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GENDER CHARACTERISTICS OF THE STRESS RESISTANCE MANIFESTATION AS QUALITIES OF EMOTIONAL INTELLIGENCE

Abstract: *The need to study emotional burnout in the professional sphere is related to the determination of the relationship between the features of the course of emotional and mental burnout and the gender characteristics of the individual.*

Carried out a theoretical analysis of the essence of the concept of stress and the relationship between stress and personality traits, the concept of professional stress, mental exhaustion and emotional burnout, gender characteristics, the phenomenological aspect of stress resistance, individual-personal factors and gender characteristics of stress.

The specifics of the manifestation of stress resistance, the relationship between personality traits and professional stress, depending on gender have been investigated.

The Program for the formation of stress resistance in university teaching staff in order to prevent conflicts in professional activities have been formed.

The gender characteristics of the stress resistance manifestation as qualities of emotional intelligence have been established.

Keywords: *Stress, Professional Stress, Stress Resistance, Conflicts, Personal Characteristics, Gender, Emotional Intelligence*

1. Introduction

In the last few decades, the study of stress has become one of the most popular topics in psychological science and practice. There is no doubt that the increasing intensity and tension of modern life affect the psychological level by increasing the frequency of negative emotional experiences and reactions causing pronounced and long-lasting stressful states. Recently, an increased interest in work-related stress has been noted. Having a negative impact on specific people – their somatic and mental state, as well as on the internal organizational environment, stress at work

affects the productivity of employees, financial efficiency, stability, and competitiveness of the entire organization. Gender studies are considered a new progressive direction of psychology. Thus, differences in the social status and economic behavior of different genders are not determined by their biological sex but arise because of a complex process of sociocultural construction of ideas about male and female roles, norms of behavior, and mental and emotional characteristics (Blázquez Puerta et al., 2022; Molero et al., 2022; Dubchak, 2018; Saienko, 2007; Pietromonaco et al., 2021).

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To identify the stress-protective function of emotional intelligence as a factor that contributes to personal self-realization and optimizes a person's communication with others is one of the important psychological problems. Its solution depends on the formation of a personality typology based on the criterion of the level of social intelligence formation, that is the ability to get to know other people, communicate with them, and form a favorable attitude towards them in the process of joint activity (Cramer & Jones, 2007; Kumari et al., 2022; Mauss et al., 2007; Xu et al., 2019).

2. Literature review

Studying the literature proved that the topic has attracted many foreign and domestic researchers. Stress (meaning "pressure") is an appropriate reaction of the body to a physical or psychological influence that disrupts the emotional peace and balance of a person. The theory about the internal environment of the body put forward by the French physiologist Claude Bernard is about the principles of dynamic balance and the stability of the internal physical environment for survival (Bernard, 1878). Diseases can also be the cause of stressful states that threaten the internal balance of the body. Walter Cannon was the first to prove that the sources of stress can be not only emotional but physical as well (Cannon, 1915). Through the experiment, he demonstrated "fight or flight". This mechanism occurs in people in the presence of any threat. Continuing the research of W. Cannon, H. Selye proved that influenced by the pituitary gland, the body responds to stress (Selye, 1950). H. Selye described the control of the pituitary gland over hormones, which play an important role in a person's physiological response to stress. Thus, H. Selye introduced the term "stress" from physics and defined it as the interaction of forces that pass through all organs of the human body.

For a person, the source of stress can be another person, as well as the environment.

Since there is a lot of stress in our lives, we perceive stress as having a negative effect, but from the perspective of biology, stress can have different effects: neutral, negative, and positive. In general, the term "stress" is associated with external and internal factors.

Studies of stress in labor activity show that professional stress is a special type of stress that has features of development at the psychological and physiological levels. Such a concept as "professional stress" is a complex phenomenon that arises in response to difficulties and specific demands from the profession. Professional stress is largely determined by personal characteristics, an individual's personal view of the profession, and career advancement. Researchers believe that the main factor in the development of professional stress is the individual characteristics of the employee. Professional stress develops due to the characteristics of the correspondence and interaction of the individual and environmental conditions. However, the development of stress and its consequences is an individual manifestation (De Kloet et al., 2005; Korolchuk, 2011).

Organizational stress is a mental tension associated with the need to overcome imperfect working conditions in a specific organization, with high workloads when performing professional duties at the workplace. According to the psychophysiological approach, organizational stress is a complex phenomenon caused by internal factors of the organization and external stress factors. As a result, organizational stress is a manifestation of the tension of adaptation mechanisms in response to a specific situation in the organization and activity (Mönnikes et al., 2001; Kazibekova, 2017; Sebastian, Aguayo, Yang, Reinke & Herman, 2024).

Special studies revealed the main organizational factors that negatively affect the process of professional adaptation and the state of employees' health. They include an uncomfortable workplace, unclear

definition of job duties, irregular work, inconvenient mode of operation, remoteness of work from the place of residence, low salary, lack of opportunity for professional development, unclear promotion prospects, insufficient qualification of management, removal from active participation in decision-making, and dominance the time factor.

The consequences of organizational and professional stress are as follows: diseases, changes in the body at the physiological level, staff turnover, deterioration of the quality of work, a change in work motivation towards deterioration, and a decrease in the attractiveness of work in the organization.

There are also negative psychological consequences such as disturbance of volitional control, conflicts, states of depression and fatigue, and dissatisfaction with life and work.

Gender (sexual) norms are a set of social and cultural norms that establish different types of relationships and behavior for a representative of a certain sex. The result is a conflict, and then attempts to resolve the contradictions, then a search for a new system of cooperation to get out of a difficult situation.

As noted earlier, gender differences can be found in social norms that dictate certain behaviors, interests, and needs that are gender appropriate. A certain set of norms is called gender roles – this gender-role approach is called a gender stereotype. American psychologist A. Eagly claims that gender stereotypes have become social norms of modern society, and to understand the nature and origin of psychological differences between men and women, researchers need to take this into account (Eagly & Steffen, 1984).

Currently, society provides equal opportunities for men and women to fulfill themselves. The content of gender roles is inevitably transformed. In managerial activities, gender studies relate to the analysis of different approaches to the

leadership of the team and the individual, the peculiarities of interpersonal relations considering male and female psychology, and the peculiarities of the intellectual and emotional-volitional spheres of the individual.

In labor activities, the positions of men and women are different. Due to stereotypes about women, they face such difficulties as receiving less remuneration for the same amount of work compared to men. It is more difficult for women to further their careers. Thus, women experience negative consequences related to work, that is, the syndrome of emotional burnout.

Most researchers who study human stress susceptibility in terms of a gender approach note the great resistance to emotional factors of the medium and long-term intensity of females. In this context, psychological gender is radically different from biological gender, but, despite this, it can be assumed with a sufficient degree of probability that the level of stress resistance of individuals with a predominance of one or another psychological gender origin will be determined by a) the conditions of the unfolding stressful situation; b) activity requirements; c) resources of the individual as a subject of activity (Mynbayeva et al., 2012; Molero et al., 2019; Sytnik, 2024).

The issue of the emotional intelligence of an individual is one of the understudied and quite debatable in psychological science since the concept of “emotional intelligence” is relatively new and was added to the psychological thesaurus only in recent decades (Sanko, 2016). The phenomenon of emotional intelligence became an issue for researchers only in the late 1990s. It was thanks to the works of American psychologists John Mayer and Peter Salovey who were the first to introduce this concept into scientific circulation (Mayer & Salovey, 2005). Among researchers, there is no single view on the nature of this phenomenon, its structural and functional characteristics, and its mechanisms. According to

L. Rakityanska emotional intelligence is “the ability to understand the attitude of a person, represented in emotions, and to manage the emotional sphere based on intellectual analysis and synthesis” (Rakityanska, 2019). D. V. Lyusin conceptualized emotional intelligence as the ability to understand and manage one's own and others' emotions. His model distinguishes between intrapersonal and interpersonal emotional intelligence, depending on whether these abilities are directed toward one's own emotions or the emotions of others (Ismayilova, 2024).

The structure of emotional intelligence was established to consist of intrapersonal and interpersonal components. The functional characteristics of emotional intelligence are determined by the system of emotional attitudes towards oneself as a subject of knowledge, towards the World, and other people who are represented in social interaction and communication. From all the above, it can be concluded that emotional intelligence is a complex mental formation of the cognitive, emotional, and personal. One of the main mechanisms of its development and actualization is empathy, which needs further research.

3. Methodology

The methods used during the research are as

follows:

- 1) PSM-25 Lemur-Tessier-Fillion psychological stress scale.
- 2) Methodology for diagnosing the level of emotional burnout by V. V. Boyko.
- 3) Method of “defining mental burnout” (Rukavysnykov, n.d.).
- 4) R. Cattell's (1956) 16-factor personality questionnaire (form C).

Mathematical processing of the obtained data was carried out using statistical methods. Thus, the U – Mann-Whitney criteria and Spearman's rs rank correlation coefficient were used. The samples of the research are teaching staff of universities “I” and “II+” (n=60). For the research to be more objective, respondents with at least 5 years of work experience at these universities were selected. 35 men and 25 women took part in the study. The age of the experiment participants is from 25 to 55.

In the sample, the procedure of diagnosing the personal characteristics of employees using the “16-factor personality questionnaire of R. Cattell” method was carried out, and the average value was calculated according to the integral indicator of the method. The obtained results are shown in Table 1.

Table 1. Diagnostic results of personal characteristics of university teaching staff according to the 16 PF method

	A	B	C	E	F	G	H	L
Average value	5,43	4,87	5,60	5,70	5,37	5,40	5,67	5,10
Standard deviation	1,99	1,50	2,03	1,56	2,14	1,63	1,81	2,07
Average (Standards)	5,6	5,6	5,6	5,6	5,6	5,6	5,6	5,6
	L	M	N	O	Q1	Q2	Q3	Q4
Average value	5,43	4,37	5,87	6,00	5,87	5,77	5,80	5,50
Standard deviation	2,19	1,77	1,61	1,97	1,25	1,79	1,56	2,08
Average (Standards)	5,6	5,6	5,6	5,6	5,6	5,6	5,6	5,6

Thus, the average values of the factors in the sample of university teaching staff generally correspond to the normative values (except for the factor M “practicality-dreaminess” – the average value is 4.37; the standard deviation is 1.77 – below the normative values).

On this sample of respondents, the procedure of diagnosing the level of stress was carried out according to the PSM-25 scale of psychological stress of Lemur-Tessier-Fillion and the calculation of the average value according to the integral indicator of the method. The average indicator according to the method in the given sample is 127.5. According to the normative values of the methodology, a high level of stress corresponds to an indicator of more than 155 points; average – an indicator in the range from 154 to 100 points. A result of fewer than 100 points indicates a state of psychological adaptation to the workload. Thus, this sample is generally characterized by an average level of stress.

Furthermore, based on the normative values following the methodology, the procedure for determining the severity of the stress level for each respondent was carried out. The obtained data on the indicators of the level of stress according to the PSM-25 scale of psychological stress of Lemur-Tessier-Fillion are presented in Figure 1.

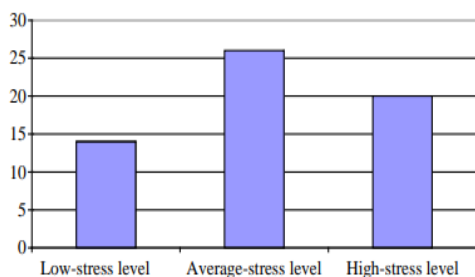


Figure 1. Distribution of the indicators of the level of stress

Figure 1 shows that the average level of stress is typical for most pedagogical staff, although a high level of stress is also typical

for many respondents, which indicates the need for preventive measures to develop stress resistance.

Next, a procedure for diagnosing emotional burnout was carried out on this sample of respondents following the method of diagnosing the level of emotional burnout (Boyko, n.d.; Kotova et al., 2024) and calculating the average value and standard deviation for each scale of the method (Table 2).

According to the normative data of the methodology for diagnosing the level of emotional burnout, the indicator of the severity of each symptom is in the range from 0 to 30 points: 9 or fewer points – a diagnosed symptom that has not developed; 10-15 points – compound symptom; 16-20 points – an already formed symptom is diagnosed; 20 or more points – symptoms with these indicators are dominant in a certain phase or the entire syndrome of emotional burnout of the subject.

Thus, based on the average value for the entire sample of respondents, the indicators of the severity of all four symptoms in the “tension” phase in male and female university teaching staff allow for diagnosing symptoms that have not yet developed.

The obtained data on the indicators of the severity of symptoms in the “tension” phase of emotional burnout according to the methods of diagnosing the level of emotional burnout in the number of people show that the following symptoms are typical for most teachers. They are the developing symptoms of “experiencing psycho-traumatic circumstances”, “self-dissatisfaction”, “caged” and an already formed symptom of “anxiety and depression” (Figure 2).

The obtained data on the indicators of the severity of symptoms in the “resistance” phase of emotional burnout according to the method of diagnosing the level of emotional burnout show that the following symptom is characteristic of most university teaching staff. It is an “inadequate emotional selective

reaction”, and already formed symptoms of “emotional and moral disorientation”, “expansion of the scope of saving emotions”;

and “reduction of professional duties” (Figure 3).

Table 2. Diagnostic results of male and female employees of the organization by the method of diagnosing the level of emotional burnout (Symptoms of emotional burnout)

“Tension” phase				
	Experiencing psycho-traumatic circumstances	Self-dissatisfaction	“Caged”	Anxiety and depression
Average value	15,01	14,36	15,30	15,02
Standard deviation	6,56	6,90	6,58	6,84
“Resistance” phase				
	Inadequate emotional selective reaction	Emotional and moral disorientation	Expansion of the scope of saving emotions	Reduction of professional duties
Average value	15,91	16,54	17,32	15,10
Standard deviation	7,07	7,15	8,04	7,72
“Exhaustion” phase				
	Emotional deficit	Emotional detachment	Personal detachment (depersonalization)	Psychosomatic and psycho-vegetative disorders
Average value	15,49	15,19	14,32	14,38
Standard deviation	7,88	6,30	6,77	7,22

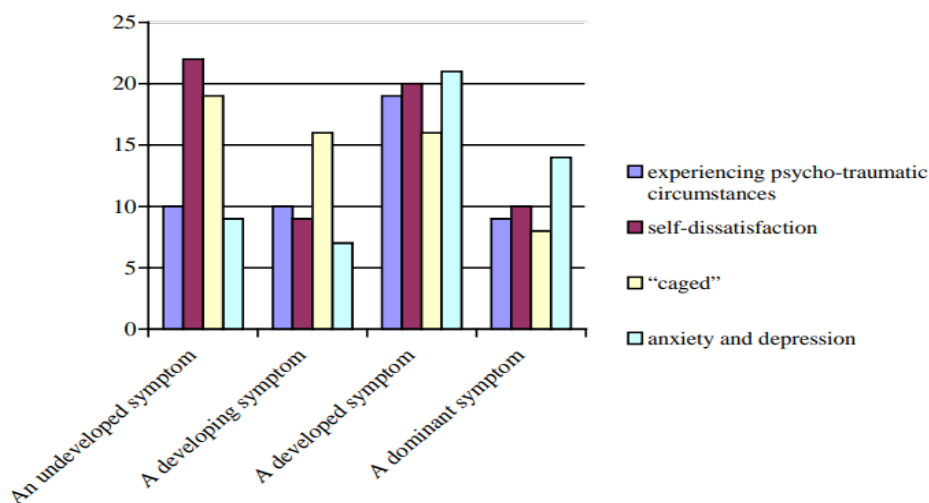


Figure 2. Distribution of indicators of the severity of symptoms in the “tension” phase of emotional burnout

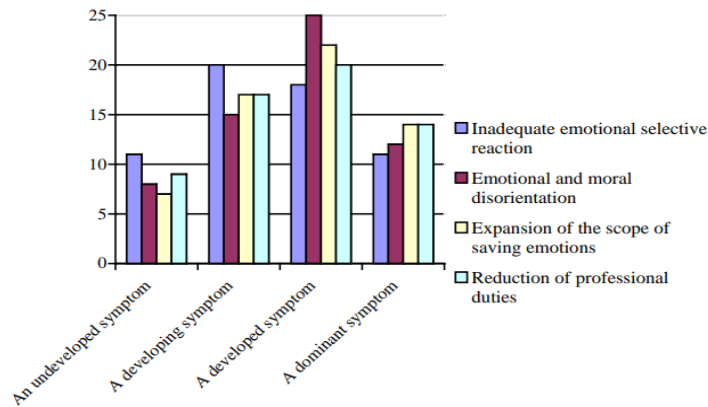


Figure 3. Distribution of indicators of the severity of symptoms in the “resistance” phase of emotional burnout

The obtained data on the indicators of the severity of symptoms in the “exhaustion” phase of emotional burnout according to the data of the method of diagnosis of the level of emotional burnout in some people, show that for most teachers the characteristic

symptoms are “emotional deficit”, “emotional detachment”, “personal detachment (depersonalization)”, and “psychosomatic and psycho-vegetative disorders” (Figure 4).

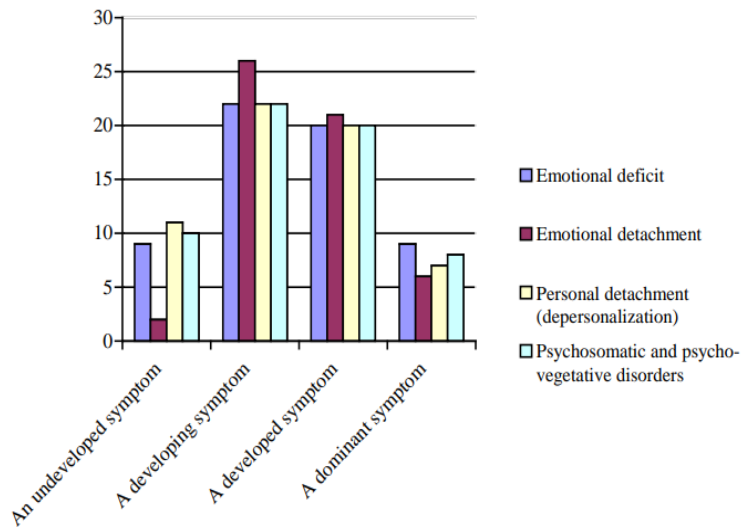


Figure 4. Distribution of indicators of the severity of symptoms in the “exhaustion” phase of emotional burnout

Besides, according to the method of diagnosing the level of emotional burnout, the procedure for calculating the average value for each phase of emotional burnout was carried out (Table 3).

According to the normative data of the methodology for diagnosing the level of emotional burnout, indicators of 36 or fewer points mean that this phase has not been formed; 37-60 points – that the phase is in

the stage of formation; 61 or more points – that this phase has already been formed. Thus, based on the average value for the entire sample of respondents, we can conclude that the “resistance” phase of emotional burnout has been formed to a greater extent among male and female university teachers. Next, based on the normative values according to the methodology, a procedure was carried out to determine the formation of each phase of emotional burnout for each subject.

Table 3. Diagnostic results of male and female university teaching staff according to the method of diagnosis of the level of emotional burnout (Phases of emotional burnout)

	“Tension” phase	“Resistance” phase	“Exhaustion” phase
Average value	25,22	38,22	30,96

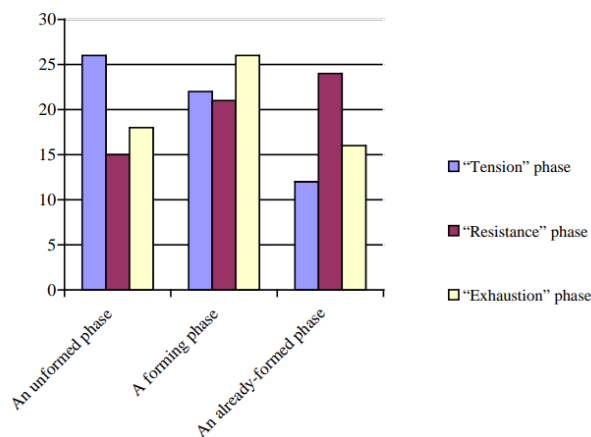


Figure 5. Distribution of indicators of the formation of each phase of emotional burnout

Furthermore, the severity levels of the indicators on each scale of the methodology were diagnosed individually for each pedagogical worker. The obtained data on the levels of mental burnout according to each scale of the method in the number of people according to diagnostic results indicate that most teachers are characterized by high values of the psycho-emotional exhaustion indicator and average values of

The obtained data on indicators of the formation of each phase of emotional burnout according to the method of diagnosing the level of emotional burnout show that most staff are characterized by an unformed “tension” phase, an already formed “resistance” phase and that in the stage of the formation of “exhaustion” phase. This means that most pedagogical workers experience symptoms of emotional burnout and are in the resistance phase. They seek to regain a sense of psychological comfort, therefore try to reduce the pressure on them from external circumstances. The moral feelings and experiences of such people remain aside from their professional activities. Moreover, the symptoms of emotional burnout begin to appear outside of work – in family, relationships, communication with friends, etc. (Figure 5).

the indicators of personal detachment and professional motivation, however, the sample also includes a large number of respondents with average values of the psycho-emotional exhaustion indicator and high values of the personal detachment indicator. At the same time, respondents with extremely low indicator values are in the smallest number in the sample (Figure 6).

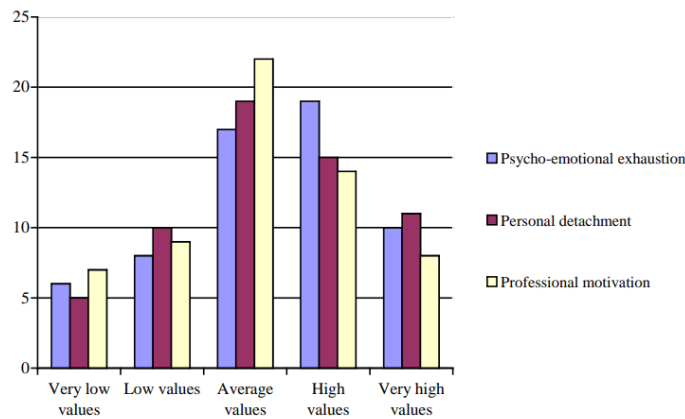


Figure 6. Distribution of the researched staff by the level of mental burnout

Thus, based on the results of the analysis, it was found that most male and female teachers experience medium and high levels of stress. Symptoms of emotional burnout in employees are in the resistance phase. Besides, symptoms of emotional burnout begin to appear outside of work – in family, in relationships, in communication with friends, etc. Also, many teachers are characterized by high levels of psycho-emotional exhaustion and personal detachment indicators. This means that many university workers are in chronic emotional and physical fatigue being indifferent toward others and possibly showing signs of depression and irritability.

To diagnose the relationship between personal characteristics and the level of professional stress, the psychological stress scale PSM-25 of Lemur-Tessier-Fillion, “Methodology for diagnosing the level of emotional burnout” (Boyko, n.d.), the method of “Determination of mental burnout” (Rukavyshnykov, n.d.), and 16 PF personal questionnaire of R. Cattell (form C).

Based on diagnostic results of male and female university teaching staff, the correlation between personal characteristics and the level of professional stress was investigated using Spearman's r_s rank correlation coefficient. The obtained results are presented in Table 5.

Table 5. Interrelationships of personal characteristics, level of professional stress, and professional burnout

	Integral indicator of psychological stress	Psycho-emotional exhaustion	Personal detachment	Self-dissatisfaction (Tension phase)	Anxiety and Depression (Resistance Phase)	Emotional detachment (exhaustion phase)
C – emotional stability	-0,470**	-0,323*	-0,007	-0,023	-0,015	-0,003
I - rigidity – emotional sensitivity	0,143	0,042	0,154	0,338*	0,064	0,511*
O - calmness anxiety	0,398*	0,168	0,218	0,281	0,053	0,001
Q3 – self-control	-0,113	-0,029	-0,500**	0,152	-0,016	0,017
Q4 - relaxation tension	0,055	0,408*	0,002	0,006	0,319*	0,244

Note. * - $p \leq 0,05$, ** - $p \leq 0,01$.

The results presented in Table 5 illustrate significant interrelationships between the scales of the 16 PF personal questionnaire of R. Cattell (1956), the psychological stress scale PSM-25 of Lemur-Tessier-Fillion, the scales of the method of “determination of mental burnout”, and emotional burnout.

“Emotional stability” factor indicators are negatively correlated with the integrated indicator of psychological stress ($r=-0.470$; $p<0.01$) and with the indicator of psycho-emotional exhaustion ($r=-0.323$; $p<0.05$). Therefore, the less emotional stability the subjects have, the more prone they are to psychological stress and psycho-emotional exhaustion as a symptom of burnout.

“Rigidity – emotional sensitivity” factor indicators are positively correlated with the “Self-dissatisfaction” indicator ($r=0.338$; $p<0.05$) and with the “Emotional detachment” indicator ($r=0.511$; $p<0.05$). Thus, the more pronounced emotional sensitivity the respondents have, the more prone they are to manifestations of self-dissatisfaction and emotional detachment as symptoms of burnout.

“Calmness – anxiety” factor indicators are positively correlated with the integrated indicator of psychological stress ($r=0.398$; $p<0.05$). So, the more pronounced anxiety the respondents have, the more prone they are to manifestations of psychological stress.

“Self-control” factor indicators are negatively correlated with the indicator of personal detachment ($r=-0.500$; $p<0.01$). So, the less expressed the ability to control one’s emotions and behavior in subjects is, the more prone to personal detachment they are.

“Relaxation – tension” factor indicators are positively correlated with the “Psycho-emotional exhaustion” indicator ($r=0.408$; $p<0.05$). So, the more pronounced the tension and anxiety in the subjects are, the more they are prone to manifestations of psycho-emotional exhaustion, as well as anxiety and depression as symptoms of burnout.

4. Results

To study gender differences in personal characteristics and characteristics of the manifestation of professional stress among university teaching staff, an analysis of differences between male and female teachers was conducted. To study the differences, the procedure of dividing the subjects into two groups was carried out: male employees (35 people) and female employees (25 people). In the groups of male and female university teaching staff, the difference in personal characteristics was investigated according to the data of the 16 PF personal questionnaires of R. Cattell (Table 6).

As it is obvious from Table 6, the value of factor A in the group of men is lower than that of women, therefore, women are more sociable than men. The value of factor C in the group of men is higher than that of women, therefore, men are more emotionally balanced than women. The value of factor E in the group of men is higher than that of women, therefore, men are more dominant than women. The values of factor H in the group of men are lower than in women, therefore, women are more socially active and braver than men. The value of factor M of the group of men is higher than that of women, therefore, men are more practical than women. The value of factor O in the group of men is higher than that of women, therefore, men are calmer, and women are more anxious.

Factor A “Sociability/asociality” – women have more developed communicative qualities, which can prevent the development of stress symptoms and personal distancing in the process of the activity. However, only 34% of women and 26% of men have a high level of sociability (more than 7 points), which indicates an average level of communication skills development in the activity.

Table 6. A personal portrait of male and female university teaching staff (Average group values)

Factors	Male	Female
A – sociability	4,9	5,7
B – concreteness – abstractness of thinking	7,1	7,0
C - emotional stability	7,4	6,4
E – dominance	8,2	7,3
F – restraint – severity	5,3	5,0
G – normativity of behavior	6,3	6,2
H – timidity – courage	6,5	5,7
I – rigidity – emotional sensitivity	5,7	5,7
L – credulity – suspiciousness	5,4	5,9
M – practicality – dreaminess	4,8	5,4
N – straightforwardness – diplomacy	7,5	7,3
O – calmness – anxiety	4,9	6,6
Q1 – conservatism – radicalism	6,8	6,6
Q2 – conformism – non-conformism	6,9	6,7
Q3 – self-control	6,3	6,3
Q4 – relaxedness – tension	5,6	5,7

Factor C “Emotional instability/emotional stability”. This factor characterizes the dynamic generalization and maturity of emotions as opposed to unregulated emotionality. As can be seen from Table 6, the emotional stability of the man is more likely to be revealed. They can be characterized as emotionally mature, stable, unmoved people who have a high ability to comply with social and moral norms. Factor C is expressed less among women than among men, which indicates that they have increased emotionality, low tolerance to frustration, irritability, and fatigue. Emotionally stable (scores higher than 7 points) 56% of men and 38% of women.

Factor E “Subordination/dominance”. The results of this scale characterize the research participants as self-reliant, independent, and persistent. These qualities are sure to contribute to successful professional activity and are a reinforcement of an adequate assessment of oneself as a qualified employee. If professional activity is based solely on the desire to surpass others, subjectively evaluating himself as an undeniable leader, then the employee may develop other non-constructive qualities, such as stubbornness, willfulness, sporadic propensity towards conflict, and

aggressiveness. Dominance is equally highly represented in men and women. The desire to dominate can negatively affect the emotional state of the employee and contribute to the development of stress syndromes and emotional burnout. Dominance at a high level is represented in 76% of men and 64% of studied women.

Factor H “Timidity/courage”. The results of this scale characterize a high level of social activity of the research participants, their high entrepreneurship, courage, and tendency to make independent decisions. This factor is most pronounced in men (64% of respondents), which reduces the likelihood of developing professional stress and the formation of burnout syndrome. At a high level, social courage is represented by 50% of women.

Factor M “Practicality/dreaminess”. In general, currently, the factor is an oriented measure of features of the imagination, which are reflected in the real behavior of the individual, such as practicality, down-to-earthiness, or, on the contrary, some “floating in the clouds”, and romantic attitude to life. According to the data processing results of this scale, it was found that most of both men and women have scores below the average value, which is one

of the specific features of the sample analyzed by us – the subjects are characterized by balance and prudence, a high speed of solving practical tasks, prosaicism, and orientation to external reality. Dreaminess is characteristic of creative professions, which are related to art. 34% of men and 42% of women have pronounced practicality, which is a consequence of their professional activity.

Factor O “Calmness/anxiety”. As the table shows, men have significantly lower indicators on this scale. Low scores on this factor characterize people who can cope with their failures, unlike those who experience losses as an internal conflict. Higher indicators of women indicate their tendency to anxiety in difficult situations. 50% of women and 24% of men have a high level of anxiety. A person with high scores on this factor feels unstable and tensed in difficult life situations, quickly loses his presence of mind, and is full of pity and compassion. A person is characterized by a combination of symptoms of hypochondria and neurasthenia

with a predominance of fears.

Thus, such personal characteristics as abstract thinking, dominance, emotional stability, and diplomacy are clearly expressed in men. Women have a high level of abstract thinking, dominance, and diplomacy, all other characteristics are in the zone of average values. The biggest differences in university teaching staff depending on gender were found in such characteristics as emotional stability and anxiety: women are more anxious and less emotionally stable. That is, the biggest differences in the personal portrait of employees, depending on gender, relate to the features of the emotional and volitional sphere of the individual.

Differences in the level of stress were studied in groups of male and female university teaching staff. Using the Mann-Whitney U-criterion, we compared the results of the PSM-25 scale of psychological stress of Lemur-Tessier-Fillion of male and female university teachers (Table 7).

Table 7. Differences in the level of stress among male and female university teaching staff

The name of the methodology scale	Sum of ranks		The U value of the Mann-Whitney test
	Male	Female	
Stress level	345,50	984,50	315,50*

Note. * – $p \leq 0,05$

The results, presented in Table 7, illustrate the presence of significant differences between the integral indicators of the PSM-25 psychological stress scale in male and female employees of the organization. The rank sums of differences in the level of stress in women are greater than the rank sums of differences in the level of stress in men ($U=315.5$; $p<0.05$). This means that the level of stress in women is significantly higher than in men.

With the help of the Mann-Whitney U-criterion, we compared the results of male and female university teaching staff passing the method of diagnosing the level of emotional burnout (Table 8).

The results presented in Table 8 illustrate significant differences between indicators on the scales of the methods of diagnosing the level of emotional burnout in male and female university teaching staff.

Rank sums for differences in the severity of the symptom “Self-dissatisfaction” in women are greater than in men ($U=279.5$; $p<0.01$). The rank sums for differences in the severity of the symptom of “Anxiety and Depression” in women are greater than in men ($U=312.0$; $p<0.01$). The rank sums of differences in the severity of the symptom “Expansion of the scope of saving emotions” in men are greater than in women ($U=319.5$; $p<0.05$). The rank sums of the differences in the severity of the symptom “Reduction of

professional duties” in men are greater than in women ($U = 316.5$; $p < 0.05$). The rank sums for the differences in the severity of the “Emotional deficit” symptom in men are greater than in women ($U=268.0$; $p<0.01$). The rank sums for differences in the severity

of the symptom “Emotional detachment” in men are greater than in women ($U=314.0$; $p<0.05$). The rank sums for differences in the severity of the symptom “Psychosomatic and psycho-vegetative disorders” in women are greater than in men ($U=312.5$; $p<0.05$).

Table 8. Differences in levels of severity and features of the manifestation of the syndrome of emotional burnout of male and female university teaching staff

The name of the methodology scale	Sum of ranks		The U value of the Mann-Whitney test
	Male	Female	
Self-dissatisfaction “Tension” phase	826,50	1003,50	279,50**
Anxiety and Depression “Tension” phase	895,00	935,00	312,00*
Anxiety and Depression “Tension” phase	948,50	881,50	319,50*
Reduction of professional responsibilities “Resistance” phase	940,50	889,50	316,50
Emotional deficit “Exhaustion” phase	1011,00	819,00	268,00**
Emotional detachment “Exhaustion” phase	939,00	891,00	314,00*
Psychosomatic and psycho-vegetative disorders “Exhaustion” phase	837,50	956,50	312,50*

Note. * – $p \leq 0,05$, ** – $p \leq 0,01$

Thus, in general, in comparison with male teachers, in the case of emotional burnout, such symptoms as self-dissatisfaction, anxiety, depression, and psychosomatic and psycho-vegetative disorders in female teachers are more pronounced. In turn, male teachers, in comparison with female teachers, have more pronounced symptoms of emotional burnout, such as reduction of professional duties, expansion of the scope of saving emotions, emotional deficit, and emotional detachment.

The obtained data are probably related to the fact that female employees, due to gender stereotypes in society, must prove their professional competence more often. This leads to greater severity of such conditions as anxiety and depression. Also, in connection with this, the self-esteem of women suffers more, and they are prone to self-dissatisfaction. It is generally accepted that women are prone to anxiety to a much greater extent than men. Psychologists suggest that this tendency is generally related to the properties of the female psyche – emotionality, and sensitivity, because of which women are more prone to psychosomatic and psycho-vegetative

disorders.

Men, due to their lower emotionality, are less prone to anxiety than women, however, certain male representatives are characterized by a state of increased anxiety, especially when a man prefers not to notice a problem, closes his eyes to his own emotions (or, even worse, relaxes with the help of alcohol) – then mild anxiety can develop into a state of severe anxiety. The obtained data are also probably related to the greater focus of men on obtaining various types of external information and logical processing of this information. Men, as a rule, try to remain “rational and logical” and strive for “cognitive harmony”, and “economy” of emotions, and emotionally remove themselves from what is happening choosing more rational ways of solving the problems that arise.

Furthermore, with the help of the Mann-Whitney U-criterion, we compared the results of male and female university teaching staff passing the “Determination of mental burnout” method. The obtained results are presented in Table 9 and illustrate significant differences between indicators

according to the scales of the “Determination of mental burnout” method among male and female university teaching staff.

Table 9. Differences in levels of severity and features of the manifestation of mental burnout in male and female university teaching staff

The name of the methodology scale	Sum of ranks		The U value of the Mann-Whitney test
	Male	Female	
Psychoemotional exhaustion	849,5	980,0	276,50**
Personal detachment	992,0	838,0	313,00*
Professional motivation	975,5	854,5	315,50*

Note. * – $p \leq 0,05$, ** – $p \leq 0,01$.

Rank sums for differences in the level of severity of the indicator “Psycho-emotional exhaustion” in women are greater than in men ($U=276.5$; $p<0.01$). Rank sums for differences in the level of severity of the “Personal detachment” indicator in women are greater than in men ($U=313.0$; $p<0.05$). The rank sums for differences in the severity level of the “Professional motivation” indicator in women are greater than in men ($U=315.5$; $p<0.05$).

Thus, in general, in comparison with male employees, female university teaching staff have more pronounced indicators of stress and psycho-emotional exhaustion. At the same time, men are more characterized by high levels of personal detachment and professional motivation.

To determine the relationship, a correlation analysis was conducted using Spearman’s r_s rank correlation coefficient. The obtained results are presented in Table 10.

Table 10. Relationships between personal characteristics and the level of professional stress in male teachers

	Integral indicator of psychological stress	Psycho-emotional exhaustion	Self-dissatisfaction (tension phase)	Expansion of the scope of saving emotions (resistance phase)	Psychosomatic psycho-vegetative disorders (exhaustion phase)
C – emotional stability	-0,349*	-0,016	-0,004	-0,019	-0,173
C – emotional stability	0,169	0,437**	0,008	0,261	0,188
Q2 – conformism nonconformism	0,001	0,182	-0,384*	-0,023	-0,010
Q3 – self-control	0,177	0,060	0,184	0,601*	0,488**
Q4 – relaxation tension	0,299*	0,210	0,210	0,216	0,376*

Note. * – $p \leq 0,05$, ** – $p \leq 0,01$.

The results presented in Table 10 illustrate the presence of significant relationships between the scales of the personality questionnaire 16 PF of R. Cattell, the scale of psychological stress PSM-25 of Lemur-Tessier-Fillion, the scales of the

“Determination of mental burnout” method, and methods of diagnosing the level of emotional burnout.

Indicators of the “Emotional stability” factor are negatively correlated with the integral indicator of psychological stress ($r=-0.349$; p

$p < 0.05$). So, as the emotional stability of male employees is less pronounced, they are more prone to manifestations of psychological stress.

Indicators of the factor “Dominance” are positively correlated with the “Psycho-emotional exhaustion” indicator ($r = 0.437$; $p < 0.01$). Therefore, the more pronounced dominance, independence, and self-reliance of male employees are, the more prone they are to manifestations of psycho-emotional exhaustion.

Indicators of the factor “Conformism nonconformism” are negatively correlated with the indicator of “Self-dissatisfaction” ($r = -0.384$; $p < 0.05$). Therefore, the more pronounced conformism and orientation toward social approval of male teachers are, the more they are prone to manifestations of self-dissatisfaction.

Indicators of the factor “Self-control” positively correlate with the indicator of “Expansion of the scope of saving emotions” ($r = 0.601$; $p < 0.05$) and with the indicator of “Psychosomatic and psycho-vegetative disorders” ($r = 0.488$; $p < 0.01$). Therefore, the

more pronounced the ability to control their emotions and behavior in male teachers, the more they are prone to saving emotions and various psychosomatic disorders as symptoms of burnout.

Indicators of the “Relaxation tension” factor are positively correlated with the integral indicator of psychological stress ($r = 0.299$; $p < 0.05$) and with the indicator of psychosomatic and psycho-vegetative disorders ($r = 0.376$; $p < 0.05$). So, as male workers have more pronounced tension and anxiety, they are more prone to manifestations of psychological stress and various psychosomatic and psycho-vegetative disorders as symptoms of burnout.

The results of the study presented in Table 11 illustrate significant relationships between the scales of the personality questionnaire 16 PF of R. Cattell, the scale of psychological stress PSM-25 of Lemur-Tessier-Fillion, the scales of the “Determination of mental burnout” method, and methods of diagnosing the level of emotional burnout.

Table 11. Relationships between personal characteristics and the level of professional stress of female teachers

	Integral indicator of psychological stress	Psycho-emotional exhaustion	Personal detachment	Anxiety and Depression (tension phase)	Emotional detachment (exhaustion phase)
A – sociability	-0,004	-0,045	-0,485**	-0,485**	-0,274*
C – emotional stability	-0,412*	-0,034	0,006	-0,002	-0,082
I – rigidity – emotional sensitivity	-0,008	0,010	0,029	0,317*	0,056
O – calmness – anxiety	0,186	0,276*	0,200	0,163	0,057
Q4 – relaxation – tension	0,315*	0,009	0,003	0,018	0,154

Note. * – $p \leq 0,05$, ** – $p \leq 0,01$.

Based on the diagnostic results of female teachers, the correlation between personal characteristics and the level of professional stress was investigated.

Indicators of the “sociability” factor are negatively correlated with the integral indicator of personal distancing ($r = -0.485$; $p < 0.01$) and with the indicator of emotional detachment ($r = -0.274$; $p < 0.05$). Thus, as sociability and willingness to cooperate are

less pronounced in female employees, they are more prone to personal distancing and emotional detachment as a symptom of burnout.

Indicators of the “Emotional stability” factor are negatively correlated with the integrated indicator of psychological stress ($r=-0.412$; $p<0.05$). Thus, the emotional stability of female teachers is less pronounced, so they are more prone to psychological stress.

Indicators of the factor “Rigidity – emotional sensitivity” are positively correlated with the indicator of anxiety and depression ($r=0.317$; $p<0.05$). Thus, female teachers have a more pronounced emotional sensitivity, so they are more prone to anxiety and depression as a symptom of burnout.

Indicators of the factor “Calmness – anxiety” positively correlate with the indicator of psycho-emotional exhaustion ($r=0.276$; $p<0.05$). Thus, the more anxiety is expressed in women, the more they are prone to manifestations of psycho-emotional exhaustion.

Indicators of the “Relaxation – tension” factor are positively correlated with the integral indicator of psychological stress ($r=0.315$; $p<0.05$). Therefore, the more pronounced tensions and concerns of female teachers, the more prone they are to manifestations of psychological stress.

To prevent conflicts in professional activities, we have proposed the Program for the formation of stress resistance in university teaching staff. The purpose of the program is to build the stress resistance of university teaching staff, thereby preventing conflicts in professional activities.

Tasks of the program:

1. To form an idea about the essence of stress and its causes.
2. To develop individual skills to overcome the negative effects of stress.
3. To study the technologies of emergency preservation and restoration of psycho-emotional balance and working capacity.
4. To study the influence of individual attitudes on the development of negative

consequences of stress and their practical application.

5. To learn the technique of positive thinking.

6. To master communication safety techniques.

7. To form constructive models of team interaction to ensure high efficiency of the work of an entire team.

8. To master the technologies of productive and rational time management. Forms of implementation: classroom training, field training, post-training support (conversations, tests). The program is divided into 6 training sessions. The number of participants in the experimental group is 7 people. The total number of hours is 41 hours.

Program structure:

Module 1. Stress and stress resistance. Learn to live in the modern world (study the concepts of stress, stress resistance, and the main tools of stress resistance; consider the biological mechanism of stress reactions; learn quick anti-stress techniques).

Module 2. Negative stereotyped thinking or space for choice. Study the influence of individual attitudes on the development of negative consequences of stress and their practical application and techniques of positive thinking; learn to use reframing techniques.

Module 3. Take care of yourselves and restore your strength. Learn ways to take care of ourselves, muscle relaxation; activating techniques; study meditation methods.

Module 4. Establishing connections. Learn communication safety techniques; practice effective models of behavior in stressful situations; learn effective means of communication and expand self-capabilities.

Module 5. Time-antistress. Research and practical analysis of the influence of individual attitudes on the effective use of time; self-management, and ways of increasing self-efficacy in the use of individual time resources.

Module 6. Together we are invincible. Team building training: forming teamwork skills, creating a sense of “us”, raising team spirit; sharing professional knowledge and experience; increasing self-esteem and mutual assessment by people of each other, due to the fuller manifestation of personal qualities in a new situation, the realization of qualities not used in daily work; gaining experience of joint work for a common goal; increasing the effectiveness of communications at the level of horizontal and vertical connections; revealing the creative potential of participants, liberation from stereotypes; creating a long-term effect of positive emotional charge.

5. Conclusion

It was found that most male and female teachers are characterized by an average level of severity of personal characteristics and a high level of stress. They experience symptoms of emotional burnout and are in the resistance phase. They seek to regain a sense of psychological comfort and in this connection try to reduce the pressure on them from external circumstances. The moral feelings and experiences of such specialists remain aside from their professional activities.

Besides, many employees are characterized by high levels of indicators of psycho-emotional exhaustion and personal detachment. This means that many teachers are in chronic emotional and physical fatigue, show indifference and coldness towards others, and may show signs of depression and irritability. Personal distance is manifested in a decrease in the number of contacts with others, increased irritability and intolerance in communication situations, and negativism toward other people. It was also found that the lower the emotional stability of the individual is, the higher the index of psychological stress and psycho-

emotional exhaustion, the sensitivity, individual's dissatisfaction with himself, and emotional detachment. As the level of anxiety increases the level of psychological stress increases. Moreover, the lower the individual's self-control and the higher the tension, the more pronounced the personal distance. With the increase in tension, the indicator of personal detachment increases.

It was found that, in general, female teachers have a higher level of stress compared to male teachers. In the case of emotional burnout, such symptoms as emotional burnout, self-dissatisfaction, anxiety and depression, and psychosomatic and psycho-vegetative disorders are more pronounced, as well as a higher level of psycho-emotional exhaustion is characteristic of women. In turn, in comparison with female teachers, in the case of emotional burnout, such symptoms as reduction of professional duties, expansion of the scope of saving emotions, emotional deficit, and emotional detachment are more pronounced in male teachers. Higher levels of personal detachment and professional motivation are also characteristic of men. Besides, such personal characteristics as abstract thinking, dominance, emotional stability, and diplomacy are clearly expressed in men. Women have a high level of abstract thinking, dominance, and diplomacy. The biggest differences among university teachers depending on gender were found in such characteristics as emotional stability and anxiety: women are more anxious and less emotionally stable.

For the formation of stress resistance in university teaching staff and the prevention of conflicts in professional activities, we introduced a special program that will contribute to the improvement of the qualitative state of emotional intelligence and personal self-realization of the teacher.

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