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Psychological characteristics of the relationship between anxiety and emotional burnout

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Abstract. The article presents the results of an empirical study devoted to investigating the relationship between anxiety levels and susceptibility to emotional burnout among young adults aged 20-36. The aim of the research was to explore how anxiety is related to emotional burnout and its manifestations in young adults. The study involved 134 participants and was conducted online, which ensured coverage of various social and professional contexts and preserved the anonymity of respondents. Anxiety was assessed using the Spielberger Anxiety Scale, and emotional burnout was assessed using the Maslach Methodology, which includes components of emotional exhaustion, depersonalisation, and reduced personal accomplishment. The results showed that younger participants aged 20-24 have higher levels of anxiety and more pronounced emotional exhaustion, while depersonalisation and reduced personal accomplishment are less intense. Correlation analysis confirmed a significant positive relationship between anxiety levels and manifestations of emotional exhaustion and depersonalisation, as well as a negative relationship with a sense of personal achievement, indicating the impact of anxiety on the psycho-emotional state and motivation of young adults. The data obtained emphasise the importance of developing preventive and psychological programmes aimed at developing adaptive stress regulation strategies, increasing emotional stability, and forming effective coping strategies in young people. The study provides a scientific basis for further research into the mechanisms of anxiety's impact on emotional burnout, including age, gender, and sociocultural characteristics, as well as for evaluating the effectiveness of psychological interventions aimed at preventing and correcting burnout among young adults

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INTRODUCTION

Despite a significant number of scientific studies devoted to the problem of emotional burnout and anxiety, the issue of their interconnection remains relevant and requires further in-depth study. Particular attention should be paid to studying the psychological characteristics of this relationship among young people who are in the stage of active personal and professional development. This age period is characterised by intense processes of personal identity formation, professional self-determination, and adaptation to new social roles. The combination of educational, professional, and social activities is often accompanied by increased psycho-emotional stress, which can contribute to the development of anxiety and manifestations of emotional exhaustion. In this regard, the study of psychological factors that determine the development of emotional burnout is important for understanding the mechanisms of maintaining mental well-being.

In particular, R. Bianchi *et al.* (2021) provided an integrative conceptualisation of emotional burnout as a multi-dimensional syndrome that emerges as a result of prolonged exposure to occupational and psychosocial stressors. The authors emphasised that chronic stress exposure does not merely increase emotional exhaustion but progressively undermines emotional regulation systems, leading to a cumulative depletion of psychological resources. This process is closely associated with heightened anxiety levels, which function both as a precursor and as a reinforcing factor of burnout development. Importantly, their findings indicate that burnout should be understood as a progressive process rather than a static condition, characterised by escalating emotional dysregulation, detachment, and reduced psychological resilience over time.

Z. Hao *et al.* (2021) provided evidence that anxiety plays a significant mediating role in the relationship between environmental stressors and burnout-related outcomes. Their findings demonstrated that increased anxiety levels are associated with higher emotional exhaustion and maladaptive behavioural patterns, including reduced self-regulation capacity. Importantly, the authors emphasised that anxiety not only intensifies perceived stress but also alters cognitive appraisal processes, thereby increasing vulnerability to burnout development. This supports the conceptualisation of anxiety as a central psychological mechanism linking external stress exposure to internal emotional depletion. Further expanding this perspective, S.A. Sevinc *et al.* (2022) investigated anxiety and burnout among healthcare professionals operating under high-intensity working conditions. Their results revealed a strong positive association between anxiety levels and all core dimensions of burnout, particularly emotional exhaustion. The study highlighted that chronic exposure to occupational stressors significantly amplifies anxiety responses, which in turn accelerates psychological fatigue and reduces adaptive functioning. These findings suggest a cyclical relationship in which anxiety and burnout mutually reinforce each other, especially in high-demand environments.

Complementary evidence is provided by H. Zhang *et al.* (2020), who demonstrated that anxiety symptoms are significantly correlated with emotional exhaustion in professional populations. Their study further emphasised the moderating role of social support, indicating that external psychological resources can buffer the negative impact of anxiety on burnout development. This highlights that while anxiety is a strong risk factor, its effects are not deterministic and may be influenced by protective environmental and interpersonal factors. From a cognitive perspective, P. Koutsimani *et al.* (2022) examined the relationship between burnout and cognitive functioning, demonstrating that burnout is associated with impairments in executive control and cognitive flexibility. Importantly, their findings suggest a bidirectional relationship between anxiety and burnout, where cognitive inefficiencies contribute to heightened anxiety, which further exacerbates burnout symptoms. This cognitive-emotional feedback loop provides a more complex understanding of how psychological strain is maintained over time.

Contemporary Ukrainian studies confirm the presence of a significant relationship between anxiety levels and manifestations of emotional burnout among young adults. In particular, higher levels of anxiety are associated with more pronounced emotional exhaustion, reduced stress resilience, and impaired emotional regulation. It is also noted that burnout syndrome is often intensified under conditions of prolonged psycho-emotional load and insufficient adaptive coping strategies. In the study by O.I. Solonyna (2021), social anxiety in students and its relationship with emotional burnout were investigated. The author emphasised that high levels of anxiety serve as a predictor of emotional exhaustion and reduced psychological well-being. The research conducted by S.M. Buzhynska & A.O. Boichenko (2019) demonstrated that anxiety significantly contributes to the development of burnout syndrome among pedagogical students, particularly through reduced emotional stability and difficulties in emotional self-regulation. Thus, an analysis of scientific sources indicates that researchers pay considerable attention to the problem of anxiety and emotional burnout, but the question of the psychological characteristics of their interconnection among young adults requires further empirical study. The aim of the study was to identify the psychological characteristics of the relationship between anxiety levels and manifestations of emotional burnout in young adults.

MATERIALS AND METHODS

An empirical study of the psychological characteristics of the relationship between anxiety and emotional burnout was conducted in 2025 in accordance with the generally accepted principles of psychological research, including objectivity, consistency, scientific validity, and ethical standards as outlined in the American Psychological Association (2017) ethical principles. All participants took part voluntarily, were informed about the purpose of the study,

and were assured of the confidentiality of the data obtained. The use of an online format for collecting information is justified by modern studies confirming its reliability and validity (Wright, 2006; Andrade, 2020). The methodological basis of the study was formed by systemic, person-centred, and integrative approaches, which allowed to consider anxiety and emotional burnout as interrelated psychological phenomena that are formed as a result of the interaction of individual psychological characteristics of a person and the influence of external stress factors. The systemic approach involves analysing psychological phenomena in the context of their interconnection and interdependence. The person-centred approach ensures that the individual psychological characteristics of respondents are taken into account. The integrative approach allows for a comprehensive analysis of the phenomena under study. The study was carried out in three stages: The theoretical stage involved analysing scientific literature to identify the main approaches to studying anxiety and emotional burnout, clarifying the conceptual and categorical apparatus, and justifying the choice of empirical methods (Maslach & Jackson, 1981; Spielberger, 2010; Skapinakis, 2014). Methods of analysis, synthesis, generalisation, systematisation, and comparison of scientific sources were used.

The empirical stage included the formation of a sample and the conduct of a psychodiagnostic study. The sample consisted of 134 participants aged 20 to 36, representing the stage of emerging and active adulthood, which corresponds to the period of early and middle adulthood in the psychosocial development framework proposed by Erikson (Erikson, 1950; McLeod, 2025). According to this theoretical approach, individuals in this age range are engaged in identity consolidation, professional establishment, and the development of long-term interpersonal relationships. The sample was formed on a voluntary and accessible basis, and the study was conducted online. Inclusion criteria: voluntary consent to participate, compliance with the age range, and complete completion of psychodiagnostic methods. The sample represents a group of young people with increased psycho-emotional stress and a potential tendency to develop emotional burnout (Salvagioni *et al.*, 2017; Zhang *et al.*, 2020).

Standardised psychodiagnostic instruments with high validity and reliability were used to assess anxiety levels and emotional burnout in the participants. The level of anxiety was assessed using the Spielberger-Hanin State-Trait Anxiety Inventory (STAI), which allows for the evaluation of both situational (state) and dispositional (trait) anxiety. The use of this instrument is supported by extensive research confirming its reliability and validity across different age and occupational groups (Julian, 2011). For the STAI, total scores range from 20 to 80 points. Scores of 20-39 are interpreted as low anxiety, 40-59 as moderate anxiety, and 60-80 as high anxiety (Spielberger, 2010). This classification enabled a clear quantitative differentiation of anxiety levels within the sample. Emotional burnout was assessed using the Maslach Burnout Inventory (MBI), which includes

three subscales: Emotional Exhaustion (EE), Depersonalisation (DP), and Personal Accomplishment (PA). According to normative guidelines, higher scores on EE and DP indicate higher levels of burnout, while lower scores on PA reflect reduced personal accomplishment. For EE, scores of 0-16 are considered low, 17-26 moderate, and 27 or above high. For DP, 0-6 indicates low, 7-12 moderate, and 13 or above high burnout. For PA, 39 or above indicates high personal accomplishment, 32-38 moderate, and 0-31 low (Maslach & Jackson, 1981).

The use of these standardised thresholds ensured transparency in classification and increased the interpretability and comparability of the obtained results. Emotional burnout was assessed using the MBI methodology, which provides a comprehensive diagnosis of three interrelated components of this phenomenon. The first component, emotional exhaustion, is characterised by psycho-emotional fatigue, decreased energy, and reduced ability to effectively perform professional and social duties. The second component, depersonalisation, manifests itself through alienation in interpersonal relationships, cynicism, and emotional distancing, reflecting the psychological defense of the individual against excessive emotional stress. The third component – reduced personal accomplishment – includes a subjective feeling of reduced effectiveness, motivation, and competence, which can negatively affect an individual's professional and social functioning (Koutsimani *et al.*, 2022).

The integration of these components in the study allowed emotional burnout to be considered as a multidimensional phenomenon associated with individual psychological characteristics and anxiety levels. The combination of the STAI scale and the MBI methodology provided a comprehensive assessment of respondents' psycho-emotional state, capturing both stable personality-related tendencies and current emotional experiences. This approach increased the reliability and validity of the obtained data. STAI includes statements that assess both situational and trait anxiety, such as "I feel calm", "I feel nervous", or "I am tense", where respondents indicate the degree to which each statement reflects their current or general emotional state. The MBI includes items reflecting different dimensions of burnout: emotional exhaustion (e.g., "I feel emotionally drained from my work"), depersonalisation (e.g., "I feel I treat some people as if they were impersonal objects"), and personal accomplishment (e.g., "I feel I am positively influencing other people's lives through my work"). These standardised items allow for a structured assessment of emotional exhaustion, interpersonal distancing, and perceived professional effectiveness.

Together, these instruments enable the simultaneous assessment of anxiety as both a stable trait and a situational state, as well as the key components of emotional burnout, ensuring a more comprehensive and methodologically robust analysis of respondents' psychological functioning. The procedure included providing respondents with clear instructions on how to complete electronic questionnaires

containing socio-demographic questions and psychodiagnostic methods. The average completion time was 20-25 minutes, which minimised fatigue and ensured the reliability of responses. The online format ensured standardisation of data collection conditions and made participation accessible to a wide range of respondents (Wright, 2006). The analytical stage involved quantitative processing of the results. Descriptive statistics (mean values, standard deviations) and Pearson's correlation analysis were used to assess the strength and direction of the relationship between anxiety and components of emotional burnout (Field, 2020). Statistical processing was performed using Jamovi and

Microsoft Excel, which ensures the accuracy of calculations, reliability of results, and their reproducibility. The use of these methodological approaches, theoretical and empirical methods, as well as mathematical and statistical procedures, made it possible to obtain objective, valid, and reliable data on the psychological characteristics of the relationship between anxiety and emotional burnout among young adults.

RESULTS AND DISCUSSION

The sample consisted of 134 participants aged 20 to 36. The distribution of the sample by age groups is shown in Table 1.

Table 1. Distribution of the sample by age

Age group (years)	Quantity	Percentage
20-24	38	28.4
25-29	45	33.6
30-36	51	38
Total	134	100

Source: developed by the authors

An analysis of age groups shows that participants aged 30-36 account for the largest share (38%). Younger respondents (aged 20-24) showed a tendency toward higher average levels of anxiety and emotional burnout compared to older respondents, which is consistent with international studies indicating increased psycho-emotional sensitivity among young people in the early stages of professional and personal development (Salvagioni *et al.*, 2017; Bianchi *et al.*, 2021). The average anxiety level in the sample on the STAI scale was 42.7 points (SD = 10.8), which corresponds to a moderate level of anxiety. The distribution of anxiety by age group shows a decrease in the average level with age: younger participants (20-24 years) had an average score of 45.2 points, while older participants (30-36 years) had an average score of 41.0 points (Table 2). High anxiety levels were observed in 29.1% of participants, moderate levels in 47.8%, and low levels in 23.1%. The most vulnerable group

was young adults aged 20-24, among whom 36.9% demonstrated high anxiety levels. These findings are consistent with the data of H. Zhang *et al.* (2020) and R. Bianchi *et al.* (2021), who showed that the early stages of professional development are accompanied by increased psycho-emotional sensitivity. Emotional burnout was assessed using the MBI methodology, which includes three components: EE refers to a state of psycho-emotional exhaustion, fatigue, and reduced ability to perform professional duties effectively. DP is characterised by alienation in interpersonal relationships and emotional distancing (Koutsimani *et al.*, 2022). PA reflects an individual's sense of professional competence, effectiveness, and achievement. Lower scores on this scale indicate reduced self-efficacy and perceived professional competence (Bianchi *et al.*, 2021). The distribution of emotional burnout levels by age group is shown in Table 3.

Table 2. Anxiety test (STAI) results among participants, n = 134

Age group (years)	Mean STAI score (M)	Standard deviation (SD)	Low level (%)	Moderate level (%)	High level (%)
20-24	45.2	11.1	18.4	44.7	36.9
25-29	42.1	10.3	24.4	48.9	26.7
30-36	41.0	10.0	27.5	49.0	23.5
Total	42.7	10.8	23.1	47.8	29.1

Source: developed by the authors

Table 3. Distribution of emotional burnout levels among participants (n = 134) by age group, %

Age group (years)	EE: low	EE: moderate	EE: high	DP: low	DP: moderate	DP: high	PA: low	PA: moderate	PA: high
20-24	12.6	50.0	37.4	35.8	50.0	14.2	15.8	60.5	23.7
25-29	18.9	55.6	25.5	42.2	48.9	8.9	20.0	62.2	17.8
30-36	22.5	57.5	20.0	48.0	44.0	8.0	25.0	60.0	15.0
Total	17.7	54.5	27.8	42.7	47.7	9.6	20.9	61.2	17.9

Source: developed by the authors

A moderate level of EE is observed in most respondents (54.5%), while high EE is characteristic of 27.8%,

mainly among younger participants aged 20-24 (37.4%). A high level of DP is observed in 9.6% of the sample, while

low and moderate levels are observed in most respondents. PA is predominantly at a moderate level (61.2%), with a low level observed in 20.9% of participants, mainly younger

ones. Pearson's correlation analysis (r) was used to assess the relationship between anxiety levels and emotional burnout. The results are presented in Table 4.

Table 4. Correlation between anxiety levels (STAI) and components of emotional burnout ($n = 134$)

Indicator	EE (r)	DP (r)	PA (r)
STAI	0.58**	0.41**	-0.36**

Note: ** $p < 0.01$

Source: developed by the authors

In the present study, the PA scale was interpreted as Personal Accomplishment, where higher scores indicate a stronger sense of professional competence and achievement, whereas lower scores reflect reduced personal accomplishment. Therefore, the negative correlation between anxiety and PA ($r = -0.36$, $p < 0.01$) suggests that higher anxiety levels are associated with a lower sense of personal effectiveness and achievement. The results indicated that correlation analysis revealed a statistically significant positive relationship between anxiety and EE ($r = 0.58$, $p < 0.01$), indicating that higher levels of anxiety are associated with increased emotional exhaustion. A moderate positive correlation was also found between anxiety and DP ($r = 0.41$, $p < 0.01$), suggesting that elevated anxiety contributes to emotional distancing and negative attitudes toward others. At the same time, a statistically significant negative correlation was identified between anxiety and PA ($r = -0.36$, $p < 0.01$), which demonstrates that higher anxiety levels are associated with a reduced sense of professional competence and personal accomplishment.

The correlation coefficients obtained indicate a positive significant relationship between anxiety and two components of emotional burnout (EE and DP), suggesting that increased anxiety is associated with increased emotional exhaustion and alienation in interpersonal interactions. At the same time, the negative relationship between anxiety and PA indicates a decrease in self-efficacy and motivation in respondents with high levels of anxiety. These results are consistent with the findings of S.L.D. Restubog *et al.* (2020), who noted that anxiety is a predictor of reduced personal achievement and increased depersonalisation in young workers. Similar conclusions were obtained in a study by H. Zhang *et al.* (2020), which showed that anxiety correlates with EE in students and young professionals, as well as in the works of M.P. Leiter (2021), who emphasised that high levels of anxiety are associated with the development of emotional exhaustion in the early stages of professional activity.

The theoretical foundations of the relationship between anxiety and emotional burnout are based on the transactional model of stress proposed by S. Folkman & J.T. Moskowitz (2004). Within this framework, stress is understood as a result of the interaction between the individual and the environment, while coping strategies serve as a key regulatory mechanism. The authors emphasised that coping effectiveness determines psychological well-being and the ability to withstand chronic stress, which is directly related to the risk of emotional burnout development.

Contemporary research conceptualises anxiety as a central individual psychological factor in the development and maintenance of emotional burnout. Unlike situational stress responses, anxiety is increasingly understood as a relatively stable personality-related disposition that shapes the way individuals perceive, interpret, and respond to stressors in everyday life and professional contexts.

In particular, D.A.J. Salvagioni *et al.* (2017) defined anxiety as a relatively stable psychological trait reflecting an individual's tendency toward heightened tension, anticipatory worry, and increased sensitivity to environmental stressors. This conceptualisation is important because it positions anxiety not merely as an emotional reaction to external events, but as a persistent vulnerability factor that influences long-term psychological functioning. Individuals with elevated anxiety levels are more likely to perceive neutral or ambiguous situations as threatening, which increases their overall stress load and contributes to chronic psycho-emotional strain. Building on this, K.A. Knowles *et al.* (2018) emphasised the cognitive-emotional mechanisms underlying the anxiety-burnout relationship. The authors found that high levels of anxiety are associated with impairments in emotional regulation processes, including reduced ability to reappraise negative experiences and decreased flexibility in coping responses. Additionally, anxious individuals demonstrate increased attentional bias toward negative stimuli and a tendency toward maladaptive cognitive appraisal of situations. These mechanisms collectively contribute to sustained emotional overload, which gradually exhausts psychological resources and increases vulnerability to burnout symptoms.

Further empirical support is provided by J. Zhou *et al.* (2016), who demonstrated that elevated anxiety is significantly associated with higher levels of emotional exhaustion and reduced psychological resilience. Their findings indicate that anxiety not only intensifies the emotional component of stress responses but also weakens adaptive capacity, thereby limiting an individual's ability to recover from prolonged exposure to stressors. This combination of heightened emotional reactivity and diminished resilience creates a psychological profile that is particularly susceptible to the development of emotional burnout. Data interpretation revealed several key trends. First, younger participants (aged 20-24) showed the highest levels of anxiety and emotional exhaustion, especially EE and DP. This finding indicates increased vulnerability among young people in the early stages of social and professional adaptation.

The results confirm the conclusions of D.A.J. Salvagioni *et al.* (2017) and R. Bianchi *et al.* (2021) who noted that young adults are in a state of heightened psycho-emotional sensitivity and susceptibility to stress reactions due to insufficiently developed self-regulation mechanisms. Second, older participants (aged 30-36) demonstrated lower levels of anxiety and emotional burnout, indicating a gradual accumulation of adaptive resources, experience in coping with stress, and the formation of effective strategies for regulating their psycho-emotional state. This conclusion is consistent with the work of P. Koutsimani *et al.* (2022), who emphasised that professional and life experience contributes to reducing vulnerability to burnout and improves the ability to regulate emotions.

A comparison with other studies indicates a certain universality of the observed patterns: R. Bianchi *et al.* (2021) identified comparable age-related differences in anxiety and burnout levels and emphasised the importance of the early stages of professional adaptation in the development of emotional exhaustion and DP. In addition, S.L.D. Restubog *et al.* (2020) highlighted the negative impact of anxiety on PA, which is also confirmed by the findings of this study ($r = -0.36$). Thus, the results of the study demonstrate a stable and statistically significant relationship between anxiety levels and manifestations of emotional burnout, confirming the relevance of developing preventive psychological support programmes. This is particularly important for young adults aged 20-24, who are characterised by increased psycho-emotional sensitivity and insufficiently developed adaptive resources. The obtained data substantiate the necessity of implementing preventive measures aimed at developing adaptive stress-regulation strategies, enhancing emotional stability, and supporting motivation as well as a sense of self-efficacy during professional and social development.

CONCLUSIONS

The study enabled a comprehensive assessment of the relationship between anxiety levels and manifestations of emotional burnout among young adults aged 20-36. The average level of anxiety in the sample was moderate, but younger respondents aged 20-24 show significantly higher levels compared to older groups, indicating increased psycho-emotional vulnerability in the early stages of social and professional adaptation. Analysis of the components of emotional burnout showed that the most pronounced among the participants is emotional exhaustion, mainly at a moderate level, with higher rates among younger respondents. Depersonalisation and reduced personal achievement are less pronounced, indicating the gradual formation of these aspects of burnout and their accumulation

under conditions of prolonged psycho-emotional stress. Age analysis indicated a tendency toward a decrease in levels of emotional exhaustion and depersonalisation in older participants, which may be associated with more developed adaptive resources and the ability to regulate stressful situations more effectively.

Correlation analysis confirmed the existence of a significant relationship between anxiety levels and manifestations of emotional burnout. It was found that increased anxiety was positively correlated with emotional exhaustion and depersonalisation and negatively with a sense of personal achievement. This indicates that high levels of anxiety are associated with increased susceptibility to psycho-emotional exhaustion, emotional distancing, and decreased motivation, self-esteem, and sense of effectiveness. Age analysis showed that the impact of anxiety on manifestations of burnout is more pronounced in younger respondents, while older participants are characterised by a more stable psycho-emotional state and a preserved sense of personal achievement. The obtained results are of practical importance for psychologists, coaches, teachers, and organisational consultants. The results point to the need for the targeted development of adaptive stress regulation strategies, the formation of emotional stability, and effective self-regulation mechanisms among young people. This reduces the risk of emotional burnout in the early stages of professional and social development and emphasises the importance of specialised psychological support and prevention programmes for psycho-emotional overload.

Prospects for further research lie in the study of the mechanisms of anxiety's impact on burnout, taking into account age, sociocultural, and professional differences, as well as in researching the effectiveness of psychological interventions for preventing and reducing the manifestations of emotional burnout in young people. Further research may focus on the identification and analysis of effective mechanisms for mitigating the impact of anxiety on emotional burnout, particularly through the development of emotional intelligence, the implementation of psychological support programmes, teaching self-regulation and stress-management techniques, and optimising professional workloads and organisational working conditions.

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<https://orcid.org/0000-0002-7857-3613>**Психологічні особливості взаємозв'язку тривожності та емоційного вигорання**

Анотація. У статті представлені результати емпіричного дослідження, присвяченого вивченню взаємозв'язку рівня тривожності та схильності до емоційного вигорання серед молодих дорослих віком 20-36 років. Метою дослідження було з'ясувати, як тривожність пов'язана з емоційним вигоранням та його проявами у молодих дорослих. У дослідженні взяли участь 134 особи, дослідження проводилося в онлайн-форматі, що забезпечило охоплення різних соціальних та професійних контекстів та збереження анонімності респондентів. Оцінка тривожності здійснювалася за допомогою Шкали тривожності Спілбергера, а рівня емоційного вигорання – за Методикою Масlach, що включає компоненти емоційного виснаження, деперсоналізації та зниження особистісних досягнень. Результати показали, що молодші учасники віком 20-24 роки мають підвищений рівень тривожності та більш виражене емоційне виснаження, тоді як деперсоналізація та зниження особистісних досягнень проявляються менш інтенсивно. Кореляційний аналіз підтвердив наявність значущого позитивного зв'язку між рівнем тривожності та проявами емоційного виснаження і деперсоналізації, а також негативного зв'язку з відчуттям особистісних досягнень, що свідчить про вплив тривожності на психоемоційний стан та мотивацію молодих дорослих. Отримані дані підкреслюють важливість розробки профілактичних та психологічних програм, спрямованих на розвиток адаптивних стратегій регуляції стресу, підвищення емоційної стійкості та формування ефективних копінг-стратегій у молоді. Дослідження створює наукову основу для подальшого вивчення механізмів впливу тривожності на емоційне вигорання, у тому числі з урахуванням вікових, гендерних та соціокультурних особливостей, а також для оцінки ефективності психологічних інтервенцій, спрямованих на профілактику та корекцію вигорання серед молодих дорослих

Ключові слова: психоемоційне виснаження; особистісна ефективність; психологічна стійкість; стресові чинники; емоційна регуляція