

PSYCHOLOGY

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The structural and functional model of psychocorrection of professional burnout among pre-school teachers

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Abstract. The article presents a structural and functional model of psychological correction of pre-school teachers professional burnout, built on the basis identified in previous empirical studies of the basic qualities of the personality structure and personality determinants of pre-school teacher burnout, and trialled in preschool educational institutions 15, 18, 33, 38, 52 in Chernivtsi. Author describes psychocorrectional program that was created based on this model, looked at the methodological issues of studies design, the main stages of work, has highlighted the objects of corrective action. Results indicate the effectiveness of the developed model of correction pre-school teachers burnout, as well as the possibility of its use as an algorithm to determine the psychological conditions to correct pre-school teachers burn-out at different levels of its formation, and its prevention.

Keywords: *professional burnout, psychocorrection, psychocorrectional program, psychological conditions of the correction, structural and functional model of psychocorrection*

Burnout – is one of the major problem in the professional activity. It demonstrates the inconsistency in a continuum "occupation-worker", which leads to serious consequences for both the employee and the organization as a whole: reduces economic performance of work, leads to violations of work discipline and relationships with colleagues, family, quality of life, physical and mental health etc.

Though the *burnout* syndrome is recognized worldwide and has become the object of interdisciplinary research and different paradigms of scientific explanation, it is still treated as one of the most contradictory problems. Those are connected with the absence of a generally accepted name and interpretations, a unified approach to the definition criteria, factors, symptoms and phases of the *burnout* itself, with complexities of its diagnostics, as well as its prevention and correction.

The problem of prevention and correction of the professional *burnout* is very acute today due to the growth in the number of workers suffering from the *burnout* syndrome and grave consequences of the said syndrome. Unfortunately, the investigations are absent in Ukraine that might have allowed the due estimation of the *burnout* in population in general or among the specialists of a certain field of activity. It is obviously connected to the fact that in the Ukrainian translation of the phrase "*The ICD-10*" the notion "burn-out" (*state of vital exhaustion*) sounds as *over fatigue* (which is but a symptom of the *burnout*) [2; 4]. Moreover, burnout is a syndrome, and syndromes are somewhere in-between symptoms and a diagnosis, which makes it next to impossible to be defined in medical institutions.

The problem of burnout represented foreign and domestic research scientists: *E. Aronson, V.V. Boyko, M.V. Borisova, M. Burish, R. Burke; D.V. Dierendonck, T.V. Formanyuk, H.J. Freudenberger, E. Iwanicki, S.E. Jackson, E.A. Hartman, L.M. Karamushka, K. Kondo, M. Leiter, T. Marek, C. Maslach, V.Ye. Orol, B. Perlman, A.M. Pines, T.I. Ronginskaya, A.A. Rukavishnikov, W.B. Schaufeli, R.L. Schwab, Ye.S. Starchenkova, L.I. Tishchuk, N.Ye. Vodop'yanova, T.V. Zaychikova, Yu.P. Zhogno*, etc.

Despite the existence of a large number of scientific works on various aspects of professional burnout syn-

drome, its research still has many "white spots". So, out of scientists sight were problems of pre-school teachers burnout, as well as important for today's time, due to an increasing number of burned-out professionals, the problem of determining the psychological condition of its correction.

The aim of this article is to establish the structural and functional correctional model of professional burnout among preschool teachers.

The term "*burnout syndrome*" originates from Greek *syndrome* – "*combination*" and English *burn-out*. It was first used by an American psychiatrist *H.J. Freudenberger* to describe gradual emotional exhaustion, loss of motivation and decrease in attraction among volunteers of *St. Mark's Free Clinic in the New York's East Village* he was observing as a consulting psychiatrist [3, p. 205].

The analysis of definitions and characteristics of burn out phenomenon made it possible to determine its specific meaning. Professional burnout is therefore a multi-dimensional process connected with work and appearing at different stages of professional activity. It is characterized by gradual loss by a specialist of emotional, mental and bodily-physical energy, life inspiration under the prolonged professional stress revealing itself in the symptoms of psycho-emotional exhaustion, suppressed and depressive mood, chronic fatigue, insomnia, taking psychoactive substances, overall loss of interest to work and communication and absence of satisfaction from those, cynicism and in ultimate displays, suicidal intentions.

It is important to stress that in pre-schools as well as in other institutions and organizations *non-burnt* specialists work side by side with burnt ones. Consequently the same working conditions lead to burn out in some pre-school teachers whereas others function normally. That is why the leading role in forming of professional burn out should be given to the personality of a pre-school teacher while all external factors should be treated as such that when fracturing through the prism of the *burnt out* personal structure can enhance both *professional burnout* and its aftermath.

Surely, macro-social factors are impossible to correct. Thus, being aware of and taking into account the importance and significance of social, economic, political

and cultural influences, we consider the possibility of their change in the narrow context, just as a change in relation of a real group, where the pre-teacher works and structural changes in the personality of the pre-teachers him/herself. Respectively, a pre-teacher *professional burnout psychological correction* is, on one side, impossible without changes in the social situation of his/her development (life external factors) and, on the other side, the way he/she accepts and overcomes these circumstances.

Based on the results of own theoretic and empiric research [1] the criteria where determined of the research into psychological peculiarities of correction the pre-school teachers professional *burnout* and the structural and functional correction model was developed (fig. 1).

By dividing basic qualities on the dichotomic principle the following result was obtained: personal structures of pre-school teachers with low *burnout* level (*LBL*) are filled with more positive qualities, whereas those of the respondents with medium (*MBL*) and high levels (*HBL*) are filled with negative, respectively.

The analysis performed makes it possible to speak of the change in significance of most important elements of personal structures as system forming in respect of the synthesis of all the rest personal qualities, states characteristics, as well as the vector of and strength of influence, personal factors determining the formation and development of professional *burnout*, as of psychological condition for its correction.

Those are included in the basic components of the model: disbalance in the field of "professional activity – private life (*everything alternative to work*)". Basic and leading components of personal structures of pre-school teachers with different levels of professional *burnout*; the most important qualities of professional *burnout* formation (components being both basic and leading), which with certain structural organization lead to *burnout* (negative function) or to professional adaptation/ anti-*burnout* (positive function); personal determinants of professional burn out formation belong to the basic components of the model. The action is taken for the unit in the model: from identification and realization of the module from professional adaptation, satisfaction with professional activity and decreasing/overcoming professional burn out. The said process comes through separate modules: diagnostic, informational, aim-value, organizational, correctional, analytic and estimation ones, as well as research and reflexive ones due to the efficiency of passing which the movement of the personality towards professional adaptation or professional *burnout* depends.

Generalizing the works on the problem of professional *burnout* correction written by the scientists (*S.T. Gubina, A.L. Kytaev-Smyk, M.P. Leiter and C. Maslach, V.V. Luk'yanov, K. Salmela-Aro, R. Naatanen, D.G. Trunov, L.S. Chutko, W.B. Schaufeli and D. Enzmann et al.*), taking into account, and grounding on the own empiric and diagnostic data together with professional *burnout* structural and functional correction model, the psycho-correctional program "*As not to burn out in the flame of profession*" was created [1, p. 39-168].

Methodological grounds for professional burnout psychological correction. The correction program was based on 8 mini-lectures and group psychological training

due to which the participants will be able to identify the problem, to realize the phenomenon context, its structure, determinacy of appearance, levels of revealing, degree of forming and the symptoms characteristic to it. The group psychological training was chosen because the sphere of its application is much wider as compared to the social and psychological one, those being realized via the methods of psycho correction that belongs to *cognitive-behavioural approach* (*A.T. Beck, K.M. Bemis, A. Freeman, A. Ellis, P.C. Kendall, D. Meichenbaum, J.L. Pretzer et al.*). The latter is based on the ideas that both behaviour and feelings of a person are defined not by the situation he/she appears in but their reaction to it, which can partially account for the fact that, within the same organization, some people burn out, whereas the others do not; and has the aim of changing the attitude of people to themselves, the correction of desadaptive forms of behaviour, irrational settings, development of social functioning competence to.

The aim of professional burnout psycho-correction programme is to form in the participants of the programme the integral system of knowledge on professional *burnout* specificities, creation of conditions allowing the lessening the level of professional *burnout* formation by way of substitution of basic components of personal structure and lessening the strength of influence of personal (psychological) factors determining its formation. Duration – 3 months (30 hours, considering the dynamics of changes of correction targets and the level of professional burn out formation). The duration of short term correction groups is twelve sessions.

The main *assumption* of the program lays in the statement that a structural and functional model of pre-teachers professional *burnout* correction will allow, via group psychological training, influencing purposefully the exact determinacy of its appearance, most important ones, basic and leading qualities of pre-teachers' personal structures, thus eliminating the level of *burnout* formation.

Basic principles of work organization: principle of humanism as confirmation of the norms of respect, friendly attitude to a personality, excluding force and violence; principle of confidentiality as a prohibition of conscious or chance disclosure of information received by the leader in the working process; principle of competence that provides the precise identification by the leader of his/her competence limits and taking those into account; principle of responsibility meaning the leader taking care of participants' well-being and prohibition of harmful use of the results of their work.

Professional *burnout* correction is carried out in the form of individual consultations and group work within the frames of cognitive and behavioural trend.

Forms and methods of work are conversation, discussions, role plays, exercises (on relaxation, visualization, self-knowledge, self-esteem, psycho-gymnastic with elements of body therapy, etc); methods of art therapy, brainstorm and group discussions. In group discussions various topics are touched upon, such as self-esteem, self-respect, self-understanding, optimism, enthusiasm, perfectionism, trust, personal resources, etc.

The program consists of three parts (modules). The aim of the diagnostic part is the identification of professional *burnout* degree of formation, its personal markers and

psycho-correction conditions. *The aim of the theoretical part* is to provide mastering by the participants of the knowledge in professional *burnout* problem (this part is realized on the base of the following plan: the notion of professional *burnout*, professional *burnout* risk factors; professional *burnout* main symptoms; positive personal characteristics, adequate self-attitude, success motivation, value orientation, adaptation mechanisms in finding out the balance within the continuum "work-private life" role. *The practical part* consists of studies aimed at the work with psychological correction conditions defined by us, which can objectively be formed within the short period of time and which help lower professional *burnout* level.

A psycho-correction complex includes *four main units*:

1. *Diagnostic. Aim*: professional *burnout* formation level, personal formations, states, qualities, diagnostics; identification of professional *burnout* risk factors and formation of the general program of psychological correction.

2. *Purposeful (constituent)*. The reason for including this unit into the psycho-correction program is connected to the necessity of creation of active orientation at psycho-correction work, formation of self-knowledge and self-improvement motives. *Aim*: creation of active psycho-correction work orientation, formation of self-knowledge and self-improvement motives, stimulation of the wish to interact, co-operate with the leader and other participants; raise in assurance of positive results possibility due to lowering the level of professional *burnout* formation of its components, constitutive changes in both personal and professional life.

3. *Correctional. Aim*: harmonization and optimization of the program participants' development, mastering the ways of interaction with oneself and the outer world certain ways of activity; raise in self-esteem, self-assurance, formation of the adequate self-attitude (auto-likeness, self-understanding, self-assurance, expected attitude from the others); removal of negative influences of personal formations, states and qualities; development and improvement of emotional and will regulation of behaviour, identification of personal intellectual and emotional resources, realization of previous emotional experience, formation of positive emotional attitude to oneself, overcoming of inadequate forms of behaviour, development and fixing the ability to efficiently use both personal and professional time, properly plan and control the process of performance, distribute the load in the optimal way, use both optimal and adequate coping strategies and psychological protection mechanisms as well.

4. *Efficiency of correction influence estimation unit. Aim*: tracing from the data of psycho-diagnostic techniques, participants questioning, writing self-reports, monitoring the moods and other psychological content and dynamic of reactions, emotional satisfaction with studies, emotional balance in general for the sake of positive qualities and feelings, stabilization of positive self-attitude and self-esteem, lowering the level of professional *burnout* formation, estimation of correction effect.

Correctional program contains *five interconnected thematic blocks*:

I block is oriented at the problem identification, optimization of time consumption (time management) and lowering the level of tension and exhaustion.

II block aims at lowering the levelling of perfectionism and success motivation formation.

III block is oriented at the correction of negative personal formations, states and qualities, value orientation of participants included.

IV block is oriented at the self-recognition of participants and formation of adequate self-attitude, self-esteem and self-assurance.

V block is aimed at the formation of adequate mechanisms of psychological protection and optimal coping strategies.

Expected results: positive dynamics of lowering professional *burnout* formation level, change in basic qualities or their value in the personal formation structures, states, quality, value-motivation sphere, activation of mature protection mechanisms optimization, as well as active coping strategies, adequate self-esteem and self-attitude formation, in development of personal characteristics, lowering the level of personal anxiety, depressiveness, irritability, spontaneous aggressiveness together with social activity and self-assurance activation. *Foreseen result*: change in personal structure basic components value, decrease in the effect of professional burn out personal determinancy and the level of professional burn out in general, self-esteem improvement; formation of objective positive self-attitude, mature mechanisms of personal protection and active coping strategies; gaining of arbitrary self-regulation skills, ability to keep up balance in the continuum "work-private life".

Indicators of efficiency of psycho-correction programme mastering: positive dynamics in lowering the professional burn out and its constituents formation level; realization of disbalance in "work-personal life"; positive dynamics of basic qualities or their value in personal formation structures, states and qualities, defined with objective methods of psycho-diagnostical markers of professional burn out (at entering and exiting the program); the degree of psycho-correctional group participants satisfaction; level of correspondence of the results obtained to those expected by the specialist who carried out the program; behavioural and personal changes having taken place due to exact psycho-correctional methods in group participants; improvement of the level of self-attitude and assurance in oneself and once own abilities; adequate self-esteem; activation of adequate psychological protection of higher level at active coping strategies; lowering perfectionism level and those of personal anxiety, aggressiveness, depressiveness, irritability, etc; proper timing abilities; social activity activation; decrease in psychoactive substances (alcohol, coffee, drugs, tobacco, etc.) taking in or total abandoning; stability in stress and frustration situation; improvement of relations with professional activity subjects and members of the family.

Results of approbation of psychocorrectional programme. During the first state of the experiment, examinees were offered psycho-diagnostic techniques which can determine 13 indexes that we define as psychological correction conditions. The said indexes allow estimating of the current state of professional *burnout* in pre-school teachers under examination and to identify authenticity of differences between experimental and control groups of examinees with differing levels of its formation.

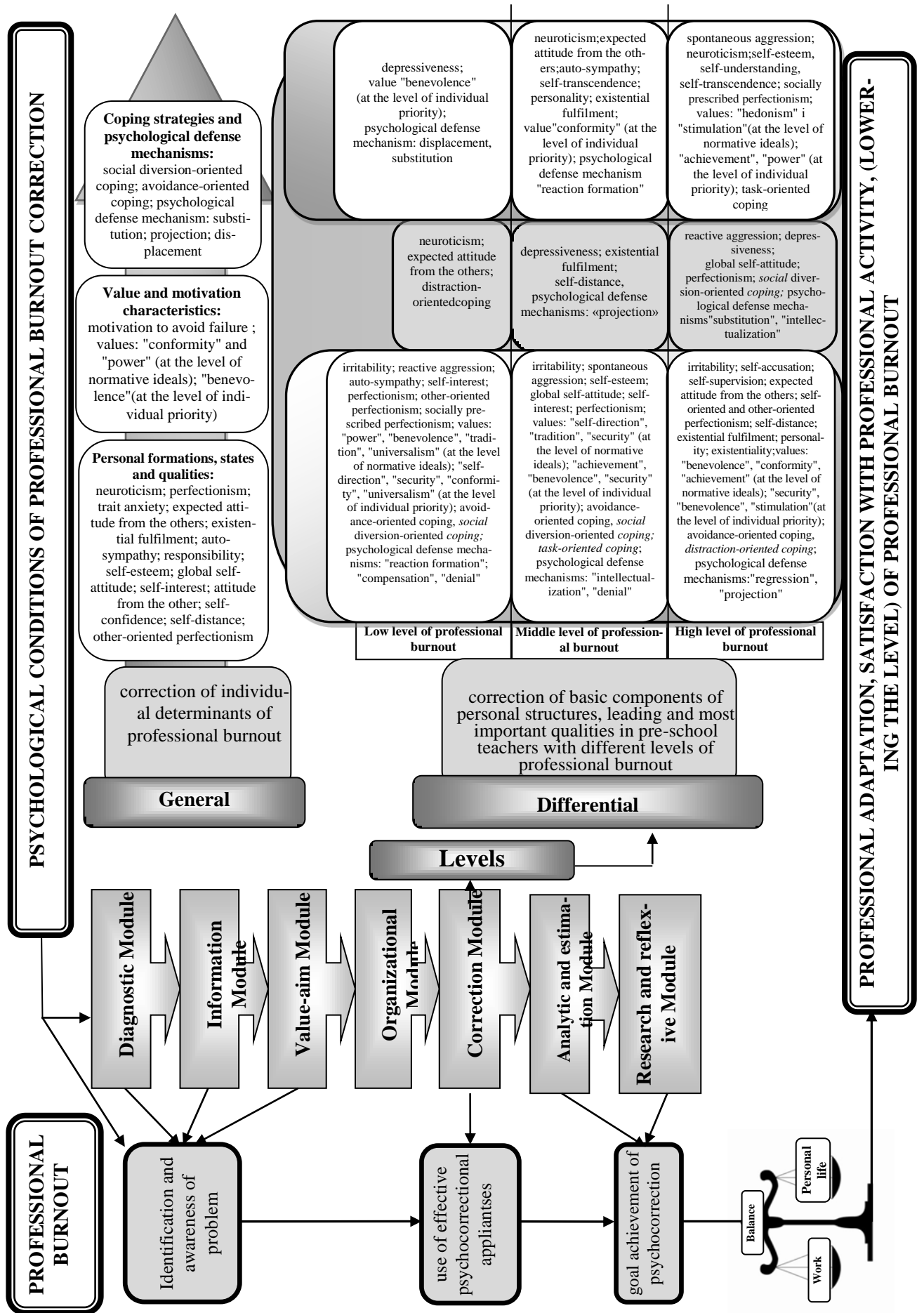


Fig. 1. The structural and functional model of psychocorrection of professional burnout among pre-school teachers

Based on the standards of psychological consultation and psycho-correction, experimental groups with a number of participants up to 17 each were formed. 98 examinees participated in the formal experiment (46 – in experimental group and 52 – in the control one). Examinees average age was – 33.1 years and their length of service equalled – 9.8 years. The program of psychological correction of professional *burnout* in pre-school teachers was realized on the base of pre-schools №15, 18, 33, 38 i 52 in Chernivtsi.

Control data at the first stage of the constating experiment proved that significant differences are absent between experimental and control groups of examinees with differing levels of professional *burnout* formation in terms of all 20 indexes.

To check the efficiency of a correction group, the post correction changes were traced in target correction, here determined, as well as in indexes of *burnout* formation in general.

The comparison of indexes of first portion of data for experimental and control groups after the formation experiment showed that there were statistically significant shifts in separate indexes for their increase or decrease in experimental groups of examinees with different levels of professional *burnout* formation.

In the experimental group of examinees with high *burnout* level:

1) The decrease was observed in: neuroticism ($T_{emp.}=0.00$, $p=0.003$), reactive aggression ($T_{emp.}=9$, $p=0.011$), trait anxiety ($T_{emp.}=0.00$, $p=0.008$), perfectionism ($T_{emp.}=12$, $p=0.006$), left in the range of high values; motivation to avoid failure ($T_{emp.}=5$, $p=0.005$), shifted towards the range of moderately high levels; value indexes "conformality" (at the level of normative ideals) ($T_{emp.}=0.00$, $p=0.001$) shifted towards the range of low values; *psychological defense mechanisms*: «projection» ($T_{emp.}=5$, $p=0.005$), "substitution" ($T_{emp.}=5$, $p=0.005$) and «intellectualization» ($T_{emp.}=5$, $p=0.005$), and also total indicator of *burnout* ($T_{emp.}=11$, $p=0.005$), shifted towards the range of medium values;

2) The indexes of expected attitude of the others increased considerably ($T_{emp.}=25$, $p=0.047$), having shifted towards the range of medium values; auto-sympathy ($T_{emp.}=23.5$, $p=0.038$), remaining in the range of medium values; self-esteem ($T_{emp.}=9$, $p=0.019$) and values of «benevolence» (at the level of individual priority) ($T_{emp.}=9$, $p=0.006$), shifted towards the range of high values; self-distance ($T_{emp.}=14.5$, $p=0.030$) and subjective feeling of existential fulfilment ($T_{emp.}=27.5$, $p=0.117$), shifted towards the range of medium values.

In the experimental group of examinees with the medium *burnout* level:

1) The indexes decreased considerably of: neuroticism ($T_{emp.}=6$, $p=0.028$), remaining at the level of medium values; trait anxiety ($T_{emp.}=1$, $p=0.001$), perfectionism ($T_{emp.}=25.5$, $p=0.050$), motivation to avoid failure ($T_{emp.}=10.5$, $p=0.008$) and *distraction-oriented coping* ($T_{emp.}=25$, $p=0.047$), shifted towards medium levels; *psychological defense mechanism* "intellectualization" ($T_{emp.}=0.00$, $p=0.028$), remained at the level of medium values; total indicator of *burnout* ($T_{emp.}=7$, $p=0.003$), shifted towards low values.

2) The indexes increased considerably of: self-esteem

($T_{emp.}=21$, $p=0.048$), shifted towards the level of medium values; the values of "benevolence" (at the level of individual priority) ($T_{emp.}=1$, $p=0.004$), shifted towards the range of high values and self-distance ($T_{emp.}=18$, $p=0.030$) and subjective feeling of existential fulfilment ($T_{emp.}=1$, $p=0.001$), remained at the level of medium values.

In the experimental group of examinees with low *burnout* level:

1) Indexes decreased considerably of neuroticism ($T_{emp.}=0.00$, $p=0.005$), values of "conformality" (at the level of normative ideals) ($T_{emp.}=7.5$, $p=0.003$), *psychological defense mechanism* "projection" ($T_{emp.}=3.5$, $p=0.005$), remained at the level of medium values; and total indicator of *burnout* ($T_{emp.}=22$, $p=0.017$), shifted towards the range of low values.

2) Indexes increased considerably of: values of "benevolence" (at the level of individual priority) ($T_{emp.}=17$, $p=0.046$), self-esteem ($T_{emp.}=28.5$, $p=0.041$) and global self-attitude ($T_{emp.}=5$, $p=0.038$), shifted into the range of high values.

The values of all indexes obtained from the control groups of examinees with both high and medium level of *burnout* did not undergo changes at statistically significant level and thus they need no additional interpretation. In the control group of examinees with low *burnout* level though, the index of perfectionism ($T_{emp.}=19.5$, $p=0.038$) grew significantly, whereas that of subjective feeling of existential fulfilment ($T_{emp.}=0.00$, $p=0.027$), remained within the range of medium levels.

Another data collection performed in half a year revealed the tendency to stable keeping of the result obtained, apart from considerable decrease in the indexes of self-esteem ($T_{emp.}=0.00$, $p=0.043$) and self-distance ($T_{emp.}=0.00$, $p=0.012$) in the experimental group of examinees with the medium *burnout* level and increase in the index of the *distraction-oriented coping* ($T_{emp.}=10.5$, $p=0.045$) in the experimental group of examinees with the low *burnout* level.

On the contrary, in the control group of examinees with high *burnout* level the indexes decreased considerably of self-esteem ($T_{emp.}=7$, $p=0.037$) and increased those of motivation to avoid failure ($T_{emp.}=20.5$, $p=0.014$). In the group of pre-school teachers with medium *burnout* level the indexes of auto-sympathy ($T_{emp.}=7$, $p=0.037$) and self-esteem ($T_{emp.}=38.5$, $p=0.041$) decreased while that of total indicator of *burnout* increased. In the group of examinees with the low *burnout* level the indexes of perfectionism ($T_{emp.}=21.5$, $p=0.050$) and total indicator of *burnout* ($T_{emp.}=0.00$, $p=0.012$) increased.

The indexes obtained as a results of psycho-correction influence in experimental group of examinees with both high and medium *burnout* levels give the grounds to say that their adaptation resources strengthened, revealing themselves in the decrease in the level of neuroticism, reactive aggression, trait anxiety, perfectionism, formation of adequate self-attitude, namely increase in auto-sympathy and self-esteem, mature *psychological defense mechanism and active coping-behavior*, increase in psychological well-being of the surrounding, the pre-school teacher is in constant contact with.

Therefore after the formational experiment was carried out in the experimental groups of examinees with HBL and MBL, the decrease in the indexes of perfectionism,

depressiveness, irritability, spontaneous aggression, regression and increase in those of auto-sympathy, self-confidence, self-interest, self-supervision, expected attitude from others, *social* diversion-oriented *coping* led to the decrease in the level in professional burnout formation. The data obtained are, in our opinion, the significant index of efficiency of realization of the program of psychological correction of pre-school teachers professional burnout.

Observation over the participants in the process of correction program revealed even more positive changes: positive dynamics of decrease in the level of professional *burnout*; realization in disbalance "work-life"; positive dynamics of their basic qualities or their value in the

personal formation structures, states, qualities, value/motivation/sphere of the program participants which can be determined with the help of objective methods of psycho-diagnostics of professional *burnout* markers (at the program entrance and exiting); increase in the measure of satisfaction of participants of psycho-correction group; proper timing ability; social activity activation; emotional stability in stressful situations and frustration, improvement relationships in professional work and with members of the family.

The analysis of results of the implementation of the program confirms its effectiveness and expedience for further application.

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Колтунович Т.А. Структурно-функциональная модель коррекции профессионального выгорания воспитателей

Аннотация. В статье представлена структурно-функциональная модель психологической коррекции профессионального выгорания воспитателей, построенная на основе выявленных в предыдущих эмпирических исследованиях базовых качеств личностной структуры воспитателя и личностных детерминант выгорания, и прошедшая апробацию на базе дошкольных учебных учреждений №15, 18, 33, 38, 52 города Черновцы. Автор описывает психокоррекционную программу, созданную на ее основе, в которой рассмотрены методологические вопросы проектирования занятий, основные этапы работы, выделены объекты коррекционного воздействия. Полученные результаты указывают на эффективность применения разработанной модели коррекции выгорания у воспитателей, а также на возможность её использования в качестве алгоритма для определения психологических условий коррекции выгорания воспитателей на разных уровнях его формирования, а также с целью профилактики синдрома.

Ключевые слова: профессиональное выгорание, программа психокоррекции, структурно-функциональная модель коррекции, психологические условия коррекции