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Research article

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WORK ENVIRONMENT FACTORS CONTRIBUTING TO BURNOUT FOR
UNIVERSITY TEACHERS IN KAZAKHSTAN

Abstract. The study explores work environment factors contributing to burnout among university teachers in Kazakhstan. Using a descriptive survey design, data were collected from 113 faculty members across pedagogical universities to examine perceptions of workload, time management, work-balance, and institutional support. The results reveal that excessive workload and administrative responsibilities are major contributors to emotional exhaustion and disengagement from teaching duties. More than half of the respondents reported feeling overwhelmed, while a smaller proportion demonstrated resilience and effective coping strategies. Positive aspects emerged through collegial relationships and recognition, which were found to mitigate burnout and enhance motivation. However, perceptions of administrative responsiveness to faculty concerns regarding stress and well-being were divided, reflecting inconsistencies in institutional practices. The study concludes that burnout is a systemic issue influenced by organizational structures, support mechanisms, and recognition systems rather than solely individual factors. These findings underscore the significance of promoting balanced workloads, strengthening administrative engagement, and fostering a supportive academic culture to sustain teacher wellbeing and productivity within Kazakhstan's higher education institutions.

Keywords: burnout, work environment, university teachers, Kazakhstan, wellbeing, higher education, educators.

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Introduction

In recent years, the issue of teacher burnout has gained considerable attention in educational research, specifically within higher education (HE) institutions where faculty are expected to balance complex professional and personal demands. Burnout, oftentimes defined as a psychological syndrome resulting from chronic workplace stress that has not been successfully managed, manifests through emotional exhaustion, depersonalization, and a reduced sense of professional accomplishment. Within the context of universities, this syndrome not only undermines the well-being and professional satisfaction of educators but also has far-reaching implications for the quality of teaching, research productivity, and institutional reputation (Maslach et al., 2001; Montgomery & Rupp, 2005). Burnout is commonly defined as a psychological syndrome resulting from chronic workplace stress that has not been successfully managed. It is characterized by emotional exhaustion, depersonalization, and reduced professional efficacy. The work environment plays a critical role in either mitigating or exacerbating this condition, as the demands and resources within an academic setting directly influence educators' mental well-being, job satisfaction, and professional commitment.

Globally, academic work has undergone substantial transformation over the last two decades, characterized by intensified workloads, increased accountability, managerialism, and competitive research demands (Kinman & Jones, 2008). Such changes have redefined the traditional identity of university teachers, placing greater emphasis on performance indicators, publications, and student satisfaction metrics (Slišković & Seršić, 2011). Consequently, the academic profession has become increasingly vulnerable to burnout, as educators navigate competing expectations and diminished autonomy within university structures (Gillespie et al., 2001). While the phenomenon has been extensively explored in Western contexts, there remains a significant gap in understanding how specific work environment factors contribute to burnout among university teachers in Kazakhstan, where the higher education system is undergoing rapid reforms, modernization, and internationalization.

In Kazakhstan, the issue of teacher burnout has received growing scholarly and institutional attention in recent years, coinciding with major reforms in higher education. Following the country's accession to the Bologna Process in 2010, universities have undergone systemic changes aimed at aligning with international standards, such as the introduction (Sagintayeva & Kurakbayev, 2015). While these reforms have contributed to modernization and global integration, they have also intensified academic pressure on university teachers, who are now expected to balance teaching, research, administrative duties, and professional development within increasingly demanding environments (Nazarova & Ospanova, 2021).

One of the most significant is work overload – a common phenomenon resulting from the simultaneous pressure to teach, conduct research, publish in indexed journals, and participate in administrative and accreditation processes. According to Kadirova (2021), the increasing emphasis on research output and international publications as key performance indicators has led to heightened stress among faculty members. This academic pressure, coupled with limited institutional support, often leads to emotional fatigue and decreased motivation.

Another critical factor is role ambiguity and conflicting expectations. University teachers in Kazakhstan frequently face unclear job descriptions and shifting institutional priorities, especially as universities transition toward greater autonomy and modernization (Niyazbekova et al., 2020). Teachers are expected to balance pedagogical innovation, research productivity, and student engagement, often without adequate guidance or resources. The resulting tension

between institutional expectations and personal capacities contributes to chronic stress and burnout symptoms.

Organizational climate also significantly affects teacher well-being. Studies have shown that a supportive and collegial work environment can buffer against burnout, while a competitive or bureaucratic culture tends to worsen it (Maslach et al., 2001). In many Kazakhstani universities, hierarchical administrative structures and limited participatory decision-making can create feelings of powerlessness among faculty staff. When educators lack a voice in academic governance or face limited recognition for their work, job dissatisfaction intensifies, potentially leading to emotional exhaustion and disengagement.

Public universities in Kazakhstan often operate with limited funding, leading to inadequate teaching materials, outdated technology, and high student-teacher ratios. These challenges increase workload and hinder effective teaching, fostering frustration and fatigue (Zhexenova & Mukhambetova, 2022). Moreover, the growing reliance on online and hybrid learning formats after the COVID-19 pandemic has required teachers to adapt rapidly to digital tools, often without sufficient institutional training or support.

Another contributing factor is the imbalance between work and personal life. Many educators report long working hours that extend beyond classroom duties, such as grading, mentoring, preparing materials, and conducting research at home. This continuous engagement with work activities erodes personal time, leading to exhaustion and decreased overall life satisfaction (Maslach et al., 2001). For female academics in Kazakhstan, who often balance professional and familial responsibilities, the effects of burnout can be particularly severe (Amanova, 2023).

However, the specific work environment factors contributing to burnout among university teachers in Kazakhstan remain underexplored. Existing studies have tended to focus on general job satisfaction or motivation, with limited empirical attention to burnout as a multidimensional construct shaped by environmental factors contributing to burnout as multidimensional construct shaped by environmental and organizational contexts. Factors such as excessive workload, insufficient institutional support, unclear performance expectations, and lack of recognition have been identified as key contributions in international contexts (Schaufeli & Taris, 2014; Skaalvik & Skaalvik, 2017) and it is reasonable to hypothesize similar dynamics within Kazakhstani universities. Additionally, cultural values emphasizing collectivism, respect for authority, and social harmony may influence how burnout manifests and how teachers cope with occupational stress (Kurmanaliyeva, 2019).

Therefore, this research aims to explore the work environment factors that contribute to burnout among university teachers in Kazakhstan, offering both theoretical and practical insights into how institutional conditions shape educators' well-being. By identifying key stressors within the academic workplace, this study aims to inform university leadership and policymakers on the need for preventive strategies and support that promote sustainable professional engagement. Understanding the Kazakhstani case can also contribute to the broader international discourse on academic burnout by offering a post-Soviet, Central Asian perspective on the phenomenon.

Ultimately, this study is grounded in the recognition that teacher well-being is essential for quality higher education. Without supportive work environments, even the most ambitious educational reforms risk being undermined by low morale, emotional exhaustion, and disengagement among university staff. Addressing burnout is thus not merely a psychological or managerial concern. It is a structural and ethical imperative for the future of higher education in Kazakhstan and beyond. The

RQ 1: To what extent do work environment factors contribute to burnout among university teachers in Kazakhstan?

Research Methods

The study adopted a descriptive survey design. The study design enabled the researchers to gather data systematically on the work environment factors that contribute to burnout among university teachers in their academic workplace. The population for the study comprised 113 pedagogical university teachers in Kazakhstan. They include teachers from Kazakh National Pedagogical University named after Abai, Kazakh National Women’s Pedagogical University, L.N. Gumilyov Eurasian National University, Al-Farabi Kazakh National University, KazUIRWL after Ablai Khan, and South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov. The teachers were randomly selected from among teachers employed at a pedagogical university.

The sample size was 102 females and 7 males, 4 teachers and participants who preferred not to say their genders. This sample represents 90.3 % females and 6.2 % males, whereas 3.5 % teachers chose not to disclose their gender. Quantitative data was collected using researchers’ researcher-constructed Google Form questionnaire titled “Survey on Work Environment Factors Contributing to Burnout for University Teachers”.

The questionnaire consisted of six sections. Section “A” elicited information based on the demographic information of the respondents, such as gender, age group, academic rank, the university where they work (optional), teaching experience and type of institution. Section “B” comprised five statements on workload and time management, which participants were asked to rate based on experiences during the past academic period. Section “C” consists of three statements on work-life balance, where participants were also asked to rate. Section “D” dealt with support and recognition from the department and colleagues. Section “E” dealt with emotional exhaustion and stress after typical workdays, disengagement from teaching duties and work-related stress. They were also asked to complete two open-ended questions on the aspects of work environment that they feel most contribute to stress or burnout and changes they would recommend to enhance the work environment and reduce burnout.

The instrument is structured on a five-point scale of 1 (Strongly Agree), 2, 3, 4, 5 (Strongly Disagree). The questionnaire was validated by presenting the initial draft to three experts who were specifically requested to evaluate the relevance of the items in collecting the required data. To ascertain the reliability of the questionnaire, it was trial tested in a survey sample of 31 teachers from outside of the study.

The researchers administered the questionnaires directly to the participants and gathered them back on the spot. The study applied percentages, bar and pie charts in the analysis and presentation of data for the study.

Results and Discussion

Section B: Workload and Time Management Please rate the following statements based on your experience over the past academic (1=Strongly Agree): My workload is consistently overwhelming.
113 отбетов

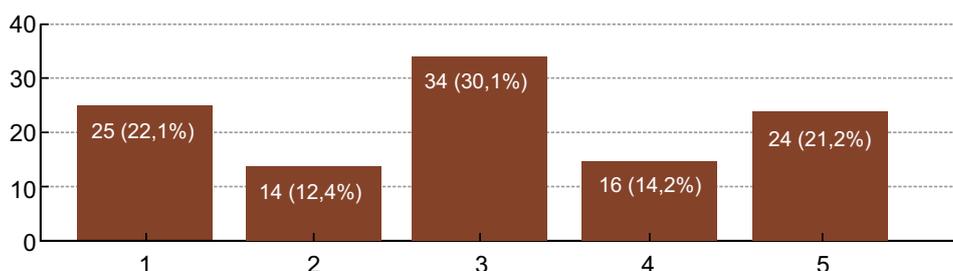


Figure 1. Respondents’ Perceptions of Their Workload as Consistently Overwhelming

The data on the extent of teachers' workload and time management depict a diverse distribution of responses, with the largest proportion (30,1%) of teachers expressing a neutral stance, suggesting mixed or moderate perceptions of workload stress. However, when combining the agree and strongly agree categories (14,2% + 21,2%), 35,4 of respondents reported that they experienced overwhelming workloads. This indicates that more than one-third of the participants perceive their workload as burdensome.

In contrast, 35,4% of respondents (22,1%+12,4%) disagreed to some extent, implying that a similar proportion do not consider their workload to be excessively high. The relatively balanced distribution between those who agreed and those who disagreed reflects variation in workload experiences across teachers – possibly due to differences in teaching load, administrative duties, or institutional support.

The overall trend suggests that workload is a significant concern for a notable segment of university teachers, though perceptions vary widely. The high percentage of neutral responses may indicate uncertainty, adaptation to existing conditions, or normalization of heavy workloads as part of academic culture.

I feel that I have enough time to prepare for my classes and grading (1 = Strongly Disagree, 5 = Strongly Agree)
113 ОТВЕТОВ

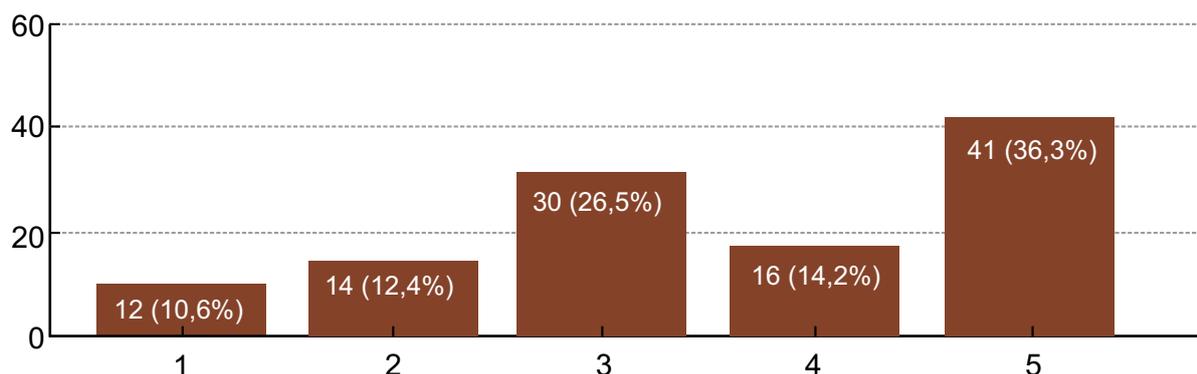


Figure 2. Teachers' Responses to the Statement "I feel that I have enough time to prepare for my classes and grading"

The data for the statement "I feel that I have enough time to prepare for my classes and grading" reveal that 12 teachers (10.6%) strongly disagreed and 14 (12.4%) selected scale 2, indicating that approximately 23% of respondents felt they lacked sufficient preparation time. Meanwhile, 30 teachers (26.5%) chose the neutral option, showing mixed or moderate perceptions regarding time adequacy. On the other hand, a majority – 16 teachers (14.2%) agreeing and 41 teachers (36.3%) strongly agreeing – represent 50.5% who believed they had enough time for class preparation and grading. The positive perception contrasts with common reports of academic time pressure, suggesting that may have developed effective time management strategies or benefited from supportive institutional conditions. However, the presence of nearly one-fourth of respondents expressing disagreement highlights that time constraints remain a challenge for some teachers, potentially influencing workload stress and contributing to burnout risks.

The administrative duties (meetings, reports, committees) are overwhelming and take away from my time with students (1 = Strongly Disagree, 5 = Strongly Agree)

113 ОТВЕТОВ

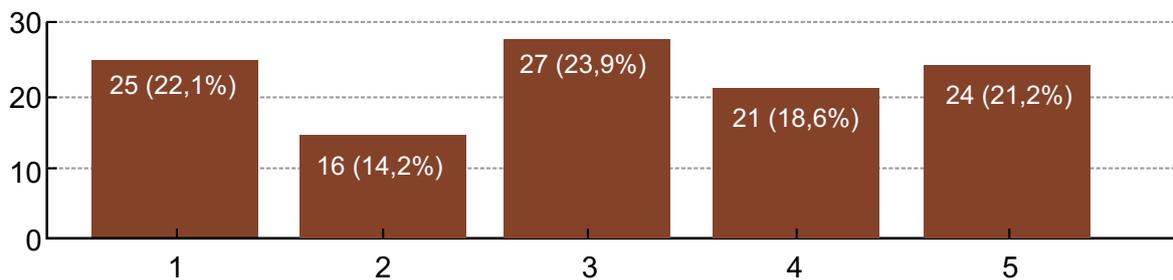


Figure 3. Teachers' Responses to the Statement "The administrative duties (meetings, reports, committees) are overwhelming and take away from my time with students"

A total number of 25 teachers (22.5%) strongly disagreed and 16 (14.2%) selected scale 2, indicating that 36.3% of respondents did not view administrative duties as excessively burdensome. In contrast, 27 teachers (23.9%) were neutral, reflecting diverse opinions regarding the impact of administrative work. However, 21 teachers (18.6%) agreed and 24 (21.2%) agreed to a great extent, meaning 39.8% of participants perceived administrative responsibilities as overwhelming and disruptive to their teaching time. This near balance between disagreement and agreement suggests differing experiences among teachers, possibly influenced by position, workload distribution, or departmental expectations. The findings highlight that administrative overload is a concern for a significant proportion of university teachers, which could contribute to stress, time pressure, and eventually burnout if not adequately managed through institutional support and fair task allocation.

Section C: Work-Life Balance I feel that I am able to maintain a healthy balance between work and personal life (1 = Strongly Disagree, 5 = Strongly Agree)

113 ОТВЕТОВ

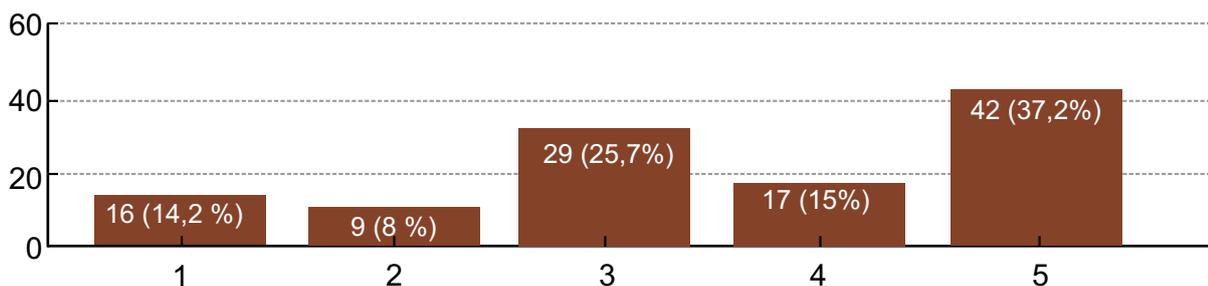


Figure 4. Respondents' Agreement with the Statement "I feel that I am able to maintain a healthy balance between work and personal life"

The above chart indicates generally positive perceptions among respondents. The majority of teachers – 42 (37.2%) showed a high level of agreement and 17 (15%) agreed, representing 52.2% taken together, reported being able to maintain a healthy work-life balance. Conversely, 29 teachers (25.7%) selected the neutral option, illustrating inconsistent experiences or fluctuating balance depending on workload and personal circumstances. On the other hand, 16 teachers

(14.2%) strongly disagreed and 9 (8%) selected scale 2, indicating that 22.2% struggled to sustain a balance between professional and personal responsibilities. These findings suggest that although most teachers perceive their work-life balance positively, a notable minority continue to face challenges in managing time and stress. Such disparities could stem from differences in teaching load, family obligations, or institutional expectations, emphasizing the need for supportive workplace policies that promote staff well-being and prevent burnout.

I frequently experience feelings of stress or anxiety related to my job outside of work hours
(1 = Strongly Disagree, 5 = Strongly Agree)
113 отбетов

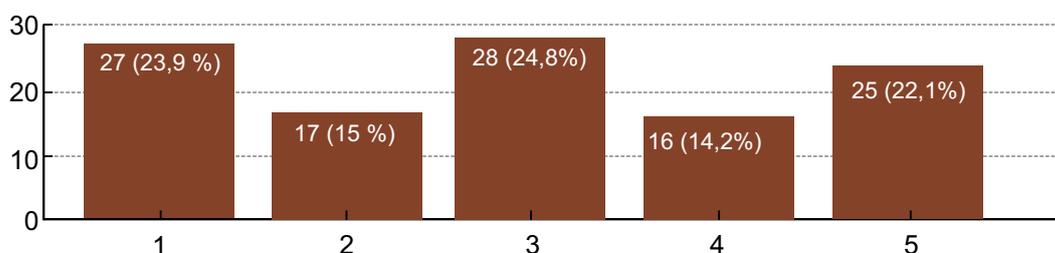


Figure 5. Frequency of teachers experiencing job-related stress outside of work hours.

Data in the above distribution depicts that 25 teachers (22.1%) fully agreed and 16 (14.2%) agreed, indicating that 36.3% of respondents experience work-related stress or anxiety beyond working hours, suggesting that over a third of educators struggle to disconnect from professional responsibilities, a prevalent symptom of emotional exhaustion and early-stage burnout. By contrast, 28 teachers (24.8%) provided neutral responses, possibly indicating fluctuating or situational stress levels. On the other end, 27 teachers (23.9%) strongly disagreed and 17 (15%) disagreed, totaling 38.9%, which implies that many teachers manage to maintain boundaries between work and personal life. The nearly balanced pattern suggests that stress management and institutional support mechanisms vary significantly across individuals and departments, warranting further attention to workplace mental health initiatives.

Section D: Support and Recognition 15. I feel adequately supported by department and colleagues (1 = Strongly Disagree, 5 = Strongly Agree)
113 отбетов

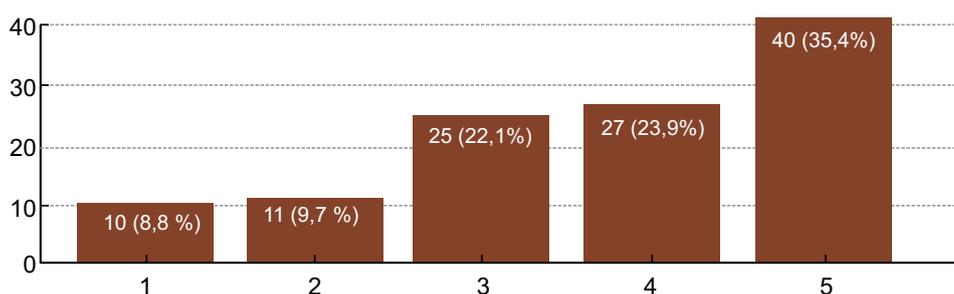


Figure 6. Percentage of Respondents Agreeing that They Feel Adequately Supported by Their Department and Colleagues

Most educators for the statement “Section D: Support and Recognition, “I feel adequately supported by my department and colleagues, responded that they perceive a strong sense of professional support within their workplace. A total of 40 teachers (35.4%) strongly agreed and 27 (23.9%) agreed, showing that 59% of respondents feel well supported by their departments and colleagues. This high percentage reflects a generally positive institutional climate that may

help mitigate burnout and foster collaboration. Additionally, 25 teachers (22.1%) selected a neutral response, pointing to that some teachers experience inconsistent or context-dependent support. However, 10 teachers (8.8%) strongly disagreed and 11 (9.7%) disagreed, totaling 18.5%, indicating that a minority of teachers may feel isolated or collegial and departmental support is a significant protective factor against burnout, yet continuous efforts are needed to ensure equitable support and recognition for all faculty members across the institution.

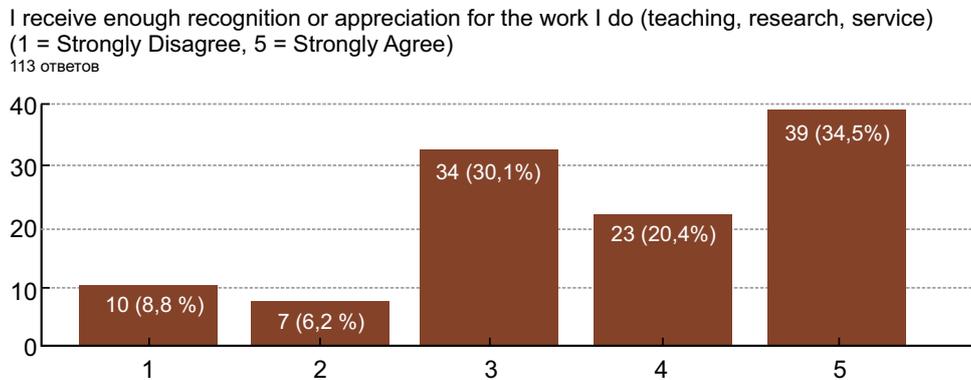


Figure 7. Perceived Recognition and Appreciation for Academic Work

A significant proportion – 39 teachers (34.5%) strongly agreed, and 23 (20.4%) agreed, indicating that 54.9% of respondents perceive sufficient recognition from their institutions. This positive trend suggests that acknowledgment of academic efforts may contribute to higher job satisfaction and motivation, potentially reducing burnout risk. However, 34 teachers (30.1%) chose a neutral response, implying that recognition may not be consistent across departments or roles. Meanwhile, 10 educators (8.8%) strongly disagreed, and 7 (6.2%) disagreed, representing 15% of participants who feel underappreciated. This group may experience lowered morale or engagement. From a broader perspective, the results highlight that while most faculty members feel recognized, institutions are advised to strengthen formal appreciation systems to ensure all academic contributions are equitably valued and rewarded.

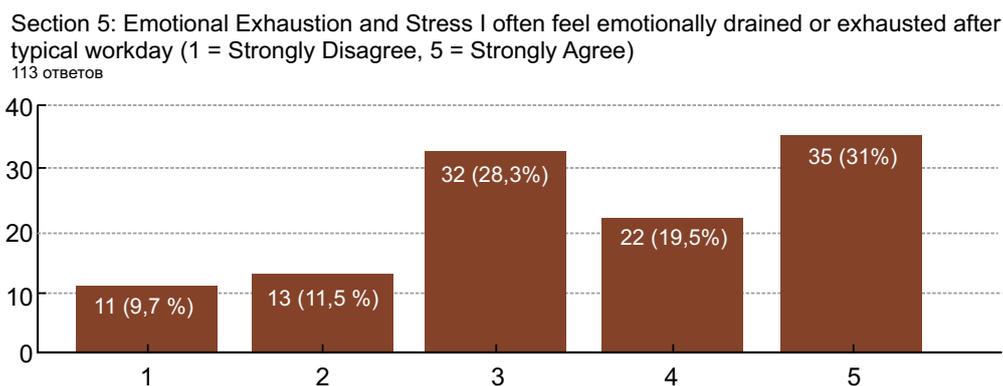


Figure 8. Levels of emotional exhaustion among university teachers (Section 5: Emotional exhaustion and stress)

The findings above suggest that the emotional demands of teaching, research, and administrative duties significantly impact educators' well-being. In general, the survey results for the statement "I often feel emotionally drained or exhausted after a typical workday" demonstrate

that a substantial portion – 35 teachers (31%) expressed a strong agreement 32 teachers (28.3%) opted for a neutral response, possibly reflecting fluctuating stress levels depending on workload intensity or institutional support. Along with 11 teacher educators (9.7%) who strongly disagreed and 13 (11.5%) who disagreed, totaling 21.2% suggesting that a smaller group manages to maintain emotional resilience or effective coping mechanisms. Overall, the outcomes emphasize that emotional exhaustion is widespread in the academic environment, underscoring the need for higher institutions to implement mental health support programs and workload management strategies.

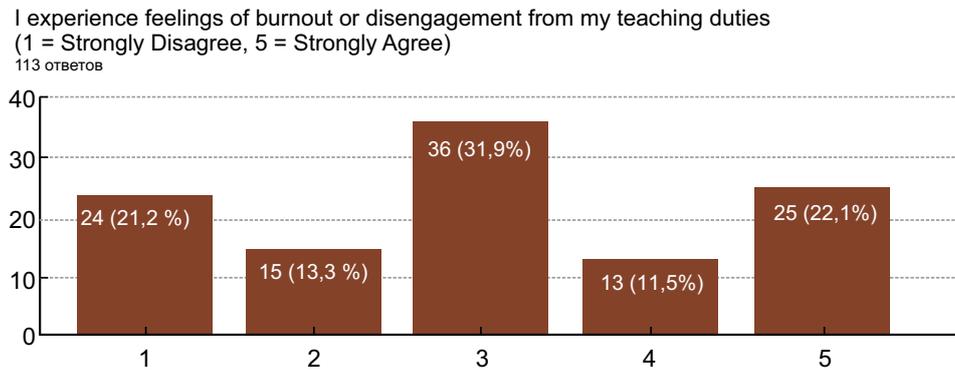


Figure 9. Distribution of responses to the statement “I experience feelings of burnout or disengagement from my teaching duties”

Regarding the statement “I experience feelings of burnout or disengagement from my teaching duties,” the data reveal a notable presence of burnout symptoms among university teachers. Altogether, 25 teachers (22.1%) expressed strong agreement, and 13 (11.5%) agreed, meaning that 33.6% of respondents experience significant burnout or detachment from their professional responsibilities. This highlights the emotional and psychological toll of sustained workloads and performance pressures in academia (Cinaglia et al., 2024). In comparison, 36 teachers (31.9%) expressed a neutral stance signifying ambivalence or occasional experiences of burnout that may fluctuate depending on workload and support systems. In contrast, 24 teachers (21.2%) showed firm opposition and 15 (13.3%) disagreed, representing 34.5% of respondents who appear to maintain engagement and resilience in their teaching roles. Overall, the data reveal a balance between those who are affected and those who cope effectively, emphasizing the need for institutional strategies to address burnout prevention and promote teacher well-being.

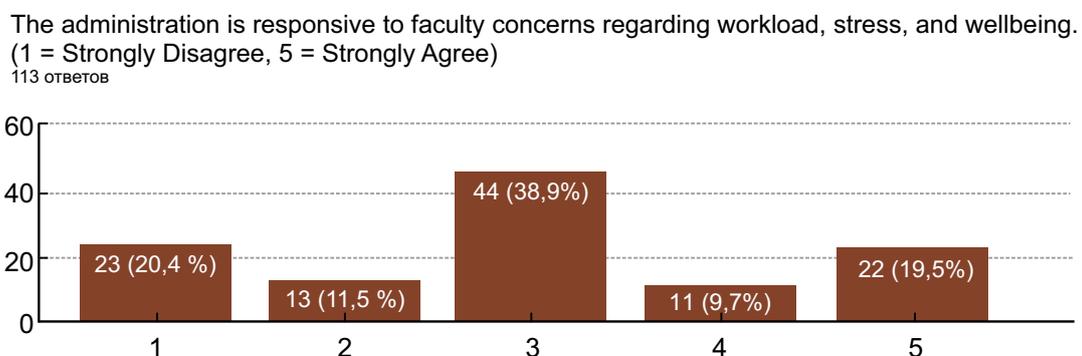


Figure 10. Distribution of responses to the statement “The administration is responsive to faculty concerns regarding workload, stress, and well-being”

Survey responses for the statement *“The administration is responsive to faculty concerns regarding workload, stress, and well-being”* reveal mixed perceptions and varied perceptions among university educators. A plurality of participants – 44 teachers (38.9%) selected the neutral option, implying uncertainty or inconsistency in how administrative responsiveness is experienced across departments. In parallel, 22 teachers (19.5%) showed a high level of agreement and 11(9.7%) agreed, totaling 29.2% who view their administration as attentive to staff wellbeing and workload concerns. Conversely, 23 teachers (20,4%) strongly disagreed and 13 (11.5%) disagreed, making up 31.9% who perceive limited responsiveness from leadership. This nearly balanced division between positive and negative perceptions points to a need for clearer communication channels and more proactive institutional measures addressing teacher stress and workload. Strengthening administrative engagement and transparency could enhance trust and contribute to healthier, more supportive academic environments.

The findings of this study reveal that burnout among university teachers in Kazakhstan is influenced by several interrelated work environment factors, including workload, time-management, work-life balance, administrative support, and recognition. Overall, the data showcased that while many teachers remain dedicated and engaged, a significant proportion experience emotional exhaustion, stress, the feelings of disengagement from their academic duties. This aligns with previous research indicating that excessive workload and insufficient workload and insufficient institutional support are major contributors to teacher burnout in higher education (Maslach et al., 2001).

Teachers reported that administrative duties, such as meetings, reporting, and committee work, oftentimes detract from teaching and research time. More than half of the participants agreed that their workload was consistently overwhelming. These results correspond with international studies showing that academic staff frequently face increasing demands without proportional reductions in responsibilities (Kinman & Jones, 2008). The combination of administrative burden and limited time for class preparation appears to be a key factor contributing to fatigue and decreased motivation.

However, the data also revealed positive trends. Many respondents indicated that they receive adequate support from colleagues and departments, and that their efforts are often recognized. Collegial relationships and recognition of professional achievements were shown to mitigate stress and serve as protective factors against burnout. This supports the findings of Skaalvik and Skaalvik (2017), who argue that social support and appreciation with academic institutions enhance teachers’ sense of belonging and reduce emotional exhaustion.

Work-life balance emerged as another critical factor. While a considerable number of teachers reported maintaining a healthy balance, nearly half experienced stress and anxiety related to work outside of official hours. This suggests a need for universities to establish clearer boundaries and promote policies that support psychological well-being and personal time.

Finally, perceptions of administrative responsiveness were divided. Many educators remained neutral or uncertain about whether university leadership effectively addresses issues of workload and wellbeing. It indicates the significance of transparent communication and consistent institutional engagement with faculty concerns. The study highlights both challenges and strengths within Kazakhstani universities. While collegial support and recognition remain strong, workload, emotional strain, and inconsistent administrative responsiveness continue to threaten teacher wellbeing. Addressing these issues through evidence-based policies and support systems will be essential for fostering sustainable academic environments and reducing burnout among higher education professionals.

Conclusion

The findings of this study provide significant insights into the work environment factors contributing to burnout among university teachers in Kazakhstan. The data revealed that high workload, limited time for preparation, and increasing administrative responsibilities are central causes of emotional exhaustion and disengagement. More than half of the respondents reported feeling overwhelmed by their professional duties, aligning with Maslach et al. (2001) theory of burnout, which emphasizes workload and time pressure as primary stressors in academic contexts.

Despite these challenges, the study also identified protective factors that mitigate burnout. Collegial support, departmental cooperation, and recognition of academic contributions emerged as key elements that promote resilience and engagement among faculty. Teachers who reported receiving adequate recognition or appreciation demonstrated higher levels of job satisfaction and lower emotional fatigue, supporting Skaalvik and Skaalvik's (2017) findings that professional acknowledgment enhances motivation and psychological well-being.

However, the study also highlighted variability in perceptions of administrative responsiveness. Approximately one-third of teachers expressed uncertainty or dissatisfaction with how their institutions address workload and well-being concerns. This inconsistency reflects the need for more transparent communication, participatory decision-making, and institutional policies that prioritize mental health and sustainable work practices.

Furthermore, issues related to work-life balance remain critical. Many teachers experience stress or anxiety outside work hours, suggesting that professional boundaries are blurred. As Kinman and Jones (2008) argue, maintaining clear separation between personal and professional domains is essential for long-term teacher effectiveness and mental health.

In conclusion, the study demonstrates that burnout among Kazakhstani university teachers is not solely an individual issue but a systemic challenge shaped by institutional structures, expectations, and support systems. Enhancing administrative responsiveness, promoting recognition, and fostering a supportive academic culture are scientifically justified strategies to reduce burnout and strengthen the higher education workforce in Kazakhstan.

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Contribution of the authors. A. Zadakhanova was responsible for defining research objectives and tasks, designing the research methodology, collecting data, and conducting analysis of the collected materials. A. Nabidullin was responsible for planning the research, verifying the gathered metadata, and analyzing.

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Университет оқытушыларының кәсіби күйзелісіне әсер ететін жұмыс ортасы факторлары

Аңдатпа. Бұл зерттеу Қазақстандағы университет оқытушыларының кәсіби күйзелісіне (эмоционалдық сарқылуына) ықпал ететін жұмыс ортасы факторларын қарастырады. Сипаттамалық сауалнама дизайны негізінде педагогикалық жоғары оқу орындарының 113 оқытушысынан мәліметтер жиналды. Зерттеу барысында жұмыс жүктемесі, уақыт-

ты басқару, жұмыс пен жеке өмір теңгерімі және институционалдық қолдау бойынша оқытушылардың көзқарастары талданды. Нәтижелер шамадан тыс жұмыс жүктемесі мен әкімшілік міндеттердің эмоционалдық сарқылу мен кәсіби енжарлықтың негізгі себептері екенін көрсетті. Респонденттердің жартысынан астамы шамадан тыс жүктемені сезінетінін хабарлады, ал аз бөлігі төзімділік пен тиімді күресу стратегияларын танытты. Әріптестік қатынастар мен кәсіби еңбекті мойындау сияқты оң факторлар күйзелісті төмендетуге және уәждемені арттыруға ықпал ететіні анықталды. Дегенмен, әкімшіліктің оқытушылардың әл-ауқаты мен жұмыс жүктемесіне қатысты мәселелерге жауаптылығына байланысты пікірлер әртүрлі болды, бұл институционалдық тәжірибелердегі сәйкессіздіктерді көрсетеді. Зерттеу нәтижелері кәсіби күйзеліс жеке себептермен ғана емес, сонымен қатар ұйымдық құрылымдар, қолдау тетіктері мен мойындау жүйелері арқылы да анықталатынын айқындайды. Бұл қорытындылар жүктемені теңгеру, әкімшілік өзара іс-қимылды нығайту және оқытушылардың әл-ауқаты мен өнімділігін қамтамасыз ету үшін қолдаушы академиялық мәдениетті қалыптастырудың маңыздылығын айқындайды.

Түйін сөздер: кәсіби күйзеліс, жұмыс ортасы, университет оқытушылары, Қазақстан, әл-ауқат, жоғары білім, педагогтар.

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Факторы рабочей среды, способствующие профессиональному выгоранию университетских преподавателей

Аннотация. В исследовании рассматриваются факторы рабочей среды, способствующие профессиональному выгоранию преподавателей университетов в Казахстане. На основе описательного опросного дизайна были собраны данные от 113 преподавателей педагогических вузов для изучения их восприятия рабочей нагрузки, управления временем, баланса между работой и личной жизнью, а также институциональной поддержки. Результаты показывают, что чрезмерная нагрузка и административные обязанности являются основными причинами эмоционального истощения и потери вовлеченности в преподавательскую деятельность. Более половины респондентов сообщили о чувстве перегруженности, в то время как меньшая часть продемонстрировала устойчивость и эффективные стратегии совладания со стрессом. Положительное влияние оказывают коллегиальные отношения и признание заслуг, которые снижают уровень выгорания и повышают мотивацию. Вместе с тем мнения относительно отзывчивости администрации на вопросы, связанные со стрессом и благополучием преподавателей, оказались разделенными, что отражает непоследовательность институциональных практик. Исследование приводит к выводу, что профессиональное выгорание является системной проблемой, определяемой организационными структурами, механизмами поддержки и системами признания, а не только индивидуальными факторами. Полученные результаты подчеркивают важность обеспечения сбалансированной нагрузки, укрепления административного взаимодействия и формирования поддерживающей академической культуры для сохранения благополучия и продуктивности преподавателей в системе высшего образования Казахстана.

Ключевые слова: профессионально выгорание, рабочая среда, преподаватели университетов, Казахстан, благополучие, высшее образование, педагоги.

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