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## **CORELATION BETWEEN TIME COMPETENCE OF THE CHILD CARE STAFF AND THEIR PROFESSIONAL BURNOUT**

Kuzmina O.V.

The article presents the results of the empirical research into correlation between the time competence indices of child care staff and their professional burnout; the article also addresses the notion of time competence and gives its characteristics. We have also confirmed the hypothesis that the reduction of professional and personal achievements contribute to recognition of the fact that it is vital to organize your time, to prioritize and to schedule, it is also crucial to increase self-organization that manifests itself in the in the desire to set goals on the basis of situation analysis, to establish self-control and performance correction. The research results will help psychologists prevent professional burnout by means of time consciousness awareness.

**Keywords:** personality time competence, professional and emotional burnout, professional success, time management.

## **ОСОБЕННОСТИ ВЗАИМОСВЯЗИ ВРЕМЕННОЙ КОМПЕТЕНТНОСТИ ПЕДАГОГОВ ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ С УРОВНЕМ ИХ ПРОФЕССИОНАЛЬНОГО ВЫГОРАНИЯ**

Кузьмина О.В.

В статье представлены результаты эмпирического исследования взаимосвязи показателей временной компетентности педагогов дошкольных образова-

тельных учреждений с их профессиональным выгоранием, описано понятие временная компетентность личности, приведены ее характеристики. Доказана гипотеза о том, что состояние редукции профессиональных и личных достижений способствует осознанию необходимости организовывать свое временное пространство, выстраивать приоритеты и упорядочивать их во времени, повышению самоорганизации, проявляющейся в желании ставить цели на основе анализа ситуации, осуществлять самоконтроль и коррекцию деятельности. Результаты исследования помогут психологам выстраивать программы профилактики профессионального выгорания через осознания своего временного пространства.

**Ключевые слова:** временная компетентность личности, профессиональное и эмоциональное выгорание, успешность профессиональной деятельности, организация времени.

In the context of social change taking place in society, rapid information and technological development, people subjectively perceive time in a different way. The ability of people to rationalize their activity in terms of time limit and time deficit comes to the fore. Efficient time management contribute to increased working efficiency providing optimal trade-off between contemporary technical systems and people's time potential. K.A. Abulkhanova-Slavskaya characterizing correlation between personality and their activity argues that people's activity is a specific time-space continuum in which a person as a subject unites objects and events disconnected in time, provide them with time integrity and recurrence, their own time parameters and rhythms [1].

In the course of professional activity personality's time structure changes: the level of stress, metabolic costs alter, time syntheses take place. This change depends on the current objectives and deadlines. When a certain action has to be accomplished by a certain deadline there is synthesis of the past, containing the present relevant experience and the future, containing the aim and the deadline [2].

The ability to manage the time consciously is realized in time competence. Time competence is an integral characteristic of a personality which is exhibited in ability for self-control within various time regimes. Self-control in this context is the ability to assess the current situation and take an appropriate decision which will lead to successful resolution of a given problem. The results of time competence are realized in accurate assessment of time expenditure for a certain type of activity, in ability to draw up the optimal plan of how to achieve certain aims within the time limit and the ability to control the time schedule [6].

Time competence is one of effective performance characteristics. People with time competence are able to unlock their operational-technological potential and transform it into successful activity.

There is a lot of research into various aspects of professional activity time management in Russian and foreign psychology. For instance, there are data which reflect the pilots and operators' reaction in the situation of time deficit and in extreme conditions, study of decision-making in different situations and optimal characteristics of people's working efficiency.

The job of a day-care assistant is very demanding in terms of time management. The quality of their work is determined by assessing how effectively they use every minute, by their orientation in time, by their ability to resolve the contradiction between tough time determination of the syllabus and the time required for knowledge, skill and competence acquisition by the children. One of the professional requirements is the ability to concentrate powers and efforts at the certain moments of the lesson, to preserve psychic reserves up to the end of a certain activity, to set up objective and rational pace of actions.

Intensive work, dominating time factor, alterations of the established system can cause work addiction leading to stress and intrapersonal conflict. Pedagogical job is emotionally demanding, tense; all these can cause professional burnout. Professional burnout leads to exhausting of people's emotional and energy resources.

According to the recent data ‘professional burnout’ is physical, emotional and mental exhaustion. ‘Burnout’ syndrome is depression, fatigue, aching void, lack of energy and enthusiasm, inability to see positive results of your work, negative attitude to work and life in general. According to S. Maslach and S. Jackson, professional burnout develops step-by-step. At the first stages there is a feeling of emotional exhaustion that leads to depersonalization and reduction of personal achievements [8]. Emotional exhaustion can turn up as emotional over-tension, aching void and depleted emotional resources. Depersonalization is a tendency to develop negative, hollow-hearted, cynical attitude to people. All contacts become impersonal and token. Reduction of personal achievements becomes apparent through lower professional competence, dissatisfaction with oneself, decline of your activity value, low professional self-esteem.

The bulk of psychological research contains vast knowledge on the professional burnout of the pedagogic staff, ways to organize work, formation and demonstration of professional competencies. Nevertheless, the issue of time competence role in professional burnout has not been studied enough.

This empirical research aims to identify the correlation between professional burnout indicators and time competence of day-care assistants.

Research hypothesis:

1) The greater the emotional component of professional burnout, the less the person demonstrates time competence.

2) Reduction of professional and personal achievements brings about the need to manage time, prioritize and schedule, improve self-organization that makes people set goals on the basis of situation analysis, control themselves and correct their performance.

The test group consisted of 120 female day-care assistants, speech therapists and music teachers from Krasnoturyinsk and Serov (towns in Samara Province). The average age of the test group is 35-40 years old with length of employment from 5 to 10 years.

To diagnose professional burnout we applied the method of professional burnout diagnostics (by K. Maslach, S. Jackson (adapted by N.I. Vodopyanova)) and method of professional burnout diagnostics (by V.V. Boyko) [3]. Time competence was evaluated with such methods as 'Personality Time Competence' (O.V. Kuzmina) [7], 'Self-organization Diagnostics -39' questionnaire (D.A. Ishkov) [5], 'Time Perspective Questionnaire' by Zimbardo (ZPTI) [4]. In order to uncover statistically meaningful differences we used non-parametric Mann-Whitney U-coefficient of variation, and r-Pearson's coefficient to measure correlation relationships. We carried out statistical processing by means of SPSS STATISTICS 17.00 software.

Table 1

**Statistical correlation relationships indicators of time competence of day-care staff showing signs of professional burnout ( $p \leq 0.05$ )**

Scale of personality time competence	Signs of professional burnout		
	Emotional exhaustion	Depersonalization	Reduction of personal achievements
Negative past	0.333	-	- 0.326
Future	-	- 0.281	-
Positive past	0.222	-	-
Fatalistic present	-	- 0.224	0.206
Self-organization	-	- 0.263	0.391
Goal-setting	-	- 0.237	0.355
Planning	-	- 0.268	0.305
Self-control	-	- 0.263	0.248
Correction	- 0.208	-	-
Desire to finish work by the deadline	- 0.241	- 0.232	0.312
Desire for proper time organization	-	- 0.276	0.179
Time control	- 0.239	- 0.381	0.226
Intuitive time management	-	-	- 0.279
Time management engineering	-	-	0.202
Time uncertainty regime	-	-	- 0.291
Set exact time course regime	0.180	-	-

The data presented in the table demonstrates correlation relationships between time competence indicators and signs of emotional burnout. We can state the fact

with increasing emotional pressure pedagogical staff loses the desire to finish work by deadlines ( $r = - 0.241$ ), have difficulties with time management ( $r = - 0.239$ ) and their action correction ( $r = - 0.208$ ), it gets easier for them to work within set exact time course regime ( $r = 0.180$ ), they are less able to manage their time. The desire to extend the deadlines results from time deficit and time uncertainty at work. Past is crucial for these people, evaluation of the present is based on their past experience ( $r = 0.222$ ). Assessing their past they usually causes negative emotions and disappointment ( $r = 0.333$ ).

The results of emotional burnout diagnostics confirm the above conclusions.

Table 2

**Statistical correlation relationships indicators of time competence of people with different phases of emotional burnout ( $p \leq 0.05$ )**

Scale of personality time competence	Emotional burnout phases		
	Tension	Resistance	Exhaustion
Negative past	0.298	0.197	-
Positive future	0.263	0.280	0.359
Self-organization	- 0.252	-	- 0.259
Goal-setting	- 0.246	-	- 0.289
Planning	- 0.224	-	- 0.217
Self-control	- 0.186	-	- 0.215
Correction	-	-	0.185
Desire to finish work by the deadline	- 0.241	- 0.318	- 0.332
Desire for proper time organization	-	- 0.255	-
Time management	- 0.300	- 0.325	- 0.239
Intuitive time management	0.324	0.272	
Time management engineering	-	-	- 0.232

Data presented in Table 2 indicates that the greater the pedagogical staff burnout, the more frequently they analyze their past, and their present and future are not significant to them.

The stronger the emotional burnout, the less people need to manage and control their time. Such people become less organized, they do not set goals, plan and control

their activity, do not apply time-management techniques and methods, they trust their intuition.

Personality depersonalization condition which is exhibited in the form of negative emotions towards colleagues and children has a number of opposite correlation relationships with time competence indices. The stronger the negative emotions to other people, the less organized people get ( $r = - 0.263$ ), they have difficulties planning their activity ( $r = - 0.263$ ), setting their goals ( $r = - 0,263$ ) and controlling their goals realization ( $r = - 0,263$ ). People with severe depersonalization have a vague idea of their future ( $r = - 0.281$ ), although they are quite aware that it is essential to be active at present ( $r = - 0,224$ ). People with depersonalization do not strive to control timing ( $r = - 0,276$ ) and to finish work within the deadline ( $r = - 0,232$ ).

We have collected interesting data when we studied the reduction of personal achievements. We have to point out that pedagogic staff with marked reduction of their professional have fatalistic attitude to their present. Many of them believe that everything is determined by people's fate and they should leave it to chance ( $r = - 0,206$ ). Past experience of many provoke negative emotions ( $r = -0,326$ ). However, when they feel that they lack competence, professionalism and they are not confident in the positive outcome of their professional efforts, the teaching staff tries to get rid of this attitude. Positive correlation relationships between time competence indices and personal achievements reduction signs proves this. The stronger people feel professional incompetence, the less they want to work in the conditions of time uncertainty ( $r = - 0.291$ ), they prefer to manage their time ( $r = 0.179$ ) and to regulate the deadlines ( $r = 0.312$ ).

There are significant differences in the correlation groups that reflect internal connection between levels of professional achievements reduction and time competence of people (Table 3).

Table 3

**Comparison of significant correlation relationships at different levels  
 of professional achievements reduction and time competence indices  
 of the pedagogical staff ( $p \leq 0,05$ )**

Scale of personality time competence	Signs of professional achievements reduction of day-care pedagogical staff	
	Low reduction	High reduction
Negative past	- 0.305	-
Positive future	- 0.505	-
Self-organization	0.317	0.557
Goal-setting	-	0.504
Situation analysis	-	0.403
Self-control	-	0.363
Correction	-	0.415
Desire to finish work by the deadline	-	0.549
Desire for proper time organization	-	0.527
Time management engineering	-	0.320
Time uncertainty regime	- 0.322	-
Time deficit regime	-	0.343

Data correlation analysis of the pedagogic test group that do not have negative attitude to their professional achievements shows opposite correlation between reduction of professional achievements and attitude to the past ( $r = -0.305$ ;  $r = -0.505$ ), and their desire to work in conditions of time uncertainty ( $r = -0,322$ ). We can state that the events of the past regardless of people's attitude to them (positive or negative) does not contribute to devaluation of their professional activity at present. Preference to work in the situation of uncertainty, where a person has to demonstrate independence in time allocating, does not stimulate reduction of professional and personal achievements.

Correlation relationships on the 'Self-organization' scale expose the fact that the more people depreciate their labor, the more self-organization they demonstrate.

Correlation analysis data concerning pedagogic staff group with high index of professional achievements reduction allows us to conclude that people with negative attitude to their professional activity try to escape such situation. The higher their

achievements reduction, the more often people analyze the situation ( $r= 0.403$ ), set goals ( $r= 0.504$ ), control ( $r= 0.363$ ) and correct their actions ( $r= 0.415$ ). They start to value their time more, they feel the need to schedule their activity and try to do everything on time without procrastination ( $r= 0.549$ ). People with professional burnout syndrome devaluating their profession start to look at time-management techniques and methods when they organize their activity. ( $r= 0.320$ ).

Therefore, having summarized the empirical data we can conclude that

1. There is statistically meaningful correlation between professional and emotional burnout and personality time competence: the more significant the emotional aspect of professional burnout, the more people tend to analyze their past; no desire to arrange their activity and reluctance for self-organization which is connected with goal-setting, planning, analyzing and situation correction leads to increased professional burnout.

2. Reduction of professional and personal achievements is connected with realization of the importance of time-management, desire to complete work by the deadline, planning on the basis of the set goals taking various opportunities into account.

This research enriches psychological knowledge on personality time competence exercise and reveals correlation between professional and emotional burnout with people's attitude to time and to time-management.

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#### **DATA ABOUT THE AUTHOR**

**Kuzmin Olga Viktorovna**, Head of Department, Ph.D.

*Ural Institute for the Humanities*

*63, Komsomolskaya Str., Yekaterinburg, Sverdlovsk Region, 620049, Russia*

*e-mail: kuzminaov@yandex.ru*

#### **ДАННЫЕ ОБ АВТОРЕ**

**Кузьмина Ольга Викторовна**, зав. кафедрой психологии труда и психологии управления, кандидат психологических наук

*Уральский гуманитарный институт*

*ул. Комсомольская, д.63, г. Екатеринбург, Свердловская область, 620049, Россия*

*e-mail: kuzminaov@yandex.ru*

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