

Job Satisfaction and Professional Burnout of Preschool Teachers

Oksana POLISHCHUK¹,
Tatiana KOLTUNOVYCH²,
Yaroslava ANDRIEIEVA³,
Natalia HEISONYUK⁴,
Mariia OLIINYK⁵

¹ Psychological Department, Yuriy Fedkovych Chernivtsi National University, 2, Kotsiubynsky Str., Chernivtsi, Ukraine, 58002, o.polishchuk@chnu.edu.ua

² Pedagogical and Psychological Department of Preschool Education, Yuriy Fedkovych Chernivtsi National University, 2, Kotsiubynsky Str., Chernivtsi, Ukraine, 58002, t.koltunovych@chnu.edu.ua

³ Psychological Department, Yuriy Fedkovych Chernivtsi National University, 2, Kotsiubynsky Str., Chernivtsi, Ukraine, 58002, y.andreyeva@chnu.edu.ua

⁴ Psychological Department, Yuriy Fedkovych Chernivtsi National University, 2, Kotsiubynsky Str., Chernivtsi, Ukraine, 58002, n.heisonyuk@chnu.edu.ua

⁵ Pedagogical and Psychological Department of Preschool Education, Yuriy Fedkovych Chernivtsi National University, 2, Kotsiubynsky Str., Chernivtsi, Ukraine, 58002, m.oliynyk@chnu.edu.ua

Abstract: This paper aims to determine the relationship features between preschool educators' job satisfaction and professional burnout. The research sample included 90 persons (average age 25.5, the sample is homogeneous). Following techniques were used as research instruments: "Diagnostics of communicative social competence" (N.P. Fetiskin, V.V. Kozlov, G.M. Manuilov), "Coping strategies inventory" by R. Lazarus, "Maslach Burnout Inventory Education Survey", "Workaholism" Inventory (E.P. Ilyin), "The Multidimensional Perfectionism Scale" (P.L. Hewitt, G.L. Flett), "Job Satisfaction Survey", "Evaluation of Personality's Satisfaction with Work". Descriptive, Spearman's Rank correlation analysis, One-way analysis of variance were applied.

Job satisfaction and its components have a large number of correlations with professional burnout. There are main negative correlations between professional burnout and job satisfaction, interest in work, relationship satisfaction, achievement satisfaction, professional responsibility, other-oriented professionalism, and specific characteristics of communicative and social competence. The main positive correlations can be seen between burnout and independence, propensity for antisocial behavior, confrontational coping, distancing coping, seeking social support. Low values on the scales of emotional burnout, reduction of professional achievements, the inclination for antisocial behavior, and high levels of self-centered perfectionism and amiability are peculiar features of preschool teachers with job satisfaction. The empirical data analysis indicated an inverse relationship between the professional burnout of preschool teachers and their job satisfaction. Based on the data analysis, we can state that one's passion for work is an agent that can counteract professional burnout, and thus it cannot be seen just as its' opposite.

Keywords: *job satisfaction; workaholism; professional burnout; coping strategies; perfectionism.*

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1. Introduction

The intensification of the professional activities, emotional overloading, extinction of the adaptive resources which result in the distortions of the “work-personal life” balance bring up the questions of preserving professionals’ physical and mental health, providing their resilience to occupational diseases and especially that of professional burnout. Considering all the mentioned above the research of the phenomena, which provide for professional efficiency, satisfaction in one’s job’s results, enjoying one’s job and professionals’ occupational well-being is important nowadays.

The efficiency of any organization and educational institution’s functioning strongly depends on the level of its’ staff job satisfaction. Considering that educational staff is a key asset of an educational institution that ensures its competitiveness and sustainable development, thus understanding and meeting their expectations and needs, the level of their satisfaction with their work is the key to long-term success and prosperity of the organization, a powerful component of professional adaptability.

Job satisfaction is “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke, 1976); it’s an emotional reaction to the job situation and is based on such principles as “like or dislike”, “love or don’t love” (Solomanidina & Solomanidin, 2017), it’s also defined as a state of balanced requirements, which an employee has to the job’s contents, character and work conditions and subjective appraisal of the possibilities to fulfill those requirements (Korzheva & Naumova, 1989); personal attitude to one’s occupational activity, it’s aspects and being (Blanchflower & Oswald, 2004) the most important index of the employee’s adaptation to working on the given enterprise or organization (Mostna & Bayer, 2019). There are two main types of job satisfaction: general and particular, where the general defines total satisfaction with one’s job, and particular - satisfaction with different aspects of the job and different elements of the occupational situation (Ryff, 1995).

Different aspects of staff satisfaction were studied by C. Alderfer (1972), A. Bussing (2002), P. Drucker (1974), J. Hackman, G. Oldham (1976), F. Herzberg and others (1957), D. McClelland (1985), E. Locke (1976), A. Maslow (1970), C. Zamfir (1983) and others.

Those researches mainly considered the individual’s needs in the formation of occupational motivation and were based on the sum of objective and subjective features of a workplace and work conditions.

Post-soviet psychologists mainly considered the staff's attitude to their job (Aseev, 1984; Iliasov, 2013; Starodubtsev & Starodubtsev, 2005; Zdravomyslov & Yadov, 2003). The studies of job satisfaction with enterprises' and organizations' employees due to staff turnover are quite infrequent (Gubareva, 2010; Ilyasov, 1988).

A number of studies prove that a higher level of job satisfaction correlates to lower staff turnover, lower amount of truancies, better physical and mental health of the employees. Data shows that in these cases employees can gain new skills, less suffer from occupational injuries, are more prone to cooperation, and more often tend to help their colleagues and clients (Schultz, Schultz, 2003). But though the hypothesis that a person who is satisfied with one's job will demonstrate higher job productivity looks attractive it's not always empirically proved (Durakova, 2009). The studies of job satisfaction's formation and its dynamics are one of the important aspects of social psychology and occupational psychology, where job satisfaction is interpreted as an important factor of social-psychological climate and job efficiency.

The studies of the job satisfaction phenomenon among the educational institutions' staff and particularly preschool teachers are the recent ones (Maistrenko, 2010; Kaverzina & Finogenko, 2016). Though there are many job satisfaction studies and educational staff's professional burnout, still we can state that approaches to the problem are ambiguous and the correlation between them is not sufficiently demonstrated in most of the studies.

1.1. Job satisfaction and professional burnout

The concept of "job satisfaction" is widely used in everyday life. Over the years it was a research subject in sociology, economics, pedagogics, psychology (Blauner, 1964; Frey & Stutzer, 2002; Herzberg et al., 1957), studies of organizational behavior (Spector, 1997), but the reference analysis gave us the grounds to assume that there's no integrated approach to its interpretation.

First, it's important to define the concepts of pleasure and satisfaction. A person can experience pleasure whenever one has his or her needs met. Thus, a person can feel pleased and relieved. While satisfaction is a positive attitude to any life sphere or job as a result of the recurrent experience of pleasure and expectations to experience them in the future.

Traditionally job satisfaction is viewed as an important index of an organization's activity efficiency, as a mode of personnel's emotional -

estimative attitude to their work, and as a measure to define an employee's liking of their job.

American sociologist E. Locke (1976) defines the term "job satisfaction" as "a result of evaluating one's job, which allows gaining some job-related values, especially, if those values meet individual's needs".

Job satisfaction can be defined as directing one's emotions to perform one's part at a workplace (Vroom, 1964); level of being satisfied with job rewards, which is important for internal motivation (Statt, 2004); usefulness function (Clark, 2001); psychological construct the presence and the level of manifestation of which influence the individual's professional behavior (Jewell, 1985; Kaliski, 2007).

Job satisfaction can be viewed as an attitude or an emotional state, though the most popular models and instruments for job satisfaction measurements are based on the first interpretation (Weiss, 2002). Thus, understanding job satisfaction in terms of the dispositional approach enables us to characterize it as being stable in time, at least considering the same occupation and the same organization (Dormann & Zapf, 2001).

Job satisfaction can be viewed on two levels: affective and cognitive (Moorman, 1993; Tekell, 2008). Affective job satisfaction is an emotional feeling about the job as a whole. And cognitive - is viewed as cognitive satisfaction with a job (such as staff being contented, their feeling about different aspects of their job like salary and other material and immaterial benefits).

F. Herzberg et al. (1957) suggested a two-factor theory, that can explain "job satisfaction" according to the agents it depends on: hygienic: salary, workplace comfort, relationships with colleagues, rules, etc. which provide "healthy" occupational conditions and lessen dissatisfaction, but don't result in the growth of satisfaction; motivational (connected to work itself): achievements, acknowledgment, work meaningfulness, responsibility, opportunities of professional growth, etc. Thus, we can assume that hygienic factors are external to the job, while motivational - internal.

Based on F. Herzberg's theory Hackman & Oldham (1976) suggested that such job characteristics as diversity, completeness, meaningfulness, autonomy and feedback are motivating agents that influence the quality of work performance.

According to this model, the mentioned above core work characteristics have a strong influence on the important psychological states of the individual. Thus, the first three influence the individual's feeling of one's job expediency. Autonomy gives an individual the feeling of being entrusted and personally responsible for job performance. Feedback enables

the staff to form an idea of the performed job's results. The mentioned psychological states can result in positive occupational and personal consequences: high in-depth motivation, high work results, high satisfaction level, low truancies, and staff turnover.

It's important to stress that the model of work features suggested by Hackman & Oldham (1976) is not universal for all types of employees. It suits well to describe the behavior of the employees, who have a high need for advancement, possess the competencies necessary for performing difficult work tasks, and are satisfied with the context the work is done in. But this model won't be prognostic enough to describe the employees with a low need for achievement, lack the necessary competencies, and are not satisfied with work conditions.

The result of the study conducted by Y. Fried and G. R. Ferris (1987) shows that it's the states and not the job characteristics that correlate with job satisfaction stronger (Fried & Ferris, 1987; Renn & Vandenberg, 1995).

The literature review showed that there are many coterminous concepts connected to the concept of job satisfaction. For example, enthusiasm and loyalty. C. Maslach and M.P.Leiter (1997) define the enthusiasm for work in the same terms as occupational burnout, but as a positive side of them and evaluate them using "Maslach Burnout Inventory": energetic/enthusiastic (on the other side of exhaustion), involvement/inclination for work/active cooperation (and not cynicism), and efficiency feeling (compared to inefficiency). The authors suggested that occupational enthusiasm can be traced by low marks by scales of exhaustion, cynicism, and reduction of personal achievements (Leiter & Maslach, 2009). This approach to defining enthusiasm for work was not widely accepted because the absence of one phenomenon (burnout in our case) is not directly related to the manifestation of the other (enthusiasm) (Polunina, 2009).

Enthusiasm for work as a stand-alone phenomenon, and just the opposite to the burnout side of the same scale is viewed by A. Bakker et al. (2007). They define it as a "positive state, which results in satisfaction and can be described in terms of energy, enthusiasm, and involvement into activity".

The results of N. Vodopianova (2013) studies showed that an employee with a high level of emotional burnout, who is underestimating his work and is indifferent to his clients and colleagues causes his company damage in several directions: company loses its clients, the dismissal of an employee makes a company to spend human and financial resources to find

new employees and their training. The employee won't feel satisfaction in his job, he is in a low mood, and lack of job satisfaction can influence the other spheres of his life and even result in psychosomatic disorders.

As the studies of C. Maslach, M.P. Leiter, and others (1997) show the level of employee's burnout often is a result of external conditions: the number of tasks, the reward quality, workplace relations, company's integrity to its clients, and staff, coincidence of the employee's values with organization's requirements.

In our work, we proceeded from the occupational burnout interpretation as a condition characterized by the gradual loss of vitality under the influence of prolonged stress in professional activities, manifested in symptoms of chronic fatigue, general exhaustion, depersonalization, reduction of professional achievements (Koltunovych, 2016), which is not identical to job dissatisfaction (Gann, 1979).

Professional burnout is a prolonged stress reaction as a result of the loss of emotional, cognitive, and physical energy and is manifested in symptoms of emotional and mental exhaustion, physical fatigue, personal alienation, and decrease in the contentment of performing one's job; it's a defense mechanism of the total or partial emotions' "turn-off" in response to psychologically traumatic influences, connected to one's professional activity (Bojko, 1996); a process of personal balance and/or growth renewal (progressive development) (Garden, 1991).

Usually, this phenomenon is described by the lasting stress as its indirect factor, and E.Grunfeld and others (2000) suggest that burnout is the highest stage of stress because this stage is characterized by exhaustion - and stress turns into distress. At the same time exhaustion is the basic, integral symptom of burnout, and "job satisfaction" is a kind of antipodes to it, being a positive emotional state as a result of a professional's perception and assessment of how his professional activity satisfies his needs.

1.2. Workaholism, perfectionism, and coping-strategies

Being satisfied and enthusiastic with one's job, willing to dedicate more time and efforts to it can be a sign of purposefulness and healthy ambitions, but on the other side, they can be signs of the professional's workaholism. Workaholism is one of the forms of psychological addiction, characterized by uncontrollability and compulsiveness. Workaholism should be told apart from diligence at work. M. Griffiths et al. (1998) suggests that these concepts differ in what they add or deprive the human life of healthy behavioral models (diligence) add something to an individual's life, while unhealthy (workaholism/ addiction) - deprive. It's mostly people at

intellectual and creative jobs, such as educators, writers, actors, artists, etc. who suffer from workaholism.

Workaholism is usually interpreted as compulsive or the uncontrollable need to work incessantly (Oates, 1971); the situation, when a person prefers one's work as a way to get rid of one's emotional and private life problems (Robinson, 2000); compulsive attitude towards one's work and inability to turn it down (Taris et al., 2008); process, when a person does not only work for a result but literally lives at his workplace (Ilyin, 2011).

Workaholism - is a personality disorder, the core point of which is that job takes not only the most important place in one's life, but it rather becomes an obsessive idea, which gradually supersedes all the rest. It's a kind of "dopamine hook": the stimulus which arouses pleasure time after time, and each time one needs a bigger amount of completed tasks to get the usual feeling of satisfaction.

A workaholic can be described as a person with rigid thinking, withdrawal from reality, engrossing involvement, and lack of critics (Porter, 1996). While a satisfied, passionate person does not get bored at work, does not suffer from workaholism, and achieves high professional results with less energy consumption.

Perfectionism is related to many forms of psychological adaptation (Flett & Hewitt, 2002). But its role in forming job satisfaction and professional burnout is not thoroughly studied. Perfectionism - is a personal disposition that influences all the life spheres of the individual, including work. Perfectionism can be also viewed as an attitude, personal trait, or one's pursuit of self-advancement (Loza, 2009).

I.I. Grachova (2006) suggests that perfectionism is a pursuit to be perfect and faultless in everything and thus, suggests that perfectionists might be recognized as those, who set themselves grand and difficult to achieve goals, rather connected to personal achievement and self-growth, and not to external achievements; they are ardent in their pursuit of perfection; don't give up facing the hindrances; have high self-control and self-limitations; usually workaholics; pursuing to overcome the gap between the real personality, and the personality one has to be.

Adderholt (1987) assumes that dilatoriness, fear of failure, acting by the principle "all or nothing", indecisiveness, fear of acting, workaholism, over-obligatory, self-criticism are features characterizing perfectionists.

Perfectionism - is characterized by a somewhat obsessive need to work better. Therefore, it can be interpreted as one of the features of work addiction, where a person's desire to become better, more perfect, more

impeccable becomes an obsession, and the set goals don't meet one's potential.

And according to studies by H.J. Kim (2016), employees with perfectionism set themselves high goals and personal standards, treat their job as a kind of mission and were more satisfied with their job.

We consider it necessary to note that some professions (and education among them) require their employee to be perfect, faultless, competent, etc., thus propelling them to perfectionism.

Coping strategies are seen as a significant factor in burnout/"non-burnout" (Griffiths et al., 1998). The coping strategies are interpreted as the person's desire to solve the problems, arising during the lifetime in dangerous circumstances and situations of achievement by activating the person's adaptive resources (Lazarus, 1991).

V.I. Shebanova and G.O. Didenko (2018) believe that coping behavior is a certain strategy of action that a person uses in situations of a mental threat to his well-being. They are carried out in all areas of the functioning of the individual and contribute to its successful adaptation.

The effectiveness of a coping strategy depends on the specifics of the current situation and available resources. Therefore, strategies that are effective in one situation may be ineffective and even harmful in another (Gaziyeva, 2018).

Thus, a person's adaptation to a professional stressful situation can be carried out with the help of coping mechanisms (active purposeful, flexible, and adequate to the reality of adaptive actions), which in the continuum of psychological regulation play a compensatory function or mechanisms of psychological protection. The latter, according to K. Goldstein (1952), arise in response to psychodynamic conflict, while coping mechanisms are activated with the emergence of difficulties in functioning in the surrounding world.

1.3. The research gap

Though we can trace a vast specter of empirical material in job satisfaction studies both by English-speaking and Ukrainian as well as Russian-speaking researchers, still the further progress of the problem and especially in the field of education is not studied thoroughly. We made it our paper's objective to define the number of questions which are less discussed and offer the answers to them, based on the analysis of job satisfaction studies as a research construct from the point of view of the agents that influence it, namely: workaholism, perfectionism, professional burnout, and coping strategies. Even though each of the phenomena is characterized by

many aspects, there were no attempts to study personal and social features and their prognostic meaning for every burnout manifestation.

2. Research questions

Our study aimed to define the peculiarities of the relation between educator's job satisfaction and professional burnout and define the role of workaholism, perfectionism, and communicative peculiarities in the formation of these phenomena.

We aimed to answer the following research questions: how satisfied with their job educators are? How widespread professional burnout is among educators; is there any link between burnout and job satisfaction, workaholism, perfectionism, and communication peculiarities; does an educator, satisfied with his job, risk getting burnout?

3. Research methods

3.1 Participants

The study involved 90 preschool teachers. Average of examinees – 25.5 years, the sample is homogeneous.

3.2. Material and instruments

To meet our objectives and solve the research tasks the following techniques were applied:

36-item “Job Satisfaction Survey (JSS) designed by P.E. Spector (1985) evaluates the individual's affective reaction to his job and its specific aspects. The questionnaire evaluates an individual's satisfaction with 9 job aspects: salary, promotion, management, perquisites, bonuses and awards, work conditions, colleagues, characteristics of work, and informing.

“Evaluation of Personality Satisfaction with Work” (Batarashev et al., 2007). Job satisfaction is an integrative index, that shows an employee's well-being – ill-being situation as a staff member. This index consists of the appraisal of interest in the job, contentment in communication with colleagues, management, a level of aspiration, professional achievements, employee's professional responsibility, etc.

We used the “Maslach Burnout Inventory Education Survey (MBI-ES)” to study educators' (preschool teachers) professional burnout (Maslach et al., 1996). The inventory consists of 22 statements to assess the three dimensions of burnout: Emotional Exhaustion (EE), Depersonalization (DP), and reduced Personal Accomplishment (PA).

The inventory “Diagnostics of communicative social competence” (Fetiskin et al., 2002) is designed to get a better understanding of personality and make the probability prognosis of one’s professional activity’s success. The inventory consists of 100 statements in a cyclic order to describe the following scales: amiability, logical thinking, emotional stability, safety, perceptibility, independence, self-control, and inclination for asocial behavior. Each statement implies three alternative answers.

“Coping strategies inventory” by R. Lazarus (WCQ adaptation by T.Kriukova, E. Kuftiak, 2007) enables estimating eight groups of coping strategies: confrontation as a coping, distancing, self-controlling, seeking social support, accepting responsibility, escape-avoidance, problem-solving planning, and positive reappraisal.

“The Workaholism Inventory” (Ilyin, 2011) consists of 24 questions and is designed to define the workaholism level: high, typical, medium, low.

“Multidimensional Perfectionism Scale” (MPS, designed by P.L. Hewitt, G.L. Flett, 2002; adapted by I. Gracheva, 2006) allows evaluating the level and peculiarities of perfectionism (self-oriented, other-oriented, socially-ascribed and the integral perfectionism level) and define its constituents’ relation in our respondents.

3.3. Procedure

Forms were handed to each of the preschool teachers personally to be filed voluntarily. We guaranteed anonymity to our respondents. They were informed of the research goals and gave their oral consent. It took us a fortnight to procure our empirical data.

We applied descriptive statistics methods, Spearman's rank correlation analysis, One-way analysis of variance. The SPSS version 22 for Windows was used for data processing and analysis.

4. Results

4.1. Descriptive statistics and correlations

Figure 1 shows the levels of preschool teachers’ job satisfaction. Thus, we can suggest that a medium level of job satisfaction prevails among the preschool teachers, it characterizes 64,44% of educators. A high level of job satisfaction characterizes 24,44% of respondents, while low level - just 11,12% of preschool teachers. We can state the same tendency with professional burnout. Descriptive statistics analysis shows that a high level of professional burnout pertains to 22,22%, medium - to 60%, while low - to 17,78% of preschool teachers.

Results of the correlational analysis show many significant negative relationships between job satisfaction and its constituents and professional burnout and its constituents (tab.1). Considering the number of correlations we chose to present the analysis of the most significant ($p \leq 0.01$). For example, “job satisfaction” has an inverse correlation with “emotional exhaustion” ($r = -0.450$), “depersonalization” ($r = -0.316$), “general index of professional burnout” ($r = -0.487$). Thus, we can assume that growth of job satisfaction is accompanied by the reduction of the emotional burnout, rising feeling tone, decrease in exhaustion and affective lability, the ability to demonstrate interest and positive feelings to one’s social environment, absence of “being overwhelmed with a job” feeling, discontentment with one’s whole life and destructive relationships with others (such as emotional estrangement, neglect, the formal performance of job requirements avoiding personal involvement and empathy, negativism, cynicism, haughtiness, argot usage, etc.).

We consider it important to stress that such components of job satisfaction as “aspiration level” and “preferring job to high salary” have an inverse relationship with “professional efficiency” ($r = -0.315$ and $r = -0.328$ respectively) and the mild positive correlation with “emotional burnout” in general ($r = 0.602$ and $r = 0.346$ respectively) and its constituent “emotional exhaustion” ($r = 0.566$ and $r = 0.513$ respectively). While “depersonalization” has the only positive correlation with “aspiration level” ($r = 0.46$). Thus we can suggest that by and large burnout formation, emotional overexertion, which is manifested by one’s feeling devastated, exhaustion of all the emotional resources, indifferent cynical attitude to other people are related to one’s increasing wish for achieving the high-standard goal they set before themselves and unlimited involvement with job matters. Usually, the person who is on the verge of burnout is not able to consider one’s state and sets the goal one has no emotional or physical resources to achieve. Usually, a person on a verge of burnout is not considering one’s own mental state and sets for oneself goals, having neither emotional nor physical resources to achieve them.

The analysis of the correlational links between job satisfaction and preschool teachers’ communication skills was our next step.

As can be seen from tab. 2 job satisfaction has a moderate positive correlation with emotional stability ($r = 0.426$) and a weak inverse correlation with an inclination for antisocial behavior ($r = -0.293$). Thus, increasing job satisfaction is accompanied by increasing emotional stability, stress resilience, and acceptance of social norms, moral and ethical values, and customs that are peculiar to some social groups and educational institutions.

Statistically significant positive correlations were found between emotional stability and one's interest in the job ($r=0.464$), contentment with one's achievements ($r=0.374$), interactions with colleagues ($r=0.527$); there were moderate positive correlations found between amiability and one's contentment in interactions with colleagues ($r=0.382$); logical thinking correlates with both one's contentment in interactions with colleagues ($r=0.408$) and one's interactions with management; while one's contentment with work conditions correlates with amiability ($r=0.294$); and professional responsibility correlates to self-control ($r=0.349$).

Our data shows that there are statistically significant inverse correlations between one's contentment with working conditions and giddiness ($r=-0.330$), professional aspiration level and sensitivity ($r=-0.338$); while inclination for antisocial behavior correlates to contentment with achievements ($r=-0.355$), relationships with colleagues ($r=-0.416$) and professional responsibility ($r=-0.346$). Thus, we can assume that the more a person is satisfied with one's working conditions, the higher one's level of awareness and discernment is; the higher one's aspiration level is, the more one is prone to self-reliance, the more rational and realistic one's appraisals are; and the higher level of one's contentment with achievements and relationships with colleagues. We can summarize all the above assuming that the more responsible a person is at one's workplace, the more likely one's behavior will be socially acceptable.

As can be seen on tab 3 positive correlations were found between the emotional burnout and the following components of the communicative social competence: independence ($r=0.411$), the inclination for antisocial behavior ($r=0.358$); while there is an inverse correlation ($r=-0.319$) between burnout and sensitivity. Thus, we can assume that the increasing burnout is accompanied by increasing self-orientation, preference of one's decisions, antisocial behavioral manifestations, and tendency to self-reliance.

While depersonalization is marked by the positive correlation with independence trait ($r=0.452$); emotional exhaustion correlates to antisocial behavioral tendency ($r=0.464$) and safety ($r=0.338$); professional efficiency correlates with logical thinking ($r=0.469$) and amiability ($r=0.404$). Therefore, the increase of negative, cynical, and estranged reactions to other people go with increased orientation on one's self and decisions; while the decrease in an emotional context and indifference are accompanied by the contemptuous attitude towards social norms, moral and ethical values, behavioral rules, sensitivity, intention to interact with others, and artistic thinking; increased feeling of one's competence and efficiency goes with

shrewdness, advanced logical thinking, open-mindedness, sociability, and easiness.

The inverse correlations were found between emotional exhaustion and sensitivity ($r=-0.516$) and between the reduction of professional achievements and independence ($r=-0.635$). Thus, the increase in reduced affect display, indifference, and reduced emotional context is accompanied by rationality and counting on one's resources only, while the growth of professional efficiency goes with orientation on oneself and one's decisions.

As it is shown in table 4, there are statistically significant relations between professional burnout, job satisfaction, and coping strategies. Thus, there are moderate positive correlations between professional burnout and confrontational coping ($r=0.313$), the seeking of social support and professional burnout ($r=0.320$), while there's a mild negative correlation between professional burnout and positive overestimation ($r=-0.443$). Emotional exhaustion has a positive correlation with confrontation coping ($r=0.459$), distancing coping ($r=0.399$), seeking social support ($r=0.296$), accepting responsibility ($r=0.323$), and an inverse correlation with positive overestimation ($r=-0.438$); and the reduction of the professional achievements has a positive correlation with positive overestimation ($r=0.440$). Thus, we can assume that the formation of professional burnout as a complex phenomenon and the increasing of emotional indifference and exhaustion is accompanied by preschool teachers' aggressive efforts to change the existing situation, hostility and eagerness to risk, search for information, effectual or emotional support and the reduction of the efforts to produce positive meaning focused on personal growth.

Besides, increasing emotional exhaustion is manifested by fatigue, feeling of desolation, indifference to one's environment, and is accompanied by increased responsibility, exertions, and attempts to solve the problem. The growth of one's feeling of incompetence, lacking the professional skills (reduction of professional achievements) are accompanied by positive overestimation as one's attempt to overcome negative feelings by positive reconsideration and considering them to be a stimulus for personal growth. Though it's worth mentioning that one's underestimation of the opportunities for effective problem-solving can be a negative aspect of the mentioned above positive reconsideration.

The growth in professional responsibility ($r=-0.524$), contentment with one's achievements ($r=-0.447$), interest for work ($r=-0.391$) are accompanied by a decrease in distancing strategy manifested in one's disability to make cognitive efforts to distance from the situation and lessen its significance (tab.4). The growth of the professional aspirations' level

($r=0.432$) and satisfaction in staff communications ($r=0.413$) are accompanied by a nonrational approach to problem-solving, manifested in offensive actions to get the situation changed and assumes some hostility and intentions to risk (confrontational coping). But the decrease in professional responsibility ($r=-0.514$), discontentment with work conditions ($r=-0.355$), and one's professional achievements ($r=-0.328$) go with the less aggressive way of one's reacting to difficult situations and usage of more rational coping strategies.

The more person is satisfied with staff communication ($r=0.386$) and less responsible is one's attitude toward professional chores ($r=-0.513$) the more a person is prone to envision or make efforts to escape or avoid the problem.

The growth of professional responsibility ($r=-0.394$) as a necessity and need to take responsibility for one's acts and deeds, dedication to work ($r=-0.341$) do not suggest any efforts to solve the problem by involving external (social) resources and pursuit of informational, emotional and efficient support.

The inverse correlations between job satisfaction ($r=-0.416$), satisfaction with achievements ($r=-0.348$), and socially ascribed perfectionism; between the interest for job and workaholism ($r=-0.292$). It shows that the more a person is satisfied with a job and achievements in the professional sphere, the more a person is assured that requirements of others towards a person are adequate and suitable: the more a person is interested in a job, the less a person is going to take it as the only source of self-realization, achieving recognition and subjective with one's life. Satisfaction with one's relations with a boss usually goes with the increase in workaholism ($r=0.362$), and one's contentment with work conditions goes with the increased self-oriented perfectionism ($r=0.513$) as a tendency to set before oneself high standards and to be overly demanding of oneself (tab.5).

The increased satisfaction with one's relations with the administrator ($r=-0.376$) and professional achievements ($r=-0.291$) are accompanied by the decrease of other-oriented perfectionism that is manifested in changes of significant standards a person set for other people, exigency, intolerance, and inability to accept others' mistakes; the satisfaction with work conditions goes with a decrease in workaholism ($r=-0.391$).

A person's desire to work too much, which is overlapping the usual industriousness and goes with the increase of emotional exhaustion ($r=0.304$); depreciating the results of one's activity, feeling of one's incompetence, and lack of professional skills (reduction of the professional achievements) are accompanied by the person's conviction that other people

demands and expectations are too much, and they are difficult or impossible to be met (socially ascribed perfectionism) ($r=0.305$) (tab.5).

4.2. Analysis of variances

We applied the Kruskal-Wallis one-way analysis of variances to find the existing statistically significant differences between the groups of preschool teachers with different levels of job satisfaction (tab.6) and professional burnout (tab.7).

As can be seen from table 6, amiability is more peculiar for individuals with a higher level of job satisfaction, than those with low and medium levels. Self-oriented perfectionism is more characteristic for individuals with medium and high levels of job satisfaction than for those with low levels, while such traits as self-control, planned problem-solving and socially-ascribed perfectionism characterizes those with lower-level more. Distancing is more peculiar to the preschool teachers with a low level of job satisfaction than to those with a high level, and positive overestimation and giddiness are less peculiar to teachers with a medium level of job satisfaction compared to those, who have a low level. Compared to the groups of preschool teachers with high and low levels of job satisfaction, higher points on “independence”, “inclination for antisocial behavior”, “reduction of the professional achievements” and “emotional burnout” and lower points in “emotional exhaustion” are peculiar to the group of preschool teachers with a medium level of job satisfaction.

As it can be seen in table 7 preschool teachers with a low level of professional burnout have on a statistically significant level higher points in “sensitivity”, compared to preschool teachers with a medium level; and their points in “others-oriented perfectionism” are higher than those of preschool teachers with medium and higher levels. The group with a low level of professional burnout has lower points in “workaholism”, “confrontational coping”, “distancing”, “search for social support”, “independence” and “accepting responsibility” scales compared to the groups with medium and higher levels of burnout. Preschool teachers with a medium level of professional burnout have higher points in “self-control” and “planning the problem-solving” compared to teachers with a high level of burnout.

4.3. Tables and figures

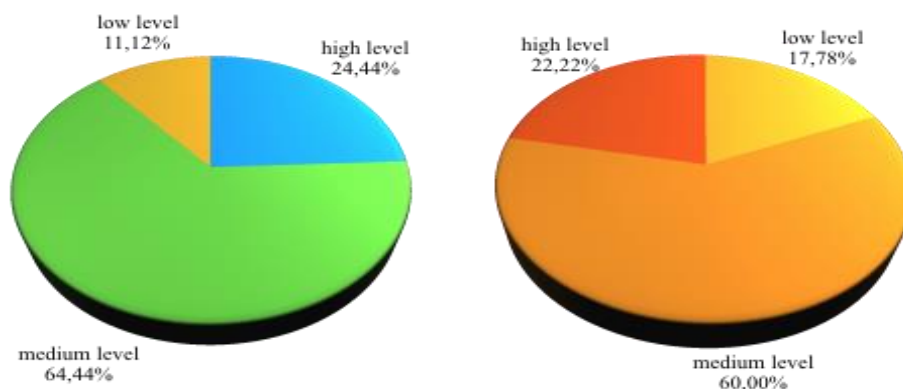


Figure 1. Levels of job satisfaction (n=90) | **Figure 2.** Levels of professional burnout (n=90)
Source: Authors' own conception

Table 1. Significant correlations between job satisfaction and emotional burnout with its components

Job satisfaction and its components	Emotional burnout and components			
	emotional exhaustion	depersonalization	reduction of personality achievements	emotional burnout
interest in work	-,241*	-,275**	,293**	-,398**
satisfaction with achievements	-,714**	-,471**	,433**	-,724**
relationship satisfaction	-,477**	-,134	,245*	-,398**
professional aspirations level	,566**	,461**	-,315**	,602**
advantage of work	,513**	,037	-,288**	,346**
satisfaction with working conditions	-,337**	-,231*	,089	-,278**
professional responsibility	-,505**	-,024	,338**	-,449**
job satisfaction	-,450**	-,316**	,247*	-,487**

Note: **- $p \leq 0.01$; * - $p \leq 0.05$.

Source: Authors' own conception

Table 2. Significant correlations between job satisfaction components and communicative social competence

Job satisfaction and its components	Communicative social competence						
	amiability	logical thinking	emotional stability	giddiness	sensitivity	self-control	inclination for anti-social behavior
interest in work	,108	,291**	,464**	,238*	-,049	,274**	-,043
contentment with achievements	,195	,161	,374**	-,095	,194	,217*	-,355**
satisfaction in relations with colleagues	,382**	,408**	,527**	-,048	,011	,032	-,416**
satisfaction in relations with management	,098	,306**	-,048	,158	-,257*	-,045	-,149
professional aspirations' level	,032	,093	-,291**	,118	-,338**	-,203	,293**
preferring job to high salary	-,404**	-,341**	-,048	,199	-,222*	-,041	,386**
satisfaction with work conditions	,294**	-,198	,138	-,330**	,208*	,292**	,026
professional responsibility	,260*	-,216*	,040	-,040	,274**	,349**	-,346**
job satisfaction	,278**	,191	,426**	,021	-,013	,214*	-,293**

Note: **- $p \leq 0.01$; * - $p \leq 0.05$.

Source: Authors' own conception

Table 3. Significant correlation between communicative social competencies and professional burnout components

Communicative social competencies	Emotional burnout and its elements			
	emotional exhaustion	depersonalization	reduction of personality achievements	emotional burnout
amiability	-,215*	-,168	,404**	-,288**
logical thinking	-,081	-,113	,469**	-,255*
emotional stability	-,165	-,064	,199	-,289**
giddiness	,338**	,107	-,179	,157
sensitivity	-,510**	-,205	,065	-,319**
independence	,130	,452**	-,632**	,411**
inclination for antisocial behavior	,464**	,188	,066	,358**

Note: **- $p \leq 0.01$; * - $p \leq 0.05$.

Source: Authors' own conception

Table 4. Significant correlations between job satisfaction, professional burnout and coping-strategies

Coping-strategies	Emotional exhaustion	Depersonalization	Emotional burnout	Interest in work	Contentment with achievements	Satisfaction in relations with management	Professional aspiration level	Preferring job to high salary	Satisfaction with work conditions	Professional responsibility	Job satisfaction
confrontational coping	,459**	-,041	,365**	-,154	-,328**	,413**	,432**	-,012	-,355**	-,514**	-,133
distancing coping	,399**	-,181	,276**	- ,391**	-,447**	,216*	,154	,315*	-,122	-,524**	- ,297**
seeking social support	,296**	-,210*	,320**	-,016	-,070	,253*	,256*	-,005	-,128	-,394**	,045
accepting responsibility	,323**	,249*	,067	,055	-,078	,254*	,178	,120	-,244*	-,376**	,028
escape/avoidance	,384**	,028	,172	,118	-,080	,386**	,194	,213*	-,227*	-,513**	,034
positive overestimation	- ,438**	,440**	- ,443**	-,022	,222*	,088	-,189	- ,341*	-,078	,102	,011

Note: **- $p \leq 0.01$; * - $p \leq 0.05$

Source: Authors' own conception

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Table 5. Significant correlations between job satisfaction, professional burnout with their components and perfectionism and workaholism

Job satisfaction, professional burnout and their components	Workaholism	Self-oriented perfectionism	Others-oriented perfectionism	Socially ascribed perfectionism
interest in work	-,292**	,230*	,085	-,205
contentment with achievements	-,251*	-,051	,093	-,348**
satisfaction in relations with colleagues	-,171	-,165	-,032	-,049
satisfaction in relations with management	,362**	-,065	-,376**	-,065
aspiration level	,272*	,218*	-,291**	,140
preferring job to high salary	-,044	,063	,126	-,185
content with work conditions	-,391**	,513**	-,096	-,227*
professional responsibility	,136	,050	,281**	-,094
job satisfaction	-,221*	,166	-,038	-,416**
emotional exhaustion	,304**	,129	-,220*	,131
depersonalization	,269*	-,198	-,119	-0,022
reduction of personality achievements	-,156	,139	,220*	,305**
emotional burnout	,267*	-,044	-,274**	,064

Note: **- $p \leq 0.01$; * - $p \leq 0.05$.

Source: Authors' own conception

Table 6. The comparison results of three groups of researched subjects with different levels of job satisfaction

	Distancing	Self-control	Planning of problem-solving	Positive overestimation	Self-oriented perfectionism	Socially ascribed perfectionism	Amiability	Diggness	Independence	Inclination for antisocial behavior	Emotional exhaustion	Reduction of personal achievements	Emotional burnout
Chi-Square	9.063	9.696	18.207	6.030	16.072	13.009	9.074	7.621	7.339	17.457	27.049	13.265	22.939
Asymp. Sig.	.011	.008	.000	.049	.000	.001	.011	.022	.025	.000	.000	.001	.000

a. Kruskal-Wallis test b. Grouping variable: groups by job satisfaction level (high, medium, low) | Source: Authors' own conception

Table 7. The comparison results of three groups of researched subjects with different levels of professional burnout

	Emotional stability	Sensitivity	Independence	Workaholism	Others-oriented perfectionism	Confrontational coping	Distancing	Self-control	Seeking social support	Accepting responsibility	Planning problem-solving	Positive overestimation
Chi-Square	25.035	7.909	7.490	6.314	15.369	8.458	9.756	14.145	34.552	11.775	13.637	29.458
Asymp. Sig.	.000	.019	.024	.043	.000	.015	.008	.001	.000	.003	.001	.000

a. Kruskal-Wallis test b. Grouping variable: groups by burnout level (high, medium, low) | Source: Authors' own conception

5. Discussions

Job satisfaction is a state of balanced demands a professional has for the contents, character, and conditions of one's work and the subjective estimation of one's abilities to meet those demands. It strongly depends on the way the profession meets the person's character and skills, job's contents, work conditions, social environment, management system and opportunities for career growth, etc.

The numerous statistically significant correlation between job satisfaction with its components and professional burnout with its components, which were shown in our study suggests the existing relationship between those phenomena.

Thus, the preschool teachers with a high level of job satisfaction can be characterized as open for communication, sociable, having personal standards, pursuing self-advancement, pronounced self-criticism, self-control, and a tendency to concentrate on and pursue the difficult to achieve goals. They don't consider that other people have excessive demands and expectations for them, and they don't try hard to meet the standards set by others. They can be impulsive, emotionally exhausted, and don't focus all their efforts on changing the situation, neither they try to distance themselves from the situation or lessen its significance.

Preschool teachers with a medium level of job satisfaction are more self-oriented, independent and prefer their own decisions; they are more prone to the manifestations of antisocial behavior, they can despise the social norms, moral and ethical values, customs, and traditions as well; they are not satisfied with their achievements, have a negative appraisal for their job and themselves as professionals; they can be overwhelmed with negative emotions that can result in a decrease of their emotional context, indifference, and gradually lead to the exhaustion (deterioration) of the emotional resources and burnout.

Preschool teachers with a low level of job satisfaction are more characterized by artistic thinking, sensitivity, seeking to interact with others; they have their own standards for others, they are demanding, intolerant and are not willing to accept others' mistakes; they are not workaholics and do not try to avoid the difficult situations, they are not underestimating their significance and do not tend to solve the difficult situation through confrontation, hostility, and conflicts, but rather they tend to plan their actions, ponder over the outcomes and rely on their resources only; they do not accept their responsibility when the problems arise and the attempts to

solve them; they are sociable, depend on others and depend on public opinion.

While preschool teachers with a high level of professional burnout are more realistic and tend to rely on themselves only; they are not demanding toward others; mostly workaholics, who tend either to take aggressive, hostile, and risky actions or avoid and distance themselves from the situation or at least lessen its significance whenever they need to change the stressing situations; they seek support from others and tend to overestimate their role in problem situations and try to counteract them. They are quite independent and oriented on themselves and their own decisions, but mostly impulsive and unorganized, not able to plan their acts in the problem-solving, analyzing situation, making some efforts to get out of the situation.

6. Conclusions

Job satisfaction and work motivation have a strong influence on employees' behavior and as a result on the organization itself. Thus, we can consider job satisfaction to be an integral feature of preschool teachers' professional well-being.

The numerous statistically significant correlation between job satisfaction with its components and professional burnout with its components, which were shown in our study suggest the existing relationship between those phenomena.

The result of our empirical study confirms the suggestion of existing inverse relation between the preschool teachers' professional burnout and their job satisfaction.

Based on the analysis, we can state that one's passion for work is an agent that can counteract professional burnout, and thus it cannot be seen just as its' opposite.

Our data suggest the importance of advancing one's communicative competency, prevention, and timely correction of the professional burnout symptoms. The availability of social support, the ability to use active prosocial coping strategies, and healthy perfectionism and workaholism enhance the feeling of job satisfaction.

Job dissatisfaction can be a risk of professional burnout, because when one is not interested in doing one's job and is not satisfied with one's job, one is prone to get burnout faster than a person with high job motivation.

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– “Professional training of pedagogical staff of preschool education institutions in the context of European integration transformations” – Pedagogical and Psychological Department of Preschool Education of Yuriy Fedkovych Chernivtsi National University, the state registration number is 0121U110897.

OP conceived the study, performed the literature search. OP, TK contributed to writing the manuscript, and read and approved the final manuscript. YA performed and revised the literature search, and contributed to writing the manuscript. NH, MO participated in the design of the manuscript. All authors participated in the revision of the manuscript and figures and have equal contribution to the article.

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