

PERSONAL FACTORS OF TEACHERS MOTIVATIONAL READINESS FOR INNOVATION

V.I. Dolgova* N.G. Kutepova* M.V. Potapova* E.G. Kapitanets*
and O.A. Kondratieva*

Abstract: The goal of the research is to reveal the level of development of the factors that define the level of the teachers' motivational readiness for innovation.

35 teachers from the Chelyabinsk Boarding School for Hearing-impaired (Acoustically Challenged) Children Municipal Budgetary General Education Institution No. 12 participated in the research.

According to the intellect diagnostics by using the Amthauer SFt-3 test, it was revealed that 91.4% of the testees were intellectually ready for innovations.

According to the results of diagnosing behavioral and axiological indices of the personality based on the A. Shostrom's self-actualization test, the testees showed absolute readiness for innovations on the following levels – temporal orientation (82.8%), synergy (74.3%), self-acceptance (88.6%), flexibility of behavior (80%), and rapport (91.7%).

The study of the personality orientation according to the B. Bass's orientation questionnaire (V. Smekalo's and M. Kucher's Questionnaire) showed that 100% of the testees had the orientation necessary for the innovation.

The diagnostics of the level of achievements motivation when using the G. McMurray test showed that 91.4% of teachers had its required level.

The diagnostics of professional burnout by using the V.V. Boyko's questionnaire showed that every fifth teacher (20%) had the symptoms of professional burnout.

Keywords: Motivational readiness, teacher, innovation, intellectual development, behavioral indices, orientation, achievements motivation, burnout.

INTRODUCTION

The level of the testees' intellectual development, behavioral and axiological indices of the personality, testees' personality orientation, level of achievements motivation, and level of professional burnout were defined as factors of the motivational readiness for innovation. The factors were defined on the basis of theoretical researches of the problem related to psychological readiness for innovation (Dudina, Dolgova, 2016; Fassin, 2000; Fischer, 2001; Hull, 2000; Koschatzky, 1998; Meyer, 2002; Morrison, et al., 2000; Mustonen-Ollila, et al., 2003; Oughton, et al., 2002; Sapat, 2004; Todtling et. al., 2002; Gavrilova, 2016) and especially to development of the readiness for working with HIA children (Brilliantova, 2016; Dolgova, Rokickaya, et. al., 2016; level of intellectual development (Dolgova, Salamatov et al., 2016), behavioral and axiological indices of the personality (Artukhovich, 2016;

* South Ural State Humanitarian Pedagogical University 69, Lenin Avenue, Chelyabinsk, 454080, Russia

Bogdanova, 2015), personality orientation and level of achievements motivation (Afanasieva, Novikova, 2016), and level of professional burnout (Dolgova, Baryshnikova et. al., 2016; Dolgova, Mamyliina et al., 2016).

Successful innovation is characterized by the optimal development of intellectual non-verbal functions that do not depend on the external impact and opportunity to efficiently professionally solve fully new tasks, capacity for causal-resultative reasoning, and capacity for the interference of functional non-stability.

Behavioral and axiological indicators of the personality are characterized by the temporal orientation, synergy, self-acceptance, flexibility of behavior, and rapport. Temporal orientation defines the degree of correctness of the testees' orientation in time. It reflects the system of temporal relations between life events in the psycho. The testees who have a medium level of self-actualization orient in time correctly. Synergy is peculiar by the capacity for perceptual unit of the world and people, and ability to find regular relations in all life phenomena. Self-acceptance is interpreted as the testees' ability to accept themselves in spite of their weakness, realization and estimation of their own actions, psychic processes and states. Behavior flexibility is an ability to quickly react to the changing situation, flexibility, and reasonability in applying some standard principles. Rapport defines the responders' ability to establish deep and close contacts with surrounding people. Contact people constructively exchange information, use a unified semiotic system with the addresses, interrelate with the partner when organizing and carrying out joint activity, and perceive one partner when communicating with another.

Personality orientation is a system of stable preferences and motives of the personality defining its development dynamics, and setting the main tendencies of its behavior. The personality orientation is characterized by interests, aptitudes, persuasions, and ideals that express the respondents' outlook. It is expressed in the harmony and non-controversy of knowledge, relations and prevailing motives of behavior and actions of the personality.

The achievements motivation is expressed in the testees' need to overcome obstacles and achieve high results in their work, self-improve, compete with colleagues and outrun them, carry out their talents and improve self-esteem by that.

Burnout is a dynamic process that emerges gradually in accordance with the mechanism of stress development. It includes the reaction to internal and external factors, techniques of psychological protection and state of the nervous system.

The goal of the research is to reveal the level of development of the factors that define the level of the teachers' motivation readiness for innovation.

METHODS

35 teachers from the Chelyabinsk Boarding School for Hearing-impaired (Acoustically Challenged) Children Municipal Budgetary General Education Institution No. 12 participated in the research.

The research applied five methodologies to diagnose intellect by using the Amthauer SFt-3 test, behavioral and axiological indices of the personality based on the A. Shostrom’s self-actualization test, the personality orientation according to the B. Bass’s orientation questionnaire (V. Smekalo’s and M. Kucher’s Questionnaire), level of achievements motivation by using the G. McMurray’s test, and professional burnout by using the V.V. Boyko’s questionnaire.

RESULTS AND DISCUSSION

Table 1 shows the results of diagnosing the intellect by using the Amthauer SFt-3 test.

TABLE 1: DISTRIBUTION OF TESTEES BY LEVELS OF INTELLECTUAL DEVELOPMENT

<i>Level</i>	<i>High</i>	<i>Medium</i>	<i>Low</i>
Number of people	12	20	3
percent	34.3%	57.1%	8.6%

Note: * the interrelation is veracious under $p \leq 0.05$

According to the results of diagnosing the intellect by using the Amthauer SFt-3 test, it was revealed that 12 testees (31.6%) had a high level of intellectual development, 20 persons (60.5%) had a medium level of intellectual development, and 3 persons (8.6%) had a low level.

Personal peculiarities (behavioral and axiological indices of the personality) were diagnosed on the basis of the A. Shostrom’s test (Table 2).

TABLE 2: DISTRIBUTION OF TESTEES BY PERSONAL POSITIONING

	<i>High</i>		<i>Medium</i>		<i>Low</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Time positioning	9	25.7%	20	57.1%	6	17.2%
Synergy	20	57.1%	6	17.2%	9	25.7%
Self-acceptance	7	20%	24	68.6%	4	11.4%
Flexibility of behavior	11	31.4%	17	48.6%	7	20%
In-touch capabilities	12	34.3%	21	57.1%	3	8.6%

It goes from Table 2 that 9 testees showed a high level of temporal orientation. It makes up 25.7%. 20 persons (57.1%) showed the medium level, and 6 persons (17.2%) showed a low level.

20 persons (57.1%) had a high level of synergy, 6 persons (17.2%) had a medium level, and 9 persons (25.7%) had a low level.

7 persons (20%) are characterized by self-acceptance on a high level, 24 persons (68.6%) are on the medium level, and 4 persons (11.4%) are on a low level. Thus, the self-acceptance of the majority of respondents is developed on the medium level.

Behavior flexibility of 11 persons (31.4%) is on a high level, 17 persons (48.6%) – on a medium level, and 7 persons (20%) - on a low level.

12 persons (33.3%) have a high level of rapport, 21 persons (58.3%) have a medium level, and 3 persons (8.3%) have a low level.

Table 3 shows the results of diagnosing the personality orientation by B. Bass's (V. Smekalo's and M. Kuchera's) orientation questionnaire.

TABLE 3: DISTRIBUTION OF TESTEES BY PERSONALITY'S TARGETING

<i>Target</i>	<i>Task</i>	<i>Cooperation</i>
Number of persons	25	10
Percent	71.4%	28.6%

The results of diagnosing the personality orientation by using the B. Bass's (V. Smekalo's and M. Kuchera's) orientation questionnaire confirmed that 25 testees (71.4%) focused on the task, and 10 persons (28.6%) focused on interrelation.

Tale 4 shows the results of diagnosing the level of achievements motivation by using the G. McMurray's test.

TABLE 4: DISTRIBUTION OF TESTEES BY LEVELS OF ACHIEVEMENTS MOTIVATION

<i>Level</i>	<i>High</i>	<i>Medium</i>	<i>Low</i>
Number of people	2	30	3
Percent	5.7%	85.7%	8.6%

It is possible to see from Table 4 that 2 persons have a high level of achievements motivation. It makes up 5.7%. 30 persons (85.7%) have a medium level, and 3 persons (8.6%) have a low level. The medium level of achievements motivation exceeds two other levels and is characterized by the optimal estimate of subjective probability of success, subjective difficulty of the task, and attractiveness of personal success for the testee.

Table 5 shows the results of diagnosing the professional burnout by using the V.V. Boyko’s questionnaire.

TABLE 5: DISTRIBUTION OF TESTEES BY SYMPTOM OF PROFESSIONAL BURNOUT

<i>Symptom</i>	<i>No burnout</i>	<i>Burnout in progress</i>	<i>Burnout</i>
Number of persons	17	11	7
Percent	48.6%	31.4%	20%

Revealing of symptoms and complexes of burnout and stress-resistance showed that 17 persons (48.6%) did not have this symptom, this symptom was formed with 11 persons (31.4%), and 7 persons (20%) had the one.

CONCLUSION

The conducted research of personal factors of the teachers’ motivational readiness for innovations revealed both constructive and destructive impacts.

According to the intellect diagnostics by using the Amthauer SFt-3 test, it was revealed that 91.4% of the testees were intellectually ready for innovations.

According to the results of diagnosing behavioral and axiological indices of the personality based on the A. Shostrom’s self-actualization test, the testees showed absolute readiness for innovations on the following levels – temporal orientation (82.8%), synergy (74.3%), self-acceptance (88.6%), flexibility of behavior (80%), and rapport (91.7%).

The study of the personality orientation according to the B. Bass’s orientation questionnaire (V. Smekalo’s and M. Kucher’s Questionnaire) showed that 100% of the testees had the orientation required by the innovation.

The diagnostics of the level of achievements motivation when using the G. McMurray test showed that 91.4% of teachers had its required level.

The diagnostics of professional burnout by using the V.V. Boyko’s questionnaire showed that every fifth teacher (20%) had the symptoms of professional burnout.

There is a slight interrelation between the factors of the teachers’ motivational readiness for innovation (the level of the testees’ intellectual development, behavioral and axiological indices of the personality, testees’ personality orientation, level of achievements motivation, and level of burnout in the profession).

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