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Psychodiagnostic of emotional states of secondary school teachers with long work experience

Nazym Satybaldinaa*, Ajgul Saipovab, Aliya Karabayevac, Svetak Berdibayevad, Anar Mukashevae

a, b, c, d, e Al-Farabi Kazakh National University, Al-Farabi Avenue, 71, Almaty, Kazakhstan

Abstract

Problem Statement: Identify emotional states of teachers that connect with long experience. In the process of teaching, teachers can develop different emotional states, which affect on the success of the work. Purpose of the Study: Determine the influence of emotional states on the success of teaching in secondary school teachers with a long work experience. Research Methods: 1. Methods of studying the motivation of professional work Zamfir 2. Emotional Intelligence Questionnaire "EMIN" 3. Method for studying the satisfaction of teachers and the work of his profession 4. Stress test (Shcherbatyh U.V.) 5. Maslach Burnout Inventory (MBI) 6. Self-assessment of emotional states Uessman A. and D. Ricks. Findings: 1) Results of Zamfir test show middle level of intrinsic motivation. 2) EI showed 83.2 points. 3) Methodology SSTPW showed 10.5 points. 4) Test for resistance of stress 57 points. 5) Maslach Burnout Inventory, gave results: EI 30, depersonalization 14, the reduction of personal achievement 35 points. 6) Result of self-assessment questionnaire emotional states is 23.7 points. Conclusions: According to the results of the research, which aim was determined influence of emotional states on the success of teachers with long experience, we can say, that more than half of the teachers, have the best motivational complex, with a high level of resistance to stress. The level of EI is high, according EI test, and self-assessment questionnaire of emotional states.

1. Introduction

Study or professional work or labour activity and namely types of profession or influence of profession on its formation of personality, attitudes, orientations, emotional condition of a person at work, and so on, pay a lot of
attention.

For a man work is the realm of personalization and self-realization, the opportunity to discover and display their personal and professional qualities, and their ability (Ilyin E.P., 2001). Psychologists studies the peculiarity of behavior of human in labor, human relationships at work, and as work influence on the emotional state of a person.

Everyone knows that any professional activity leaves its mark on the person's emotional state. For example, many teachers, long time working in the education system, are characterizing by high explicit behavior, confidence of self-righteousness, non-acceptance of another point of view, the authoritarian position, the desire "to teach". The work in politics sphere promotes formation of personality streak such as love of power, ambition, stubbornness, intolerance. These specific changes in personality are determining by the content, organization and conditions of activities, developing gradually, fixing with time, and in the result eventually turn into a relatively stable psychological characteristics of the person and they are signs of professional deformation (Izard C., 1980).

2. Emotional state secondary school teachers with years of experience

To the most important emotional states that occurring in the activity is regarding: stress (the state of emotional tensity), boredom (state monotony), disgust (condition of psychical satiety) and the phenomenon of "emotional burnout".

To date, one of the most actual issues is emotional burnout as one of the factors of professional deformation which negatively influences on the effectiveness of the work.

Burnout is a dynamic process that occurs by stages. The term emotional burnout is introduced by the american psychiatrist H.G.Freydenberg 1974 for describing the psychological state of healthy people in a condition of intensive and close communication with customers, patients in the emotionally saturated atmosphere when rendering professional assistance. At the first stage this term was interpreted as state of exhaustion, with feeling of own uselessness (Groth N., 1984). To date, the term "burnout" is increasingly used for professions that are relating to render assistance to a person that experiencing negative feelings. They are basically specialists of social professions – doctors, lawyers, teachers, psychologists, psychotherapists, social workers, counselors and others. People that are working in these areas, very often in varying degrees, are involving in a negative experiences, getting the risks for their own emotional stability (often they are found cardio-vascular diseases, neuroses). That is those who has interactions with a large number of people (so-called helping professions) (Vilyunas K., 1976).

Particular attention should be paid to professional activity of the educators because a professional teacher's work is highly emotionally loaded. The teacher are getting into constant contact with students, parents and colleagues in the process of their professional activities. Communication of (professional) teachers is characterized by the following factors: the results of this collaboration; temporal length; emotional saturation and intensity.

Profession of teacher requires special tension of physical and emotional forces, high mental workload, concentration that leads to nervous and mental stress and tension.

Some part of modern educators experiencing emotional tension in the process of fulfillment of professional duties, and as a result are low efficiency and decrease the stability of mental functions.

The teachers is characterizing by very frequent experience of emotions of wonder and fear in their professional activities. Emotional tension more precisely its impact is particularly high for the activity of young teachers. It should be noted that not temporary, but permanent impact factors of tension of professional work leads to the inevitable worsening of results of activity, as well as deterioration of capacity for work, increasing fatigue ability and nervousness. Mental and cognitive processes of memory, thinking, decreasing concentration and steadiness of attention also suffers (Ashirov D.A., 2009). Most of the teachers are experiencing depression, fatigue, the desire to relax, lie down and sleep after experienced tense pedagogical situations. Possibility to loss of self-possession and self-control if the emotional tension reaches its peak and critical moments exists in extreme cases. It is certainly possible to predict unfavorable outcomes for health of educators after such emotional overload. Professional duty teacher requires to take responsible decisions, overcome irritability, anger, despair. It can be argued that for the health of educator don’t passes without a trace external suppression emotion, but rather increases the emotional stress and can cause a variety of psychosomatic illnesses. In addition, the frequent reiteration of negative emotional states leads to appointing the negative personality traits (anxiety, irritability, authoritarianism, pessimism, intolerance of dissent, etc.) in the person of the teacher. The consequence of such personal...
metamorphosis may become conflicts in relationships with colleagues at work, as well as with students and
guidance (Lazarus R., 1989).

Now shall try to define the concept of efficiency. Assumed that efficiency is the degree of the achievement
of objects in correlation with the degree of rationality of spending using resources in this case. According to some
authors, labor efficiency is the correlation between effectiveness of labor and efficiency of expenditure. Others says
about general effectiveness of human activity. To date, psychologists have begun to consider the efficiency of labor
activity as one of the indicators of the regulation of emotional states (including emotional intellect of man).

Determination of the efficiency of labor has a great practical importance for the making and development
of strategy and tactics in deciding issuers of ensuring of successful activity. Increasing of efficiency of labor is a
very important precondition for increasing of professional results.

If we consider the efficiency of labor in terms of psychology, rather than the economy, we should specify
the role of qualitative changes (positive, progressive) in the mental development of students and the teacher.
Efficiency should be considered as corresponding of the received result to the setting goals (Shamova T.I., 2002).

Therefore, when evaluating the effectiveness of a teacher should be evaluated not result by itself, but
considering it in the correlation to the objectives of the teacher or the school administration. They may be not the
same. Basing on their subjective impressions in assessing is incorrectly. Need to rely on an objective examination of
the results of the teacher (training and education of students with the help of experts and tests), and then compare
these results with the known criteria management (Orel V.E., 2001).

Markov A.K. to the basic methods for evaluating the professional effectiveness of teachers attributes:
  a) evaluation of the results of work activity (results of student achievement);
  b) assess the level of expertise of ownership (assessed using criterion-oriented tests - questionnaires);
  c) assess the level of performance of ownership of typical professional tasks and professional skill (can be
     used criterion-oriented tests);
  g) expert assessment of success of activity teachers;
  d) assessment of motivation, health indicators, emotional states, labor discipline (Vodopiyanov N., 2005).

3. Purpose of the Study:

Determine the influence of emotional states on the success of teaching of the teachers of secondary school
with a long work experience.

4. Research Methods:

In the study, is entitled "Psychological regulation of emotional states as a way of improvement the
efficiency of work activity of staff", we used the following methods for assessing emotional states:

1. Technique of studying of motivation of professional activity Zamfir;
2. Emotional intellectquestionnaire "Emin" (D.V. Lyusin);
3. Technique of studying teachers’ satisfaction in their profession and work
4. Stress test (U.V.Scherbatyh);
5. Questionnaire on burnout Maslach Burnout Inventory (MBI);

Method for studying the motivation of professional work Zamfir is using for diagnostic of motivation of
professional activities, including the motivation of professional and pedagogical activities. It is based on the concept
of internal and external motivation.

The basis of the questionnaire "Emin" put interpretation EI (emotional intellect) as the ability to understand
their own and other people's emotions and their management. The ability to understand emotions means that a
person can recognize emotion, that is to establish the fact of the presence of emotional experience in yourself or
another person; can identify the emotion, that is to establish what kind of emotion feels he or another person, and to find her verbal expression; understand the reasons behind this emotion, and the consequences to which it leads (Klimov E.A., 1996).

Quite simple questionnaire for self-assessment of emotional states is a technique developed by american psychologists and A.Wessman and D. Ricks (in this case, a presented in shortened version of it). Technique is used for self-assessment of emotional states and the degree of wakefulness. This technique is effective if it is necessary to identify changes in emotional state of a person for a certain period of time.

The last technique, Maslach Burnout Inventory (MBI), aimed at measuring the degree of burnout in professions such person to person. In accordance with the approach of american psychologists mental burnout syndrome is the 3-dimensional construct: 1) emotional exhaustion; 2) depersonalization; 3) reduction of personal achievement (Beshelev S.D., Gurvich F.G., 1973).

Was conducted Spearman correlation analysis after the study, using the above methods of assessment emotional states that influence on the efficiency of work. Spearman rank correlation coefficient –is the non-parametric method that is used to study the statistical connection between phenomena. In this case, the actual degree of parallelism between two quantitative rows of studied traits are determining and makes assess of narrowness of established connection using a quantitative expression coefficient. For calculating the results was used computer software for statistical processing data SPSS, version 16.

4. Results
As a result, the following results were obtained correlation analysis:
1. Correlation was found at the level of 0.40 (average positive correlation) between motivation and satisfaction with professional work of teachers and the work of his profession;
2. At the level of 0.45 found a positive correlation between self-esteem and emotional states of satisfaction of teachers in their profession and work.
3. Was found negative correlation of 0.4 between stress tolerance and self-esteem of emotional states.

Summarizing all the above, we can conclude that the main indicators of the effectiveness of teachers include: motivation and engagement; Figures EQ (emotional intellect); satisfaction with career choice; openness to development. The most effective method for evaluating the effectiveness of work, is the method of peer review. The method allows to obtain accurate, complete information from the experts of interest to us.

5. Conclusion
The following results of correlation analysis were obtained:
1. Correlational connection at the level of 0.40 (average positive correlation) between motivation of professional activity of teachers and satisfaction of teachers with profession of teacher and by the work in its profession was found;
2. The positive correlation at the level of 0.45 between self-esteem and of emotional states and satisfaction of teacher in their profession and work was found.
3. Negative correlation at the level of 0.4 between stress steadiness and self-esteem of emotional states was found.

To summarize, we can conclude that the basic indicators of the effectiveness of teachers includes: motivational involving; figures EQ (emotional intellect); satisfaction with career choice; openness to development. The most effective method for evaluating the effectiveness of work is the method of expert esteem. The method allows to obtain accurate, complete information from the experts of realm of our interest.

Thus, we make the conclusion that the higher the motivation, the higher level of satisfaction teachers own profession and work. As well as high job satisfaction has a positive effect on self-esteem emotional states. And the higher the self-esteem of emotional states, the lower the stress teachers.

References