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Abstract: The article deals with the actual problem of modern education system – professional burnout of educators of preschool institutions. On the basis of the study was identified the basic symptoms and determinants of professional burnout of educators of preschool institutions. Empirically proven assumptions about the relationship between professional burnout and motivating career choices, and the determination of professional burnout by the high level of motivation of avoid failure.

Key words: professional burnout, motivation to avoid failure, motivation to succeed.

INTRODUCTION

People of the XXI century tend to concentrate on personal interests, desire to achieve the social status and predominating of the evaluative attitude in the light of specific activity. Because of it the career choice of young people is usually made based only on practical or in other words consumers' interests. The key criteria of the choice are often the social significance of the job, its prestige, the promotion possibility, high salary, etc. Everything mentioned above if we look based on traditional classification of motives on internal and external, has nothing in common with the inner need of the person in the chosen specialty, with the personal and social significance of the latter, with the job satisfaction because of its creative character, etc.

The job of a preschool teacher, based on its key characteristics is not considered as one of prestigious. It is considered less prestigious even in the pedagogical society. But it is characterized as other pedagogical professions by increased duration, high dynamics, work overload, time deficit, the activation of psychic and physical resources on the edge of own abilities, role uncertainty, constant social evaluation and the expectancy of it, etc, which results in stresses, professional illnesses, multiple personal- professional deformations, including professional burnout, which we interpret as multidimensional, work connected, and in the first place psychic syndrome, which appears on different stages of professional activity of normal people, and is characterized by the gradual loss under the influence of prolonged professional stress of emotional, cognitive, and physical energy, and is displayed in symptoms of psycho-emotional exhaustion, chronic tiredness, cynicism and the decrease of satisfaction from the completed work.

Topicality of the chosen topic is first and foremost connected with negative, for the teachers themselves, the surrounding people and pupils, results of the

professional burnout, which demands timely preventive measures, diagnosis and correction and also social significance of the problem and its insufficient investigation.

REVIEW OF EARLY RESEARCH

The motivational theories of teachers were investigated by *N. A. Aminov*, *A. B. Bakuradze*, *N. V. Kuz'mina*, *Ye. I. Rogov* and others. The most complete review of the existing theories was suggested by *Ye. P. Il'in* [2].

Motivation – is one of important components of the pedagogical activity. As *Bajmetov (1999)* claims, by choosing the pedagogical profession, person, as a rule, is guided by the motives of duty, interest and excitement of the subject of teaching and communication with children (“love for children”). Based on the characteristics of dominating of these motives the scientist distinguished 4 groups of teachers with the domination of duty (43%), with the domination of interest for the subject which is taught (39%), with the domination of the need to communicate with children (11%), and with no leading motive (7%). According to the scientist's point of view, the latter have the highest qualification and authority. Also the scientist proves that the domination of the motive of duty is characteristic of teachers, prone to authoritarianism, the domination of the communication motive – for liberal teachers, and the absence of the dominating motive – for teachers prone to democratic way of management [1; 2, p. 279-280].

The activity of a person is defined, as a rule, by some motives: one main, which not only impels and guides person's activity, but also gives them personal meaning, and some subordinate, which perform additional stimulation. To *A. A. Rean's* mind (1990, 1999), the more optimal motivational complex the teacher has (high level of internal and external

positive motivation and low level of negative external), the higher satisfaction of the job [4, p. 253].

In our investigation we are guided by three motives of choosing the profession and the later professional activity: dominant (steady interest for profession), situational (the influence of life conditions, which are not always connected with person's interests), conformist (the influence of the close people: advice from the members of the family, friends and acquaintances, etc.) In our opinion, in the sphere of professional motivation very important role lies in the positive attitude to the profession, the choice of professional activity according to the calling and own abilities, understanding of its probability and significance for themselves, society, dominating motivation and also the existence of appropriate skills. Situational and conformist motivations are unstable in their nature and are mostly external or formal, they don't give the choice of profession personal significance.

The orientation of the personality on formal motivation is often the reason for intrapersonal and interpersonal conflicts, not living or the absence of values in profession and causes the fact that people and things with which the professional interacts become the instrument and the activity itself, which gradually loses its internal worth, changes into practical value (the instrument of achieving goals) [3, p. 7-9]; to the decreasing of moral-psychological climate in the group, the unwillingness of going to work (work alienation), the impoverishment of relationships with other people, with the activity, themselves, and in the end with the professional burnout.

The analysis of the scientific literature allows us to state that the peculiarities of professional burnout of preschool teachers are less investigated, compared to the investigation of teachers' or professors' burnout, which suggests that only practical psychologists who work in kindergartens are interested in this subject and there are now (2013) only three theses on the comparison of preschool teachers and teachers (*A.A.Rukavishnikov, 2001*), the reasons for burnout of teachers and preschool teachers (*K. A. Dubinitskaya, 2011; L. I. Tyshchuk, 2008*). But they neither settle the content, nor the specifics of the phenomenon.

THE PURPOSE OF INVESTIGATION

Lies in the determination of the role of motivational characteristics in the formation of the professional burnout of the preschool teachers and involves the solving of such *tasks*: to determine the peculiarities of professional burnout of the preschool teachers, to

define the character of the interrelations between the motivation and the burnout and its components.

For the empirical check we have made such assumptions: there is a logical connection between the professional burnout, its components and the motivation of the preschool teachers, the formation of the professional burnout of preschool teachers is determined by the motives for the profession choice and high level of motivation of avoidance of failures.

METHOD

Participants and procedure

In the research took part 408 preschool teachers in Chernivtsi city and its oblast. The average age of the preschool teachers was 32.16 years (from 18 till 67 years), experience – 9.9 years (from 1 month till 48 years). The sample was homogeneous.

The processing and interpretation of the obtained results was realized on the analytical level. The analytical analysis of the data included the models of the descriptive statistics, correlation analysis, nonparametric statistical tests (*Kruskal-Wallis H-Test*), methods of correlation ratio (η) and «polar groups» (*J. M. Flanagan*).

The statistical processing of the data and the graphic display of the results were realized with the help of standard package of statistical programs MS Excel and Statistica 7.0.

Measurement instruments

The peculiarities of the professional burnout were determined by *V. V. Boyko's "Method of the diagnosis of the level of emotional burnout"* which enables us to investigate the syndrome as a dynamic model, to see its full picture with three phases and twelve symptoms, deeply, systematically and in detail to investigate the peculiarities of the burnout on different stages of its formation, and also to determine the level of its formation in general. The Method includes 84 questions. The processing of the obtained data was realized according to the key [5, p. 395-399]. The peculiarities of the motivation of preschool teachers were determined with the help of *T. Ehlers' "Questionnaire of the Achievement Motivation"* and *"Questionnaire of the Motivation of the avoidance of failures"* [5, p. 150-153]. The author's questionnaire «The peculiarities of the professional burnout of preschool teachers» was used.

The processing and interpretation of the obtained results was performed on the analytical level with the

use of procedures of the descriptive statistics, variance and correlation analyses.

Analyses

The summarized results by the *V.V. Boyko's "Method of diagnostics of the emotional burnout level"* are displayed in Table 1.

As we can see from tab. 1, the mean of "Total indicator of burnout" is 127.05 out of possible maximum 360. Moreover the level of indices on this scale doesn't get to maximum numbers (*from 19 points till 281 points*), and, in correspondence with the interpretation of results, reflects the not complete formation of *Phase «Intension»* (33.78 points), stipulated by the exhausting permanence or increasing of psycho traumatic factors, the initial period of formation of *Phase «Exhaustion»* (38.97 points), which is accompanied by the decrease of the general energetic fitness and weakening of the nervous system,

and the final stage of formation of *Phase «Resistance»* (54.22 points), which is characterized by the resistance to the increasing stress. In general in the sample three stages of burnout are formed in 4.17 % respondents, two – in 11.28 %, one – in 30.40 %, none – in 14.46 % respondents. At least one phase is formed in 45.84 % respondents, in 70.59 % respondents at least one phase is on the stage of formation. In 4.66 % respondents all three phases are at the stage of formation, in 26.96 % – two, in 38.97 % – one. High level of the formation of the professional burnout (HBL) was revealed in 18.87 %, medium (MBL) – in 43.14 %, low (LBL) – in 37.99 % respondents.

The analysis of the structural-dynamic peculiarities of the professional burnout of the preschool teachers included the investigation of its determinants and most characteristic symptoms with the help of the author's questionnaire "The peculiarities of the professional burnout of preschool teachers". The obtained results are shown in the fig. 1-2.

Table 1: Assignment of respondents according to structural-dynamic indices of the professional burnout (N = 408)

Symptoms and phases of burnout	Mean	The levels of professional burnout and it's components (%)			Dominating symptom (%)
		high (formed)	medium (in the process of formation)	low (not formed)	
Experiencing stressful circumstances	10.73	29.17	23.04	47.80	18.39
Dissatisfaction with themselves	6.27	5.64	17.90	76.47	3.19
Reach an impasse	6.55	12.75	17.90	69.37	9.07
Anxiety and depression	10.23	21.82	25.74	52.45	14.22
Phase "Intension"	33.78	12.50	28.68	58.82	–
Inadequate selective emotional response	15.76	53.44	29.66	16.92	35.79
Emotional and moral disorientation	11.50	30.15	25.25	44.61	14.22
Expansion of scope emotional savings	12.03	34.56	22.06	43.39	24.51
Reduction of professional liability	14.87	45.59	29.17	25.25	35.79
Phase "Resistance"	54.22	38.97	43.87	17.14	–
Emotional deficit	9.91	21.57	32.36	46.08	11.52
Emotional alienation	10.96	22.06	30.40	47.55	12.26
Personal alienation	8.28	15.69	22.80	61.52	11.28
Psychosomatic and psycho-vegetative disorders	9.80	19.61	24.51	55.89	13.97
Phase "Exhaustion"	38.97	13.97	34.56	51.47	–
Total indicator of burnout	127.05	18.88	43.14	37.99	–

Figure 1: Mean values of the factors of the professional burnout in respondents with different levels of the professional burnout (N = 408)

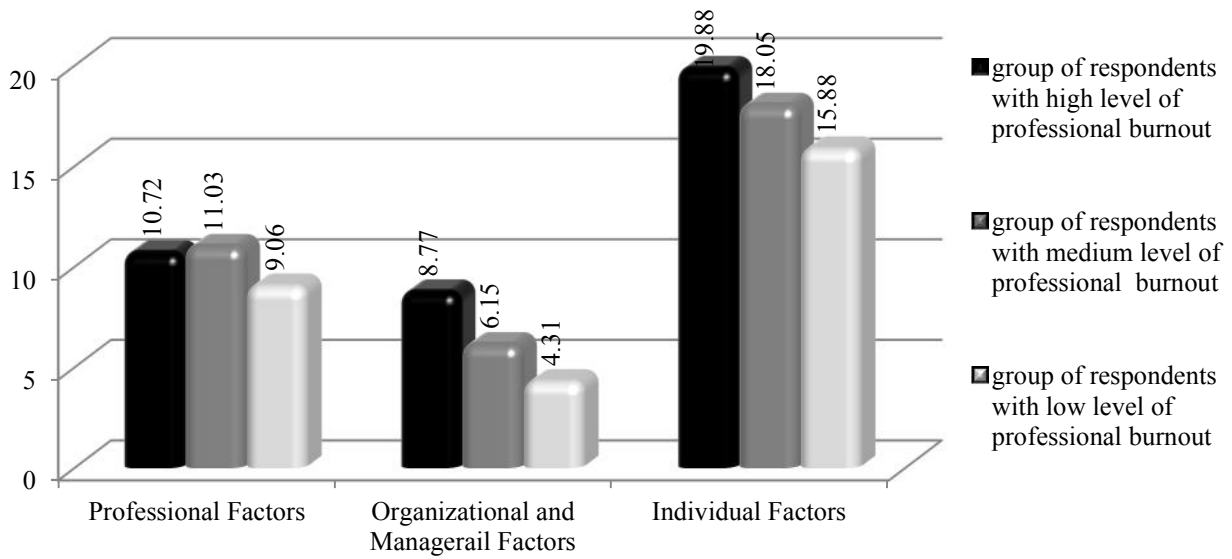
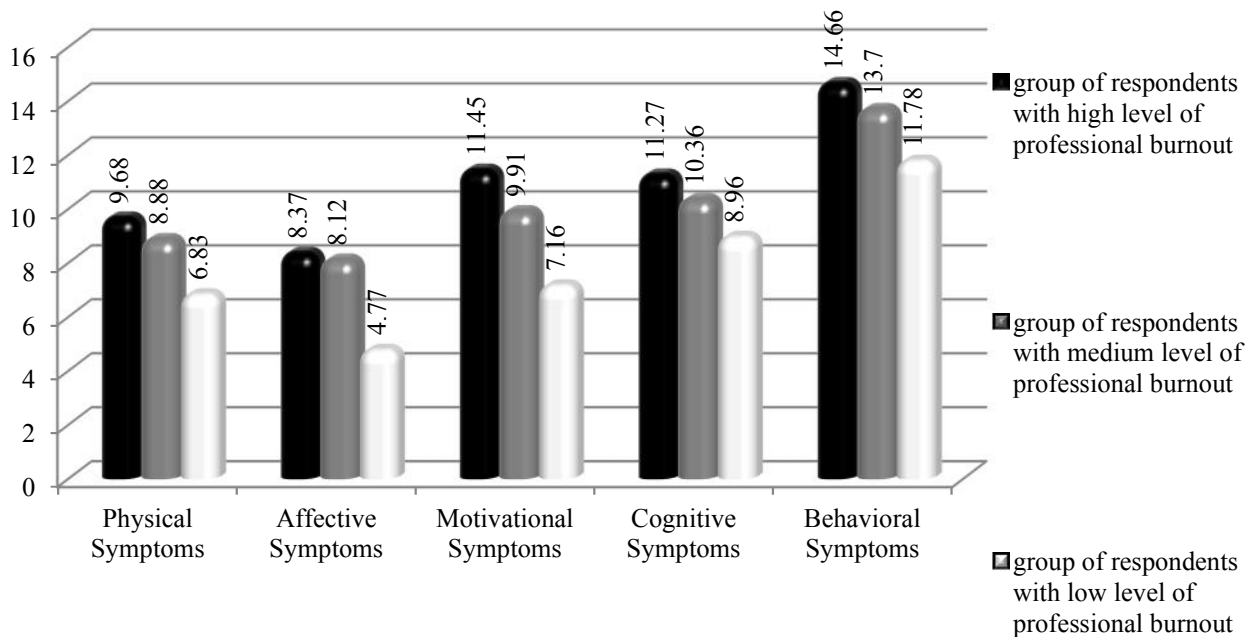


Figure 2: The mean values of symptoms of the professional burnout in respondents with different levels of professional burnout (N = 408)



The results of the use of *Kruskal-Wallis H Test*, reflected in Table 2, allow us to state the existence of the verification of differences ($p \leq 0.01$) between the groups of respondents with a HBL and LBL on all

determined factors and symptoms, apart from professional factors, which prevail in the group of respondents with MBL.

Table 2: The verification of differences between the groups with different levels of formation of the professional burnout according to the parameters of the questionnaire "The peculiarities of the professional burnout of the preschool teachers" (N = 408)

Parameters of questionnaire	Groups of respondents with different level of professional burnout	which significant difference is, p-level
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	High		Medium		Low			
	Mean	Sum of ranks	Mean	Sum of ranks	Mean	Sum of ranks		
Factors of professional burnout								
Professional	10.72	10560	11.03	26594	9.06	18458	2 > 3	H = 10.198, p = 0.006
Organizational and Managerial	8.77	12583	6.15	25398	4.31	17631	1 > 3	H = 20.585, p = 0.000
Individual	19.88	12104	18.05	25126	15.88	18382	1 > 3	H = 12.497, p = 0.002
Symptoms of professional burnout								
Physical	9.68	12689	8.88	26407	6.83	16516	1, 2 > 3	H = 30.631, p = 0.000
Affective	8.37	12177	8.12	27149	4.77	16286	1, 2 > 3	H = 31.939, p = 0.000
Motivational	11.45	12223	9.91	25791	7.16	17598	1, 2 > 3	H = 18.335, p = 0.000
Cognitive	11.27	12054	10.36	25610	8.96	17948	1 > 3	H = 14.775, p = 0.001
Behavioral	14.66	12869	13.7	26673	11.78	16070	1, 2 > 3	H = 36.739, p = 0.000

Footnote: 1 – group of respondents with high level of professional burnout, 2– with medium level, 3– with low level.

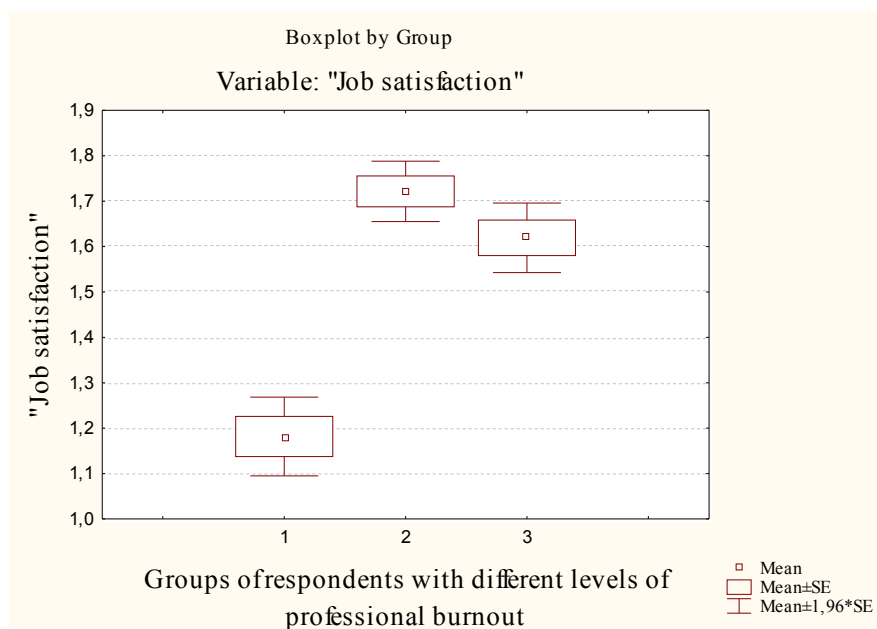
It is also revealed that all the symptoms of the professional burnout, despite cognitive, are more expressed in respondents with MBL, compared to the group of respondents with LBL. The obtained results show that the working conditions, its content, workload and overload, inadequate style of management (organizational – managerial factors), and also personal states, peculiarities, features and social-demographic indicators and other (individual factors) determine the development of burnout mainly on the final stages of its formation. Simultaneously the professional factors (the absence of pedagogical abilities, tact, the amount of communication during the day, cognitively complicated situations of interaction, high standards of competence, self-development, etc.) mostly act on the early stages of its formation.

The obtained data allows us to state that the preschool teachers with HBL and MBL, compared to the preschool teachers with LBL, are more characterized by depressive, dreary mood, anxiety, exhaustion,

nervousness, undetermined fears, the loss of meaning of one’s own professional activity, indecision, unjustified use of stimulators (coffee, alcohol, medicine, chocolate, etc.), psychosomatic disorders, etc.

It is important to state the fact that for 80.52% preschool teachers with HBL and for 66.24% preschool teachers with MBL is characteristic the low level of work satisfaction and time management, the division between the power and attention for work and personal life. In the group of respondents with LBL this indicator is peculiar for only 38.07% of preschool teachers. The procedure of using *H-Kruskal-Wallis test*, the results of which are graphically shown in fig. 3, states the existence of statistically true differences ($H = 65.462, p = 0.000$) between the groups of respondents with different levels of formation of the professional burnout according to the indicator “job satisfaction”.

Figure 3: Graphical representation of the verification of differences between the groups of respondents with different levels of formation of the professional burnout according to the indicator “job satisfaction” (N = 408)



So, the respondents with HBL are less satisfied with their job, time, division of power and attention in the continuum “work – life behind work”, than respondents with MBL and LBL.

During our investigation we have discovered the connections between the burnout and its components and the motives of the career choice by the preschool teachers. Thus, for the preschool teachers, who chose their job on their own initiative, are peculiar of lower level of the symptoms “*Reach an impasse*” ($H = 10.245, p = 0.017$) and “*Total indicator of burnout*” ($H = 10.015, p = 0.018$), than for the preschool teachers, for whom their career choice was a forced action, and lower level of symptom “*Emotional and moral disorientation*” ($H = 10.652, p = 0.014$), than for the preschool teachers, for whom the career choice was accidental. The obtained data allow us to say that the unrealized wishes and expectations, profession, chosen not according to the abilities of the person are those factors which cause the formation of professional burnout.

Using the method of “polar groups” Використовуючи метод «полярних груп», the sample according to “*Total indicator of burnout*” was divided into three groups - 60 respondents in each: the group of respondents with high, medium and low levels of formation of professional burnout.

The mean results according to T. Ehlers method are shown in tab.3, the analysis of which shows, that the mean values of the motivation for reaching success and motivation of avoiding failures are higher for the respondents with HBL, compared to the other two groups.

For the achievement motivation it is peculiar to have higher means for each of three groups of respondents. In other words, the preschool teachers are characterized by activity, initiativeness, hope for success and the need for its achieving, desire to overcome obstacles and the active search for ways to overcome them, the independence of work productivity and the level of its activity from the external control.

Table 3: The mean values and dispersion of motivation types in groups of respondents with different levels of formation of professional burnout ($N = 180$)

Motivation	Groups of respondents with different levels of professional burnout					
	High level		Medium level		Low level	
	Mean	Dispersion	Mean	Dispersion	Mean	Dispersion
Achievement Motivation	19.32	8.01	17.80	12.28	17.92	11.74
Motivation of the avoidance of failures	17.20	23.73	16.21	32.17	16.25	38.51

Table 4: Matrix of the correlational connections between the burnout and its components, achievement motivation and motivation of avoidance of failures ($N=180$)

The indices of parallel methods

Symptoms and phases of burnout	Achievement Motivation	Motivation of the avoidance of failures
Experiencing stressful circumstances	0.194*	-0.142
Dissatisfaction with themselves	0.095	0.102
Reach an impasse	0.041	-0.129
Anxiety and depression	0.045	0.119
Phase “Intension”	0.145*	-0.108
Inadequate selective emotional response	0.173*	-0.132
Emotional and moral disorientation	0.188**	-0.126
Expansion of scope emotional savings	0.177*	-0.244***
Reduction of professional liability	0.198**	0.044
Phase “Resistance”	0.254***	-0.151*
Emotional deficit	0.110	-0.321***
Emotional alienation	0.109	0.120
Personal alienation	0.247***	0.113
Psychosomatic and psycho-vegetative disorders	0.072	-0.051
Phase “Exhaustion”	0.177*	-0.081
Total indicator of burnout	0.189**	-0.123

Footnote: * – $p \leq 0.05$; ** – $p \leq 0.01$, *** – $p \leq 0.001$

The results of the use of *Kruskal-Wallis H Test* did not confirm the existence of the authentic meaningful differences between the groups of respondents based on the indicators of achievement motivation ($H = 4.003, p = 0.135$) and motivation of avoiding failures. ($H = 0.632, p = 0.729$).

For the more substantial investigation of the interconnections between the researched constructs we have made correlational analysis in the result of which a number of meaningful correlational connections were revealed. (Table 4).

In other words, the expectation of success and the need of its achievement, determination of overcoming obstacles, activity and initiativeness are accompanied with the increase of the formation of burnout in general “*Total indicator of burnout*”, *Phases of “Resistance”, “Exhaustion» and “Intension”* and specific symptoms (“*Experiencing stressful circumstances*”, “*Inadequate selective emotional response*”, “*Emotional and moral disorientation*”, “*Expansion of scope emotional savings*”, “*Reduction of professional liability*” and “*Personal alienation*”). The striving to avoid breakdown, punishment, reprimands, problems, mistakes, long thinking not on the ways of achieving the goal but about the ways of

avoiding hypothetical failure are connected with the decrease of the level of formation of *Phase “Resistance”* and the display of symptoms of “*Expansion of scope emotional savings*” and “*Emotional deficit*”. Based on the data from the correlational analysis, we can assume that, between the achieving motivation and the motivation of avoidance of failures and the burnout may exist meaningful double-sided connections. For the purpose of the discovering of the influence power and the determinacy of the constructs by one another, we have used the way of calculation of correlation ratio (η). The obtained results are demonstrated in tab. 5.

The analysis of the data in tab. 5 demonstrates, that the formation of burnout is influenced by motivation of avoidance of failures ($\eta = 0.657, p \leq 0.01$). The detected influence according to *Cheddok’s scale* can be understood as moderate: 43.2 % of cases of professional burnout are determined by high level of motivation of avoidance of failures. Correlational analysis has not detected connection between these two constructs, which tells us about the existence of another not linear connection between them. Meanwhile the burnout strongly influences the achievement motivation ($\eta = 0.969, p \leq 0.01$).

Table 5: Correlational relations of the interplay of motivation and professional burnout in the researched sample ($N = 180$)

The prediction of changes in the level of formation of professional burnout, depending on the change in the	The prediction of changes in the motivational sphere of preschool teachers, based on the change in the level of
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motivational sphere			formation of the professional burnout		
Motivation	η	η^2	η^2	η	Motivation
Achievement Motivation	0.182	0.033	0.936**	0.969**	Achievement Motivation
Motivation of the avoidance of failures	0.657**	0.432**	0.383**	0.619**	Motivation of the avoidance of failures

Footnote: ** – $p \leq 0.01$; η^2 – coefficient of determination

Taking into consideration all the results, the lowering of the level of motivation of avoidance of failures can be perceived as the psychological condition for the correction of the professional burnout of preschool teachers.

CONCLUSIONS

The results of the conducted research confirm the suggested assumptions concerning the existence of the authentic statistically meaningful connections between the burnout, its components and the motivation for the choice of job and also the determinacy of the burnout by the high level of motivation of avoidance of failures. Taking into consideration the obtained results, the decrease of the level of motivation of avoidance of failures can be considered as the psychological condition for the correction of the professional burnout of the preschool teachers. The clarification of such regularities will help us to detect and correct the negative display of the burnout of preschool teachers and may be used for the development of preventive and correction programs of the professional burnout of preschool teachers on different levels of its formation.

THE PROSPECT OF FURTHER INVESTIGATIONS

The performed investigation is not exhaustive concerning this problem, but it helps us to trace

specific psychological conditions of preventive measures and correction of the professional burnout of preschool teachers. The further investigations will be aimed at the clarification of the value-motivational peculiarities and structural organization of values of preschool teachers with different levels of formation of burnout, the improvement of psycho-technologies of its prevention and overcoming taking into consideration the specific character of the pedagogical activity.

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