MODERN PSYCHOLOGY
SCIENTIFIC BULLETIN

АКТУАЛЬНАЯ ПСИХОЛОГИЯ
НАУЧНЫЙ ВЕСТНИК

ԵՐԵՎԱՆ 2023, № 1 (12)
The years of the COVID-19 pandemic have changed the way we live. The conditions of widespread remote work and restrictions on the mobility of the population have become a challenge for professionals who, for the first time or with little desire, have encountered it.

Based on the classical model of life, the modern way of life can be a challenge for professionals who must be able to manage their time, emotions, energy and motives, in order to maintain high productivity, concentration at work and avoid professional burnout. Moreover, the study of the problem of the influence of motives can become the first component in creating a model for effectively maintaining the health and efficiency of an employee in the conditions of the modern information economy, which actualizes this study in the current realities.

We attempted to study the motives for the deployment of activities of the subjects who were forced to change the classical model of mental activity in the pandemic and post-pandemic conditions of COVID-19, observing its effect on the formation of psychological burnout.

Accordingly, the purpose of the study is to study the influence of motivation in the implementation of professional activities on the formation of psychological burnout among teachers and IT specialists working in an online format:

To achieve the research goal, we have set and solved the following tasks.

1. identify and justify possible psychological factors affecting the safety of the subject of professional activity
2. to clarify the impact of the implementation of the IT solution on the security of the subject of professional activity
3. to clarify the effects of motivations on the formation of psychological burnout of online educators and IT specialists

During the implementation of the research, the method of canceling the syndrome of psychological burnout was applied, developed by A.A. Rukavishnikov and K. Zamfir's "Professional Motivation Study" methodology modified by A. Reana.

The results of the study made it possible to clearly note that teachers and IT specialists, regardless of the nature of the available motives, have high rates of emotional burnout; however, IT specialists with external positive or internal motives have these indicators mildly expressed.

**Keywords.** Professional activity, IT, motivation, crisis situation, burnout, online format, hybrid activity.

ИЗУЧЕНИЕ ПРОФЕССИОНАЛЬНОГО ВЫГОРАНИЯ И МОТИВОВ ЛИЧНОСТИ В УСЛОВИЯХ УДАЛЕННОЙ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

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Годы пандемии COVID-19 изменили наш образ жизни. Условия широкого распространения дистанционной работы и ограничений на мобильность населения стали вызовом для профессионалов, которые впервые или без особого желания столкнулись с дистанционной работой.

Основываясь на классической модели жизнедеятельности, современный уклад может стать вызовом для профессионалов, которые должны уметь управлять своим временем, эмоциями, энергией и мотивами, чтобы сохранять высокую производительность, концентрацию на работе и избегать профессионального выгорания. Более того, изучение проблемы влияния мотивов может стать первым компонентом в создании модели действенного поддержания здоровья и эффективности работника в условиях современной информационной экономики, что в нынешних реалиях актуализирует данное исследование.

С нашей стороны была предпринята попытка изучить мотивы осуществления деятельности субъектов, подвергшихся принудительному изменению классической модели профессиональной деятельности в пост пандемических и пандемических условиях COVID-19, рассматривая их влияние на формирование психологического выгорания.

Целью исследования является изучение влияния мотивации при осуществлении профессиональной деятельности на формирование
психологического выгорания среди преподавателей и IT-специалистов, работающих в онлайн формате.

Для достижения цели исследования мы поставили и решили следующие задачи.

- определить и обосновать возможные психологические факторы, влияющие на безопасность субъекта профессиональной деятельности;
- объяснить влияние внедрения информационно технологических решений на безопасность субъекта профессиональной деятельности;
- объяснить влияние мотивации на формирование психологического выгорания среди преподавателей и IT-специалистов, работающих в онлайн формате.

В ходе исследования была применена методика “Определения психологического выгорания” А.А. Рукавишникова и методика “Изучение мотивации профессиональной деятельности” К. Земфира в модификации А. Реана.

Результаты исследования позволили четко отметить, что у педагогов и IT-специалистов которые подверглись непланомерному изменению классической модели профессиональной деятельности на удаленную, заметны высокие показатели психологического выгорания, независимо от характера имеющихся мотивов, однако у IT-специалистов, которые имеют внешние положительные или внутренние мотивы, эти показатели выражены мягко.

Ключевые слова: Профессиональная деятельность, ИТ, мотивация, кризисная ситуация, выгорание, онлайн формат, гибридная деятельность.
Modern Psychology Scientific Bulletin, 2023, 1(12)

The current study aims to investigate the impact of job-related stress on the socialization process of COVID-19 infected and remote teachers. The study's objectives are:

- To identify and emphasize the factors affecting the socialization process of remote teachers and provide explanations on the impact of stress on the socialization process of professional teachers.
- To explain the impact of stress on the socialization process of professional teachers.
- To analyze the impact of stress on the socialization process of professional teachers.

The methodology of the study includes the use of A. A. Lukyanov's methodology of socialization and A. Rean's method of professional teacher socialization. The study's results indicate that there is a significant relationship between professional teacher socialization and the socialization process of COVID-19 infected and remote teachers, regardless of the type of stress present.
Theoretical analysis of the problem. The concepts of specialist, professional activity, and specialization are widely used in the modern scientific, socio-political context and modern vocabulary, but turning to the explanation of the category of the professional activity itself, we consider it necessary to note that the latter is combined with different authors under the concept of "profession", and considered in the practical sphere, the above implies the separation of subjective and objective components.

Observing the psychological components of professional activity, firstly, it is necessary to note how a specialist imagines professional activity, which implies a form of social consciousness and generalizes the set of social demands, ideals, and ideas related to the given activity. This, in turn, is meant to regulate people's professional relationships and combine narrow professional requirements with social norms.

In modern society, professional activity implies a complex, systemic, multifaceted phenomenon, where the economic aspect, which is characterized by a combination of qualification, payment for work, and working conditions, is quite modern, and then, the social aspect, which is formed by society on the analysis of professional activity, which in turn can be a factor influencing the social structure of society. This series also includes the psychological side, which deals with the study of professional consciousness, the use of machine solutions by humans, and the ethical side of activity [4]. Accordingly, the study of professional self-consciousness summarizes a set of social requirements, ideals, and ideas and is meant to regulate professional relationships of people when studying the availability of necessary qualities and comparing narrow professional requirements with social norms.

E. M. Ivanova notes that professional activity is a multifactorial object, which represents a system, the integration or coordinating subject of which is a specialist.

Since our work involves the study of psychological aspects of professional activity, it should be noted that the analysis, with some additions, is based on the "psychological system of activity" developed by V.D. Shadrikov [10, page 32-48]. As the primary blocks of the process, he highlighted.
1. Motives of professional activity
2. Goals of professional activity
3. Activity project
4. Information components of the activity
5. Decision-making
6. Subsystem of professionally significant qualities

In accordance with this, the generalization of the factors included in the system of professional security makes it possible to consider it in the form of contradictions manifested in professional activities developed on the basis of the approach of S. Maslach and M. Leiter. They distinguish six layers of contradictions:

1. Contradiction between the demands presented to the employee and the necessary resources
2. Contradictions between autonomy and limitations independent work.
3. Contradictions related to the specifics of the activity, volume, and ratio of material incentives
4. Contradictions in the formation of personal and business relationships in the work environment
5. Contradictions between the concept of fairness in the workplace and the employee's actual perceptions
6. Contradictions between practical requirements and ethical principles of a person.

Characterizing the psychological prerequisites for the implementation of professional activities and based on the works of V.D. Shadrikov, T. V. Exacousto, V. A. Bodrov, A. R. Fonaryov, Yu. G. Noskov and others, first of all, attention should be paid to the subject's personal features, motivational block, and the content of demands, because the features, stability, and orientation mentioned in their context are the main conditions for the development of safe professional activity.

As for the motivations of professional activity, the most complete structure was given by A. Maslow, where he distinguished physiological, safety, and social needs in the first positions [6, 7].

In turn, R. V. Aghuzumtsyan, V. R. Papoyan, A. S. Galstyan, Y. B. Muradyan, D. Y. Sargsyan, Ts. S. Amiryan’s co-authored study makes it possible to mention several approaches to the study of motivation, of which the supporters of personal approach consider motivation as a desire for a certain emotional state, attitude towards the subjects and people, as a personal characteristic, the need to engage in a certain activity, the supporters of the process approach consider the process of maintaining a homeostatic
relationship and the process of recognizing the surrounding reality; and, within the framework of the objective approach, the motivation can be introduced as a phenomenon resulting from the external environment and its activity [2] . It describes the approach to the general observation of motives in psychology in detail [3, p. 130].

Since the question of the safety of professional activities, first of all, started to be studied within the framework of production activities, the reasons for the danger considered in different works are presented in rather a narrow sense [5], but by adjusting the semantic characteristics of the reasons, they can be made applicable also to the types of professional activities involving the formation of public relations.

Accordingly, generalizing the above, a group of dangers can be distinguished, which combines the nature of both mental tension and physical damage. Among them are:

1. The development of Modern technologies and the reduction of their ability to resist danger.

More and more complex techniques and information technologies emerging due to scientific and technological progress increase the risk of accidents.

2. Adaptation to modern high-tech machines

Modern technology and equipment are perceived by many as an integral part of life and activities. A person often violates operating rules forgetting basic safety rules and the great danger related to the complex equipment (electric shock, fire, accident).

3. Unfavorable economic situation

The lack of financial resources makes many people work extra hours, and the lack of enough time to recover the ability to work leads to fatigue and overwork.

4. New forms of addiction

Internet addiction and gadget addiction contribute to distraction, preventing a full concentration of attention on professional activities, which dramatically increases the risk along with the lack of interest in the completed work.

5. Lack of natural adrenaline

If we try to interpret the significance of the problem we are studying, we can say that the study of machine solutions by people or that the cooperation between a person and a machine is the same, implies not only the possibility of using tools in a narrow production environment but also the use of IT solutions in specialties involving public relations [8, p. 40]. Considering that,
attention should be paid to the fact that in various fields of professional activity, having different potential for IT integration or not having appropriate technical solutions adapted to the normal development for professional activity, create a sense of tension, which poses a danger and has a deep impact on the mental and physical health of the subject.

Thus, it is assumed that, based on the nature of a person’s motives, the transition from the classical to online activity can contribute to the formation of psychological burnout among teachers and IT specialists.

**Structure of experimental research.** Based on the theoretical descriptions, we conducted research, the sample of which was a total of 60 people, 30 out of which are educators aged 24-35, who have made a transition from classic model to the implementation of online or hybrid activities; and 30 people engaged in IT sphere aged 22-40, who have made a transition from formal office conditions to online activities.

During the research, we used:

1. The methodology of “Motivation of professional activity” by K. Zamfir modified by A. Reana is based on the study of external and internal motivation. In the context of methodology, internal motivation is manifested when the activity of the subject is significant first of all for him/her, and if the professional activity is based on other interests that can be considered as external i.e. outside the context of the activity, then the external motivation is manifested, which in turn is divided into positive and negative.

2. The technology of the withdrawal of psychological burnout syndrome developed by A. A. Rukavishnikov, which, based on the various infrastructures of a person, makes it possible to carry out an integral diagnosis. It enables us to study three factors, which are psycho-emotional exhaustion, personal reflection, and professional motivation, the combination of which brings out the indicator of the expression of emotional burnout.
The analysis of the data obtained during the research and presented in Figure 1 shows that 21 of the online educators have a positive motivation combination, which indicates that in the given sample, professional activity is crucial primarily for the person. In this sample, the presence of positive external motivation can be seen in six examinees, and in the two examinees the data is not ambiguous, i.e. either the group of external negative motives is expressed, or those motives are formed together with the factor of the significance of the professional activity.

**Figure 1**: Expressiveness of motivation indicators of IT specialists working online

If we refer to the specialists engaged in the IT sphere, based on the data presented in Figure 2, we can note that 19 of the researched have positive motivation combination, which proves that within the framework of the given sample, professional activity is significant for the subject, five have a clearly expressed negative external motivation, which speaks of external interest, and the combination of the internal and external motives among six participants speaks of equal distribution.

**Figure 2**: Expressiveness of motivation indicators of online educators
If we refer to the indicators of psychological burnout, then, according to the averaged data, the expression of the component of psycho-emotional exhaustion among the subjects working in the IT field is 26 points, which is the average value of the expression according to the scale of norms. In turn, the expression of the personal withdrawal component was 28 points on average (average value), professional motivation was 44 points (significantly high), and psychological burnout was 98 points on average, which is quite a high indicator. Regarding pedagogues, it is worth noting that the psycho-emotional exhaustion of the subjects engaged in educational activities is 34 points (average value), personal withdrawal is 30 points (average value), professional motivation is 48 points (significantly high value), and psychological burnout is 112 points, which is a very high value.

Summarizing the results obtained from the methods, it is noted that in specialists who carry out online pedagogical activities, a high rate of psychological burnout is observed, regardless of the nature of the motives and their expressiveness, which indicates the presence of other factors, such as the format of the activity, conditions, new tools, the convenience of their use, etc. A similar, but weaker manifestation of psychological burnout is observed in the specialists who carry out online professional activities in the IT field; however, at the same time, the presence of external negative motives is observed, which can be factors contributing to the formation of burnout.

![Figure 3: The indicators of the expressiveness of psychological burnout](image-url)
Conclusion: The analysis of the results of the research and the results of unplanned observations showed that high rates of psychological burnout are observed among educators and IT professionals who have made a sudden transition from classical to online activities, regardless of the nature of the existing motivations, but these rates are observed among IT specialists with external positive or internal motivations are mildly expressed, because in this field there are toolkits adapted for the normal development of a professional activity, on the other hand, specialists in that field have appropriate skills and knowledge, which increases their adaptability to changes in the conditions of professional activity, and the lack of the latter, for educators, creates stressful conditions of activity implementation, which contribute to the formation of psychological burnout.

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