.04 (20)	48.14 (26)
Inadequate selective emotional reactions	7.00 (24)	33.34 (18)
Emotional-spiritual disorientation	22.23 (12)	18.51 (10)
Expansion of the saving sphere of emotions	33.34 (18)	44.45 (24)
Reduction of professional duties	25.92 (14)	29.62 (16)
Emotional deficit	35.18 (19)	20.37 (11)
Emotional detachment	42.59 (23)	16.66 (9)
Personal distancing	48.14 (26)	22.22 (12)
Psychosomatic and vegetative disorders	25.92 (14)	24.07 (13)

In the 4th year, the indicators of emotional exhaustion are higher on two scales: the indicator on the *Anxiety and depression* scale (48.14%), on the *Dissatisfaction with oneself* scale (59.25%). At the same time, the indicator on the *Experience of a situation that causes psychotrauma* scale is high (37.04%). The indicators of the SEE (Stages of Emotional Exhaustion) in the 4th year indicate that emotional exhaustion has already formed and affects the performance and academic achievements of students. A quantitative analysis comparison of SEE of both years shows that emotional exhaustion is higher in 4th year than in 2nd year of students. This fact can be explained by the fact that the 4th year students are preparing for graduation and waiting for the challenges of the future professional life.

According to Table 2, the general level of self-regulation related to emotional exhaustion in the 2nd and 4th year of students has various dynamics. This is different both for individual indicators and for the general level of self-regulation. In the 2nd year, the level of self-regulation development varies on three levels: low, medium, and high. The highest indicator planning at these levels is 36.00% and, 30.00% in modeling; 33.0% in programming; evaluation of results is 10.00%; flexibility is 28.00%; independence is 31.00% and the overall level of self-regulation is 32.00%. As can be seen from Table 2, the medium level is higher for 2nd year of students than in other levels.

Table 2. Indicators of self-regulation process in student psychologists.

Regulatory processes	The 2 nd year			The 4 th year		
	Level of Development			Level of Development		
	Low	Medium	High	Low	Medium	High
Planning	30.00	34.00	36.00	12.00	63.00	25.00
Modeling	14.00	56.00	30.00	18.00	58.00	24.00
Programming	21.00	46.00	33.00	13.00	57.00	30.00
Evaluation of results	18.00	72.00	10.00	12.00	65.00	23.00
Flexibility	15.00	57.00	28.00	11.00	57.00	32.00
Independence	20.00	49.00	31.00	6.00	64.00	30.00
General level of self-control	15.00	53.00	32.00	9.00	61.00	30.00

The level of development of self-regulation in the 4th year also varies on three levels: low, medium, and high. High-performance planning at these levels is 25.00%; and 24.00% in modeling; 30.0% in programming; evaluation of results is 23.00%; flexibility is 32.00%; independence was 30.00% and the overall level of self-regulation was 30.00%. As can be seen from Table 2, the medium level is also higher in the 4th year than in other levels. The comparative result shows that the level of self-regulation is higher in the 4th year than in the 2nd year. But the emotional exhaustion syndrome is showing itself more often. A qualitative analysis was conducted to investigate this fact. The result is reflected in Table 3.

Table 3. Correlations of self-regulation with levels of emotional exhaustion in students.

Regulatory processes	Stages of Emotional Exhaustion		
	N= 128		
	Resistance	Tension	Exhaustion
Planning	0,319*	0,241*	-0,462
Modeling	-0,232	0,226*	0,390**
Programming	-0,315**	-0,251*	-0,293 *
Evaluation of results	0,180*	0,446**	-0,312
Flexibility	0,296	0,436**	0,421
Independence	0,483**	0,573*	0,291*
General level of self-control	0,625**	0,287	0,334

As can be seen from Table 3, self-regulation has connection with emotional exhaustion, and these connections are significant at the $p=0.01$ level and $p=0.05$ level. The table demonstrates that the higher the level of self-regulation, the lower the levels of emotional exhaustion. There is a significant connection between more planning processes and the resistance stage of emotional exhaustion ($r=0.319^*$, $p=0.01$). Considering this fact, it is possible to reduce emotional exhaustion by increasing the level of self-regulation. But this is not the only fact.

According to Table 4, the levels of emotional exhaustion depend on the students' level of self-actualization. Thus, the fact of high self-actualization corresponds to a low level of emotional exhaustion. It is observed that there is a meaningful connection between emotional exhaustion on different scales of self-actualization. In particular, the levels of self-actualization on the scales of time management, wealth values, flexibility of behavior, spontaneity, self-esteem, creativity correspond to the levels of emotional exhaustion (resistance, tension and exhaustion). Percentages between scales are appropriate. This means that low emotional exhaustion corresponds to a high level of students' self-actualization. This is also a valid and expected prediction.

Table 4. Comparative indicators of self-actualization and emotional exhaustion in students.

Scales of self-actualization		Stages of Emotional Exhaustion		
Scales	Stages of self-actualization	Resistance	Tension	Exhaustion
Familiarity with time	High	35	24	13
	Medium	42	21	25
	Low	22	54	18
Wealth values	High	21	26	28
	Medium	61	57	49
	Low	19	20	25
Flexibility of behavior	High	27	42	26
	Medium	59	50	40
	Low	14	8	34
Spontaneity	High	24	30	22
	Medium	70	45	64
	Low	6	25	14
Self-esteem	High	19	34	23
	Medium	67	57	67

Creativity	Low	14	9	10
	High	31	27	19
	Medium	66	61	67
	Low	3	12	14

We can see this in Table 5. From Table 5, it can be seen that there is a significant connection between familiarity with time scale and resistance at 0.321*, P=0.01 level, stress level at 0.264*, p=0.01 level and exhaustion level at 0.418**, p=0.05 level. On the creativity scale, this indicator is higher: there is a significant connection at the level of 0.572**, p=0.05 level. This fact confirms that the higher the creativity, the lower the probability of emotional exhaustion.

Table 5. Correlation of self-actualization and emotional exhaustion in students.

Scales of self-actualization	Stages of Emotional Exhaustion		
	Resistance	Tension	Exhaustion
	N=128		
Familiarity with time	0,321*	0,264*	0,418**
Wealth values	-0,172*	0,236*	0,460**
Flexibility of behavior	-0,248**	-0,268*	-0,274 *
Spontaneity	0,140*	0,314**	0,315*
Self-esteem	0,154*	0,286**	0,449**
Creativity	0,572**	0,492*	0,168*

Note: ** It is important at the level of 0.01, * at the level of 0.05.

Quantitative and qualitative analysis of surveys and methodologies reveals that psychology students have more unique aspects than students studying in other professions. This generally confirms the assumptions or methodological directions on which we are based. That is, although the factor of formation of emotional exhaustion in psychological students is caused by various influences, the lack of a self-regulation program, and low level of self-actualization increases the possibility of its deepening.

5 Dissension

Thus, based on the obtained data and research, it was found that the occurrence of emotional exhaustion in psychology students is caused by various factors, including the experience of a situation that causes psycho-trauma, self-dissatisfaction, desperate situation, anxiety and depression, presence of inadequate selective emotional reactions, emotional-spiritual disorientation, expansion of the saving sphere of emotions, reduction of professional duties, emotional alienation, personal alienation, psychosomatic and vegetative disorders, emotional deficit, and other factors (Boyko, 2009; Makarova, 2018; Sidorov, 2005). Certain aspects of our research overlap with these studies, including the etymology of emotional exhaustion. However, since there is currently no unified opinion on the structure of burnout syndrome, the emergence of emotional burnout syndrome in psychology students can be considered an individual deformation due to emotionally difficult and tense connections in the "human-human" system (Oryol, 2001; Maslach & Leiter, 1997).

The research showed that "emotional exhaustion" refers to the state of physical, emotional, and mental exhaustion that manifests itself in the professions of the social sphere and is manifested by specific symptoms (Maslach & Leiter, 1997). The results obtained are close to each other since the methodology of the mentioned studies is consistent with the methodology of our research. These studies do not, however, create opportunities for the discovery of additional facts. Therefore, when we clarified the role of self-regulation and self-actualization in emotional exhaustion, it was found that there is a connection between the levels of self-actualization and the general level of self-regulation and emotional exhaustion. These factors prevent the occurrence of emotional exhaustion and can be considered a psychoprophylactic factor. In this direction, our research contradicts several studies. Thus, the research conducted by Oryol (2001) showed that emotional exhaustion refers to people's feelings of emotional emptiness and fatigue caused by

their work. The occurrence of this syndrome in psychology students is closely related to depersonalization (Oryol, 2001).

Obviously, the specific nature of the research does not allow us to infer the nature and direction of the connections we have discovered, as well as about the specific psychological mechanisms underlying them. However, we believe that the established regularities will be able to determine the main directions and methodological directions of research conducted in the field of the psychology of emotional exhaustion in the future.

6 Limitations and Further Research

Our research has several limitations. First of all, this is pilot research. Covered two universities in Azerbaijan. The data is based on respondents' responses to determine the stage of emotional exhaustion among psychology students within the university. The study of psychology students more specifically than students, the lack of a method and methodology to neutralize the influence of multiple factors, and the specificity of research in this field made the process somewhat challenging. The data was collected within a limited time and accompanied by a limited number of participants. However, this research can strengthen the findings, results, and various perspectives in the scientific circulation with a larger sample size from a quantitative analysis point of view for future research. It can also provide a basis for making suggestions for future research and for proposing a multifaceted approach to the research of emotional exhaustion.

7 Conclusion

Our research has shown that high self-actualization is associated with low levels of emotional exhaustion. It is noticed that there is a significant relationship between emotional exhaustion and various aspects of self-actualization. In particular, the levels of self-actualization on the scales of time management, the value of wealth, the flexibility of behavior, spontaneity, self-esteem, and creativity correspond to the levels of emotional exhaustion (resistance, tension, exhaustion). a high level of self-actualization of students has low emotional exhaustion.

Our study shows the mental health complexity of college psychology students leading to high levels of emotional exhaustion. This can lead to severe psychological decompensation (Sun et al., 2020). Psychological studies have shown a high emotional exhaustion of students. This refers to a situation where they feel they cannot give more than themselves on an affective level; feelings of abandonment, sleep disturbances, depression, and suicide (Pagnin et al., 2014). This emotional exhaustion may be associated with high academic demands, academic aversion and withdrawal, and feelings of academic inadequacy (Schaufeli et al., 2020).

Research shows that burnout syndrome leads to physical consequences and sleep disturbances (Lancaster & Arango, 2021). These results are worrisome. Because psychological demands show a significant association between burnout, increased alcohol consumption, and stress (Acuff et al., 2021) and are associated with increased anxiety and fear of illness (Danzi et al., 2021). Addressing the effects of emotional exhaustion is necessary to maintain good mental health, which can be defined as a state of well-being that enables people to cope with the stresses of everyday life and perform productive activities (Fusar-Poli et al., 2020). Findings consistently demonstrate the importance of psychosocial factors and mental health for the academic achievement of college students (Kivlighan et al., 2020). College students have longstanding psychiatric disorders and an increased risk of suicide (McLaughlin & Gunnell, 2020). Building resilience is a promising way to reduce the negative impact of stressors, prevent burnout, and help students succeed after a difficult experience (Houpy et al., 2017).

Based on the results of the conducted research, we can say that emotional exhaustion can be formed depending on the degree of influence of various circumstances. This covers the lack of a conducive learning environment in higher education, academic failure, misconceptions about the profession, and more (Pines et al., 1981). Some of these effects include depression, absenteeism and dropping out of school, overwork, and stress (Fimian&Cross 1986; Covington, 2000; Frydenberg&Lewis, 2004; Salmela-Aro et al., 2009).

Additionally, it is reported that one of the main causes of emotional exhaustion of students is negative consequences and risk factors associated with physical and mental health. For instance, a negative school environment and low academic achievement are associated with school burnout (Salmela-Aro et al., 2009b). Thus, the hypotheses put forward in the research were confirmed: students with low levels of self-regulation of behavior are more likely to show signs of emotional exhaustion. A low level of self-actualization can also be characterized as a direct path to emotional exhaustion.

The severity of indicators of emotional exhaustion in the phases of "formation" and "exhaustion" is more pronounced in students with a low level of development of "modeling" processes. At the stage of "emotional exhaustion", indicators of exhaustion depend significantly on the levels of self-regulation. In students with a low level of development of self-actualization, the stage of "programming" as well as "resistance" is weak, and the potential for "exhaustion" is stronger. Recorded differences and established correlation systems allow us to develop a program aimed at developing self-regulation of students' behavior, as well as recommendations to reduce the stage of emotional exhaustion among students.

The study showed that increasing the possibilities of self-fulfillment of psychological needs can save them from loneliness syndrome. This has been proven empirically. These results should attract the attention of higher education institutions since the mental health of psychology students is fundamental. They will be the future professionals who will lead our society, so attention should be paid to the possible negative consequences to reduce the potentially harmful consequences for our society.

8 Conflict of Interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

9 Author Contributions

Conceptualization, R.J. and S.V.; methodology, R.J. and S.V.; software, D.P.; validation, R.J.; formal analysis, U.N.; investigation, N.K. and D.P.; resources, N.K.; data curation, D.P.; writing—original draft preparation, R.J. and S.V. and U.N.; writing—review and editing, R.J. and D.P. and N.K.; visualization, R.J.; supervision, R.J. and S.V.; project administration, R.J.; funding acquisition, R.J. and S.V. and U.N.; All authors have read and agreed to the published version of the manuscript.

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