

Demand for Personal Resources in Pedagogical Professions and Job Satisfaction

Demanda de recursos personales en profesiones pedagógicas y la satisfacción en el trabajo

Yana SURIKOVA [1](#); Ekaterina VODINCHAR [2](#); Julia NEYASKINA [3](#); Marina FRIZEN [4](#); Olga SHIRYAEVA [5](#)

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ABSTRACT:

The paper presents the results of a scientific psychological survey, the goal of which was to identify the interaction of personal resources and satisfaction with the professional activities of teachers engaged in professional activities at preschool educational institutions. The survey considers the personal resources as the professional activity KPI (Key Performance Indicator). In connection with them, the satisfaction of educators with professional activity is researched; it is considered in dialectical unity both as a factor in constructing the optimal interaction in the professional sphere of the individual work and as a result of the individual being in the optimal professional environment. The generalization of the empirical survey results led to the conclusion that the intensity of such professionally significant personal resources as resilience, involvement, control, commitment, and persistence is higher among respondents who are more satisfied with their professional activities. At the same time, they are less focused on the daily planning of their activities. Differences in the level of preschool teachers' job satisfaction do not directly correlate with differences in the life meaningfulness components, as well as in the application frequency of certain coping strategies.

RESUMEN:

El artículo presenta los resultados de una encuesta psicológica científica, cuyo objetivo fue identificar la interacción de los recursos personales y la satisfacción con las actividades profesionales de los profesores dedicados a actividades profesionales en las instituciones educativas preescolares. La encuesta considera los recursos personales como la actividad profesional KPI (Key Performance Indicator). En relación con ellos, se investiga la satisfacción de los educadores con la actividad profesional; se considera en unidad dialéctica como un factor para construir la interacción óptima en la esfera profesional del trabajo individual y como resultado de que el individuo se encuentre en el entorno profesional óptimo. La generalización de los resultados de la encuesta empírica llevó a la conclusión de que la intensidad de los recursos personales profesionalmente significativos como la resiliencia, la participación, el control, el compromiso y la persistencia es mayor entre los encuestados que están más satisfechos con sus actividades profesionales. Al mismo tiempo, están menos enfocados en la planificación diaria de sus actividades. Las diferencias en el nivel de satisfacción laboral de los maestros de preescolar no se correlacionan directamente con las diferencias en los

It was concluded that there is a correlation between the level of personal resources and various aspects of the job satisfaction among the preschool teachers. In this case, the personal resources of teachers with a high level of satisfaction with their professional activities are more integrated into the job satisfaction system. The thesis was put forward that the increase in the professional activity satisfaction among respondents with a high level of this parameter can be achieved to a greater extent by using constructive coping strategies. "Risk areas", i.e. the factors that can reduce the job satisfaction, have been identified for each group. The obtained results can be used as a basis for measures to optimize the professional environment of preschool teachers both through the organization of the labor process, taking into account the leveling of negative factors, and through the creation of the developing environment that will expand the range of teachers' coping strategies.

Keywords: Personal resources, personal potential, professional activity, professional environment, job satisfaction, preschool teachers, organizational influences, coping strategies

componentes de significado de la vida, así como en la frecuencia de aplicación de ciertas estrategias de afrontamiento. Se concluyó que existe una correlación entre el nivel de recursos personales y diversos aspectos de la satisfacción laboral entre los docentes de preescolar. En este caso, los recursos personales de los docentes con un alto nivel de satisfacción con sus actividades profesionales están más integrados en el sistema de satisfacción laboral. Se planteó la tesis de que el aumento en la satisfacción de la actividad profesional entre los encuestados con un alto nivel de este parámetro se puede lograr en mayor medida mediante el uso de estrategias de afrontamiento constructivas. Se han identificado "áreas de riesgo", es decir, los factores que pueden reducir la satisfacción laboral, para cada grupo. Los resultados obtenidos pueden utilizarse como base para medidas de optimización del entorno profesional de los profesores de preescolar, tanto a través de la organización del proceso laboral, teniendo en cuenta la nivelación de los factores negativos, como a través de la creación del entorno en desarrollo que ampliará el rango de las estrategias de afrontamiento de los profesores.

Palabras clave: recursos personales, potencial personal, actividad profesional, ambiente profesional, satisfacción laboral, docentes de preescolar, influencias organizacionales, estrategias de afrontamiento

1. Introduction

The professional activity is the most important life context of a person during adulthood. The coordination of professional tasks and the value-semantic bases of the individual work is the most important factor of the labor subject's well-being. The professional environment optimality is very important, as it allows the labor subject to adapt to new tasks, to fully realize his or her various potentials within the framework of the professional activity.

The professional activity of a preschool educator demands flexibility in the changing educational paradigms and standards, requires adaptability to non-optimal working conditions (an increasing number of tasks with overall social insecurity). As a result, a modern teacher needs to have a "set" of internal resources, those personal characteristics that would make the adaptation as effective as possible, for successful professional activity; and the professional environment should be as convenient as possible as a system of objects and relations arising from the implementation of professional activities. At the same time, the internal resources are considered by modern researchers as defining ones (Tretyakov, Mitin, & Boyarintseva, 2003), I. A. Zimnyaya (1992), Yu. A. Konarzhevsky (1993), D. A. Leontiev (2011), A. G. Maklakov (2001), Tretyakov, P.I., Mitin, S.N., & Boyarintseva, N.N. (2003), A. K. Markova (1996), M. M. Potashnik (1991), Tretyakov, P.I., Mitin, S.N., & Boyarintseva, N.N. (2003), R. H. Shakurov (1990) et al.).

The individual resources are strengths, making overcoming life's difficulties more possible. Thus, O.V. Slyadneva and O.V. Tatarenko interpret the personal resource as a set of individual typological features that determine the specific way of living in difficult situations (Slyadneva & Tatarenko 2014).

To denote the basic dimension, personal in personality, D.A. Leontiev (Leontiev, 2011) introduced a concept of "**personal potential**", defining it as follows: "This is an integral system characteristic of the individual psychological features, underlying the ability of the individual to proceed from stable internal criteria and benchmarks in his or her life activity and maintain the stability of the value orientations and the efficiency of activity against the stress and changing external conditions. That is the personal ability to manifest oneself as a person, to act as an autonomous self-regulating subject of activity, who provides targeted changes in the external world, and combines resistance to external influences, as well as a flexible response to changes in the external and internal situation" (Leontiev, 2011, p. 8).

A.G. Maklakov (2001) introduced the concept of "personal adaptive potential". In his opinion, the ability of a person to adapt is both an individual and a personal property. He suggests considering this concept both as a process and as a property of a self-regulating system as its ability to adapt to changing external conditions.

In the theory of psychological stress, the concept of "resources" is also widely considered and studied. According to V.A. Bodrov (2006), the resources are physical and spiritual capabilities of a person, the mobilization of which ensures the implementation of his or her program and ways (strategies) of behavior to prevent or revert stress.

In the resource approach, the principle of "conservation" of resources plays an important role, suggesting that a person can receive, multiply, preserve, restore, and reallocate his or her resources in accordance with personal values. Thanks to this distribution of resources, a person can adapt to different conditions of the living environment (Tsetsorina 2002).

According to Stevan E. Hobfoll (Nikiforova, 2005), the resources can be tangible (financial assets and opportunities, movable and immovable property, etc.) and intangible (desires, goals); among the latter there are external (social support, family, friends, work, social status) and internal (intrapersonal variables: self-esteem, professional skills, optimism, self-control, life values, belief system, etc., mental and physical states, volitional, emotional, and energy characteristics that are necessary (directly or indirectly) for surviving or maintaining health in difficult situations, or are the means to achieve personally meaningful goals).

Numerous studies show that the resources exert a great influence on a person's ability to adapt to life, to changing living and working conditions, to cope with obstacles and difficulties arising in the way, including in professional activities.

In the context of work, there are professional or working resources (Noskova 2008), support and partnership from colleagues, involvement in the process, and constructive feedback from superiors, the opportunity of developing professional skills and competencies, participation in specially organized courses and programs of advanced training and retraining, variability and freedom in choosing ways to achieve the objectives. In general, these are the most important characteristics of a professional environment.

The personal resources contain a significant motivational potential, and therefore contribute to a person's sense of the job satisfaction. Thus, they not only reduce the negative impact of job duties, work requirements, working conditions, protecting a person from stress, but also have a constructive effect on the job satisfaction (Schultz & Schultz 2003).

The personal resources exert a strong impact on a person's perception of the current working situation, determine his or her attitude to various aspects of the professional activity; they act as a kind of a "prism" through which the employee perceives and assesses the actual life situation, builds the personal prospects (Druzhilov 2010). As a result, one can come to the assumption that the specific nature of the internal resources of the labor subject is closely interrelated with the optimality of his or her professional environment. The ability to effectively cope with professional tasks and build productive relations is one of the foundations of the effective professional activity, satisfaction, enthusiasm for it. The professional activity of a person and his or her personal resources are interdependent. At the same time, the satisfaction and efficiency of activity can be related to the manifestation of a person's ability to use his or her resources productively, as well as the ability to withstand the regulatory factors of the environment.

The authors describe the specificity of such an internal support for teachers. In opinion of A.A. Korostylev (2010), the system of a teacher's personal potential includes the following interrelated and interdependent components: professional responsibility, professional and semantic potential as a set of personal and professional values and meanings, freedom of action and choice within the professional activity. Particular attention is paid to the communicative resource of a teacher (Malkarova 2013), the ability to effectively carry out pedagogical communication, to build a harmonious dialog in the professional activity environment.

The value-semantic component of the professional activity is rather important: the consistency of the activity meaning, its value orientations, and the requirements of the

profession, institution, all subjects of the educational process, significantly determines the importance of the professional activity for a teacher, educator, and satisfaction with it. In turn, the satisfaction with the professional activity results, with the qualitative characteristics of the professional environment is closely interrelated with the labor subject's stress-resistance, professional motivation, conviction in the self-efficacy (Mandrikova & Gorbunova 2012; Milman 2011; Chuvashova 2014). The psychological and emotional well-being of the educator, satisfaction with the work, active self-development, positive thinking are all necessary conditions for realizing the main goal of the professional activity – the successful formation of basic personal qualities among the pupils, their productive socialization (Gordienko 2004; Gordienko 2004; Markova 1996; Pryazhnikov 2015).

In this connection, in our opinion, an empirical survey is significant regarding the interconnection between a teacher's internal resource parameters and the satisfaction with the professional activity for modern psychological theory and practice. We have carried out this kind of survey.

2. Methods

The *goal* of the survey is to identify the interconnection between the personal resources and satisfaction with teachers' professional activities (exemplified by preschool teachers).

The *hypothesis* of the survey consists in the following assumptions:

- 1) There is a correlation between the level of personal resources and the job satisfaction among preschool teachers.
- 2) The personal resources of teachers with a high level of satisfaction with their professional activities are more integrated into the job satisfaction system.
- 3) The increase in satisfaction with the professional work at a different level of teachers' "resource" is due to various professionally important personal characteristics.

Empirical survey methods:

- The method of "Integral Satisfaction with Labor" by A.V. Batarshv;
- "Life Meaning Orientations Test" (LMOT) by D.A. Leontiev;
- "Resilience Test" amended by D.A. Leontiev, E.I. Rasskazova;
- Self-Organization Poll (SOP) by E.Yu. Mandrikova;
- Coping Strategy Poll amended by E.I. Rasskazova, T.O. Gordeeva, E.N. Osin;
- A questionnaire aimed at describing the survey sample.

Survey Sample Characteristics

The survey was conducted on the basis of kindergartens in the town of Vilyuchinsk in Kamchatka Krai, and the respondents were 64 preschool teachers. The empirical sample included teachers – women of 25 to 55 years old. The total experience of pedagogical activity of respondents was between 5 and 35 years (in that institution, it was from 3 to 30 years). While we were aware of the rather large age distribution, we nevertheless undertook the survey with a different age sample, believing that the specificity of the interconnection between the job satisfaction and personal resources was due to age to an insignificant extent. This assumption was confirmed at the next steps of the survey. According to the background criteria, the sample is characterized by the following parameters: 48% of the teachers surveyed have higher education, 50% of respondents have vocational education, and 2% of respondents have two higher educations. The majority of respondents are married (64%), 16% are divorced, the rest are not married (16%), or are married de facto (3%). The majority of the respondents have children.

3. Empirical survey description and results

According to the survey design, at the first step the respondents were supposed to be divided into groups according to the criterion of satisfaction with the professional activity.

To determine the level of satisfaction of with work (the professional activity), the method of A.V.Batarshv "Integral Satisfaction with Labor" was used, aimed at identifying the level of interest in the work performed, satisfaction with achievements in the professional activity,

identifying the level of satisfaction with relationships with colleagues, management, working conditions, and also identifying the level of professional responsibility, and claims in the professional activity.

As a result of the cluster analysis procedure, the total sample was divided into two distinct clusters, 32 people in each cluster (see the Appendix for the Cluster Tree). Criterial Analysis (Student's T-test) confirmed significant differences between groups in most method scales (Table 1).

Table 1
Comparative analysis of job satisfaction indicators

Scale name	Group 1 average value	Group 2 average value	T-test emp.	P
Interest in work	3.94	3.53	2.62	**
Achievement satisfaction	3.78	3.06	3.36	**
Relationship with colleagues' satisfaction	5.38	4.34	3.86	**
Relationship with management satisfaction	5.34	3.69	5.62	**
Level of claims	2.28	1.47	3.19	**
Working conditions satisfaction	3.25	2.56	2.8	**
Professional responsibility	1.22	0.66	3.01	**
Overall satisfaction	21.31	15.75	12.62	**

Note: * – for $p \leq 0.05$; ** – for $p \leq 0.01$

Thus, the groups obtained as a result of clustering are samples of an equal volume with a high (EG1) and average (EG2) levels of the job satisfaction (this fact follows both from Table 1 and comparison of the empirical indicators obtained with the methodology standards). It should be specially emphasized that the comparison of the experimental groups obtained by the parameter "age" (Student's T-test) did not reveal significant differences. This fact indicates the feasibility of further analysis, despite the low homogeneity of the combined sample in terms of the "age" parameter.

The next step was to compare the level of personal resources within the groups. The criterial analysis showed that the experimental groups with different levels of the job satisfaction differed in the self-organization and resilience levels (Tables 2, 3). The differences were not revealed in the meaningfulness of life and the preferences of those or other coping strategies. At the same time, further analysis showed that those parameters turned out to be differently related to various satisfaction components regarding the professional activities.

Table 2
Comparative analysis of E.Yu. Mandrikova's self-organization poll data

Scale name	EG1 highly satisfied	EG2 medium satisfied	T-test stat.	P
Regularity	17.13	20.47	2.09	*

Resoluteness	36.19	32.88	2.03	*
Insistence	26.91	23.03	2.85	**

Note: * – for $p \leq 0.05$; ** – for $p \leq 0.01$

According to the author's interpretation of the method scales, it can be said that the educators with a medium level of the job satisfaction are more involved in daily planning for certain purposes than the teachers with high satisfaction, since they have higher regularity indexes. At the same time, the teachers with a high degree of satisfaction apply more volitional efforts to complete the work.

Table 3
Comparative analysis of resilience test data

Scales	Average		T-test stat.	P
	EG Highly Satisfied	EG Medium Satisfied		
Involvement	40.19	35.63	2.44	*
Control	32.38	29.09	2.06	*
Resilience	89.53	80.25	2.31	*

Note: * – for $p \leq 0.05$

The teachers highly satisfied with the work are more involved in the process and enjoy their own activities (often even without direct connection with its result). The teachers, who are convinced that only by getting involved in daily activities they can receive real pleasure from life as a whole, show high satisfaction with their professional activity; they consider it as an opportunity to get an interesting experience for themselves and maximum pleasure from the labor process.

In addition, the data show that the teachers, who are satisfied with their professional activities, see their life as a person who is able to control all current events and to deal with the troubles that arise along the way. In turn, the teachers medium satisfied with the work often give up in crisis situations, stop fighting the circumstances and the negative impact of the environment, believing that all their efforts are meaningless, and they are not free to control their lives. Such self-feelings can reduce the activity performance and the desire to continue what has been started in stress situations.

To test the hypothesis of the interconnection between the personal resources and the job satisfaction, we performed a correlation analysis, consistently comparing the methodology data with each of the methods containing the indicators of the personal resources (the results are presented below; for the reader's convenience, the correlation links are grouped relative to each of the methods).

The job satisfaction and the LMOT data interconnection is shown in Table 4.

Table 4
Integrated job satisfaction and LMOT data interconnection (the Pearson correlation coefficient)

Integrated job satisfaction	LMOT	

	EG1 highly satisfied	EG2 medium satisfied
Interest in work	-	0.38* – result
Achievement satisfaction	0.37* – result 0.46** – locus of control – life	-
Relationship with colleagues' satisfaction	0.52** – locus of control – life	-
Relationship with management satisfaction	-0.45* – process -0.40* – LM overall index	0.47** – goals 0.38* – result 0.42** – locus of control 0.41* – LM overall index
Preference of a job to high earnings	0.45* – process 0.40* – LM overall index	-
Professional responsibility	0.47** – result 0.47** – LM overall index	-

Note: * – for $p \leq 0.05$; ** – for $p \leq 0.01$

In the group of the highly satisfied teachers, on the whole, a stronger correlation was found between the indicators of the job satisfaction and the meaningfulness of life (the number of correlation links is much higher). The indicator of the achievement satisfaction is connected with the scales "result" and "locus of control – life". This means that the experience gained makes it possible for the highly satisfied teachers to make their own decisions, control the work process, and achieve success in their professional activities. The teachers are engaged in the formation and change of social attitudes and other characteristics of the pupils' personality, therefore they are convinced that life is subject to conscious control. In this group, the professional responsibility is related to the "result" and the general indicator of the life meaningfulness. The teachers probably feel the connection with high job satisfaction because of the greater consciousness to choice of profession.

In the highly satisfied group, the satisfaction with the relationship with management has inverse relations with the "process" and a general indicator of the life meaningfulness. The more educators are involved in the process of life, which they consider interesting and meaningful, the less satisfied they are with the relationship with management. Perhaps, the relationship with management is tiring, suppressing them, taking away their strength, without bringing any pleasure from the process of communication. In the medium satisfied group, on the contrary, only the parameter "satisfaction with relations with management" was directly interconnected with a number of indicators of the LMOT methodology, such as "goal", "result", "locus of control – ego" and a general indicator of the life meaningfulness. It can be assumed that formal and not semantic aspects of activity are more important for respondents of this group, while favorable relations with management are perceived as some external indicator of "well-being in the workplace". Probably, the teachers, who are characterized by the medium level of satisfaction with their professional work, have increased the overall level of satisfaction with both labor and life in general regarding the management's approval of professional plans, actions, and results.

The interconnection between the job satisfaction and resilience is presented in Table 5.

Table 5

Interconnection between integrated job satisfaction and resilience indicators

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Integrated job satisfaction	Resilience poll	
	EG1 highly satisfied	EG2 medium satisfied
Relationship with management satisfaction	0.43* – involvement 0.43* – control 0.41* – risk acceptance 0.41* – resilience	-
Level of claims	0.37* – control	-
Preference of a job to high earnings	0.36* – risk acceptance	-
Overall job satisfaction	0.53* – involvement 0.53* – control 0.56* – risk acceptance 0.57* – resilience	-

Note: * – for $p \leq 0.05$; ** – for $p \leq 0.01$

The results of the correlation analysis indicate that all components of resilience and overall job satisfaction are positively related to each other only in the group of the highly satisfied teachers. Probably, for the respondents of the first group, resilience is an internal resource that allows a person to harmonize relations with management, to increase the overall satisfaction with labor relations and labor itself. The feeling of controllability of life allows them to form a sufficiently high level of professional claims (and subsequently to achieve it), and the value of their own experience (both positive and negative); all these contribute to the preference of the activity performed to high earnings. This connection combination prevents the emergence of internal stress in stressful situations due to more stable coping with stress, perception it as less significant and more overcome. There is no connection between the indicators of satisfaction with work and resilience in the second experimental group. At the same time, it should be remembered that among the respondents in this group the resilience (and all its components except for "risk appetite") was relatively less expressed, more scarce.

The interconnection between the job satisfaction and self-organization is presented in Table 6.

Table 6
Interconnection between integrated job satisfaction and self-organization

Integrated job satisfaction	Self-organization poll	
	EG1 highly satisfied	EG2 medium satisfied
Interest in work	-0.36* – regularity	-
Relationship with colleagues' satisfaction	-0.49** – self-organization	-
Professional responsibility	0.35* – commitment 0.47** – persistence	0.4* – commitment
Overall job satisfaction	-0.43** – self-organization	-

Being highly involved in the process of daily activities and personally immersed in it, the highly satisfied teachers experience a decrease in interest in the work, when they have to focus on careful daily planning. The teachers are looking for interesting techniques, approaches, seek to modernize the work process; unlike spontaneous heuristic finds, a work is less interesting, when it is done according to a previously prepared plan. This is also confirmed by the inverse relations between the overall satisfaction with work and self-organization. Consequently, the fewer teachers of this group plan their activities, the higher their satisfaction with work. The less formalized and "freer" activities, on the contrary, help increase interest in the work. At the same time, the ability to set goals and make volitional efforts to achieve them raises the professional responsibility for the respondents of the first group, which in turn leads to an increase in the integral index of the job satisfaction. The attention is drawn to the empirical fact that the self-organization (in the method author's interpretation, it is the subject's inclination to apply the external means of organizing activities) turns out to be an indicator negatively related to the components of the professional satisfaction. Perhaps, the highly satisfied teachers are characterized by a more creative (and therefore more spontaneous) approach to the duties performed, the need for a rigid self-organization is seen by them as constraints of professional freedom. The fewer teachers resort to outside support in organizing their work process, the higher their satisfaction with work.

In the second experimental group, the interconnection between the parameters of tactical planning and strategic goal setting with the components of satisfaction with professional life was practically not revealed. The only exception is the position of "commitment", the increase of which among educators with medium job satisfaction contributes to the growth of the professional responsibility.

The interconnection between the job satisfaction and coping strategy poll is presented in Table 7.

Table 7
Interconnection between integrated job satisfaction and coping strategy poll

Integrated job satisfaction	Coping strategy poll	
	EG1 highly satisfied	EG2 medium satisfied
Interest in work	-	0.47** – planning
Achievement satisfaction	-	0.36* – humor -0.47** – moderation
Relationship with colleagues' satisfaction	0.44 * - positive reformulation and personal growth -0.37* – concentration on emotions and their active expression 0.38* – humor -0.49** – taking sedatives -0.38 * – suppression of competing activity	-0.36 * – suppression of competing activity
Relationship with management satisfaction	-0.45** – behavior escape from problems	

Level of claims	-	0.37* – application of operant social support
Preference of a job to high earnings	0,38* – application of emotional social support	-
Working conditions satisfaction	-0.42* – denial -0.36* – moderation -0.36* – acceptance	-
Professional responsibility	-0.47* – concentration on emotions and their active expression	-
Overall job satisfaction	0.5 * - positive reformulation and personal growth -0.44* – concentration on emotions and their active expression -0.38* – denial 0.45* – humor	0.4* – humor -0.37* – moderation

Note:* – for $p \leq 0.05$; ** – for $p \leq 0.01$

The scales of the methodology of coping strategies enter into both direct and inverse relations with various aspects of the job satisfaction in both groups. At the same time, the highly satisfied teachers have a great integration of different types of coping strategies into the structure of the job satisfaction: there are more correlation interconnections than in the second group.

In the first experimental group (high satisfaction), the overall satisfaction with work has direct connections with the scales "positive reformulation and personal growth", "humor", and the inverse relations with the scales "concentration on emotions and their active expression", "denial." The teachers rethink stressful situations, try to find something positive in them, use jokes and laughter. At the same time, the less they focus on unpleasant events and believe in them, the higher their satisfaction with work.

In the second experimental group, the overall job satisfaction has the direct relations with "humor" and the inverse relations with "moderation". According to the interpretation of the methodology authors, the strategy of "moderation" is the expectation of an appropriate moment for action and refraining from too hasty, impulsive actions. Consequently, the fewer respondents in the second group make hasty conclusions and take impulsive decisions, the higher their satisfaction with work.

In the highly satisfied group, the satisfaction with relationships with colleagues has the inverse relations with the scales "concentration on emotions and their active expression", "taking sedatives", and "suppression of competing activities". The scales "humor" and "positive reformulation and personal growth" are directly related to a favorable evaluation of interpersonal relationships with colleagues. This shows that when communicating with colleagues during work, the teachers try not to focus on troubles and negative emotions, do not use sedative drugs and alcohol in stressful situations, but try to overcome difficulties in communicating with colleagues by switching to positive events and moments, attitude to stressful situations with humor, and rethink them in a positive way.

In the medium satisfied group, the satisfaction with the relationships with colleagues has only one inverse relation with the strategy "suppression of competing activities". It can be

assumed that unlike the first group, in stressful situations these educators ignore the help of others and (or) avoid it.

The data regarding the highly satisfied group showed a contradictory fact. The satisfaction with working conditions has the inverse relations with both "denial" and "acceptance". The less the teachers concentrate on negative aspects and believe in what happened, the more they show satisfaction with the working conditions. Presumably, this can be explained by the fact that despite temporary setbacks and difficulties, the teachers, satisfied with their professional activity, act at their discretion and do not feel guilty and regret if they disapprove of others, do not spend time worrying excessively about tomorrow and yesterday, they are able to maintain confidence in their abilities.

The professional responsibility has the inverse relation with the scale "concentration on emotions and their active expression". The less the highly satisfied educators focus on unpleasant events, the higher their professional responsibility.

4. Discussion

The generalization of the results of the conducted empirical survey, which is aimed at revealing the interconnections between the personal resources of preschool teachers and the satisfaction with work, allows us to draw the following conclusions:

- The intensity of such professionally significant personal resources as resilience, involvement, control, commitment, persistence is higher among respondents who are more satisfied with their professional activities. At the same time, they are less focused on the daily planning of their activities. Differences in the level of preschool teachers' job satisfaction do not directly correlate with differences in the life meaningfulness components, as well as in the application frequency of certain coping strategies.
- It can be said that there is a correlation between the level of personal resources and various aspects of job satisfaction among preschool teachers. In this case, the personal resources of teachers with a high level of satisfaction with their professional activities are more integrated into the job satisfaction system. In particular, it can be assumed that the increase in the professional activity satisfaction among respondents with a high level of this parameter can be achieved to a greater extent by using constructive coping strategies.

In addition, it is conditionally possible to define "risk zones", factors, the effect of which can negatively affect the job satisfaction, taking into account the relationship of this indicator with the personal resources for the selected groups. Thus, for teachers with a high level of the job satisfaction, such negative factors will be the requirement for step-by-step planning, increased control by management, unclear deadlines, lack of concession of professional growth, a restriction in making independent decisions; for teachers with the medium satisfaction level, those factors are work in conditions of multitasking, which complicates daily planning, the need to make responsible decisions under stress, unpleasant relations with management, disapproval from management, inconsistency of performance results with expectations (of a teacher or management), tough competition, lack of social support. Thus, within the organizational activities, it is also possible to identify two key areas of impact: a) avoidance of negative factors in the organization of the labor process; in this group, the leading role of impacts will be given to the head of the organization, an important role will be played by measures of support from the expert community, increasing the competence of managers in organizational psychology; b) creation of the developing environment, those conditions that will help expand the range of coping strategies of educators (creating a positive incentive). In this group, the leading place of impacts belongs to the programs of advanced training, methodical recommendations to psychologists working with the preschool educators.

5. Conclusion

The personal resources of an individual largely determine the effectiveness of his or her professional activity, the ability to be integrated into the professional environment as a system of objects and relations arising from the performance of the professional activity, and to operate effectively in it. An important role in relation to these aspects is played by a

person's satisfaction with the professional activities. According to the theoretical analysis, the conclusion is drawn that the personal resources contain a significant motivational potential, and therefore, contribute to a person's sense of satisfaction with work. Thus, they not only reduce the negative impact of work requirements and complex working conditions, increasing the stress-resistance of a person, but also have a constructive effect on the job satisfaction. As part of our empirical survey of the interconnections between the personal resources and satisfaction with the professional activities of the preschool educators, we found that the more satisfied educators' more pronounced resources were resilience, involvement, control, commitment, persistence; they were more integrated into the component system of the satisfaction with work. Our assumption that increasing the level of satisfaction with professional activity among respondents with a high level of this parameter can be achieved to a greater extent through the use of the constructive coping strategies, sets the prospects for practical work with the experiment group, as well as the urgency of the additional survey in this field.

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1. Saint Petersburg Technical College, 195067, Russia, Saint Petersburg, Menshikovskiy Prospekt, 2
 2. Vitus Bering Kamchatka State University, 680332, Russia, Petropavlovsk-Kamchatskiy, Pogranichnaya St., 4
 3. Vitus Bering Kamchatka State University, 680332, Russia, Petropavlovsk-Kamchatskiy, Pogranichnaya St., 4
 4. Vitus Bering Kamchatka State University, 680332, Russia, Petropavlovsk-Kamchatskiy, Pogranichnaya St., 4
 5. Vitus Bering Kamchatka State University, 680332, Russia, Petropavlovsk-Kamchatskiy, Pogranichnaya St., 4
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