Diversity, Success, Motivation, Burnout and Professionalism among Young People in Moldova

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Abstract

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It is common that careers which offer social services are identifying different professional approaches depending on geographical mentality, either the former Soviet space or capitalist one. The dominants of political representations regarding professional standards and social carelessness influence the fingerprint relating to the contents, conjunctures, standards, statuses and professional acceptance of young into the professional society, where nor Moldova hasn't been excluded from this avid transformation. At the national level, the connection between education, research and needs (community or individual) should be revised as a condition for any changes. Currently, the career orientation process of young people are left to chance, without particular operational work efficiency, they are forced to cope with fluctuations in the systems, legislation gaps, formalism, state pressure, bureaucracy, different approaches in solving social problems, managerial failures etc.

The article has the aims to elucidate the issues, in terms of capabilities that underpin international professional standards in creating new professions, taking into consideration motivation, success, professionalism and burnout where diversity is considered a circumstance career moderator in social perception of young professionals. This synthesis is operated logistically on research study carried out in Moldova, where the vocation confers a significant as a gift of self.

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1. Theoretical competition over career development

There are many predictors of career developmental theories. The assessment of traditional career practices in vocational guidance in mixture with theoretical commands and legislative regulations of labour law and career management strategies could not be implemented completely, because social factors always will interfere in drifting the approach and structure of work process standardisation. In previous articles it was discussed the core concept of vocational anchorage based on influence of system theory of framework, regarding professional development, careers construction theory, the chaos theory of careers and the ecological theory of career counselling (Zubenschi, 2015, p. 533). In supporting theoretical background it will be beneficial to juxtapose four career influent factors: motivation, burnout, success and professionalism. All they are linked in our research, with gender diversity among three professions which are providers of education, health and social work services. These are careers represented by a strong relationship with their clients and trust in educating valuable persons, treatment and healing, improving, organising, facilitating and intervening in difficult social cases. These professions are dealing with high performances demand and work competences in high rate stressful environment, when success is guaranteed by first class involvement or reactions.

1.1. Motivation as core factor in achieving a long lasting career success

Motivation is a strong asset in career success. The motivation as variable refers to the expressed interest (vocational interest) as state of engaging in career activities, predisposition of reengage as part of events, ideas over time and environmental impact. Motivation as interest has important particularities including the affective (positive emotions accompanied by engagement) and cognitive components in the interacting system (perceptual and representative activities related to engagement), where both inherited biological roots being expressed as outcomes of an interaction of persons and a particular content. Our interest in opening this part is focused on describing the mechanisms and existing Pre-screening, in depth analysis and choice theory (PIV) of choosing a career activities and its motivation aspects, following the involved steps or processes with their specific products and consequences.

The PIC (Pre-screening, In-depth exploitation and Choice) represent a model of the tree stage process of career making decisions (Gati, 1986, p. 411; Gati, 1990, p. 279), involving the career readiness and conditions for beginning the process, where career counselling has an important clinical applicability and impact on young future facilitating the career decision process (Gati, 1996, p. 171). The PIC model for career decision making describes the alternatives on which should be focused more than simply capabilities or skills, as motivation should be upgraded for decision making process concerning career activities and interests (Gati, Fassa & Houminer, 1995, p. 214). As well as aspirations could fail into disappointment and frustration when the decision making process are not alternatively revised in advance with new preferences and interests, compatible with competences, as people tend to like to be good at (Leolong & Barak, 2001, p. 31). The five steps of **pre-screening stage** constitutes three lists of career alternative analysis: *the initial list of potential alternatives* (prescribed in following order by four processes: selection of the relevant aspects, ranking aspects by importance, defining the range of acceptable levels for the most important aspect not yet considered and comparing

the individual range of acceptable interests with the levels of the alternatives and finding incompatible alternatives), *the list of remaining too long aspirations* (which help the counsellor to guide and to follow the sensitivity analysis as last step of pre-screening stage) and *the list of promising alternatives*.

In depth exploration stage will alienates alternatives from promising to most suitable, and examines the possibility to actualize them, "zooms in" the one promising alternative in collecting additional information. The most suitable alternative represents the choice, based on evaluation and comparison among them. As matter of fact the career-related aspects can been seen as forming a universe that includes various vocational interests, needs, work values, work characteristics and roles, abilities and personal style. The self-exploration should focus on capabilities and motivational factors (Leolong & Barak, 2001, p. 34).

The dynamic approach of PIC model encourages young people to move back and forth between the stages in order to rethink and reinforce their previous career opportunities, evaluate the general level of career indecision, examine the specific difficulties, assess career choice anxiety, and identify dysfunctional beliefs, for example the career decision-making difficulties questionnaire (Gati, Krausz & Osipow, 1996, p. 513) reveals difficulties in career decision making process as lack of motivation, external conflicts, dysfunctional believes and needs. Gati, Krausz and Osipow classified the career decision making difficulties based on career process development, as the beginning and during the process (Gati, Krausz & Osipow, 1996, p. 514). At the beginning of the career decision process the difficulties are due to *lack of readiness*, attributed to lack of motivation, indecisiveness, and dysfunctional myths. During the process, it was found more than few separated difficulties, *as lack of information about*: as career decision making steps or process, self (abilities, personality traits, occupations and aspects), occupations and ways of obtaining information; and concerning the *inconsistent information* due to: unreliable information (abilities, personality traits, existence and characteristics), internal and external conflicts. The implication of understanding difficulties in career decision making process essentially will facilitate the process by itself, enhance the career fit and will contribute to practical implications in vocational guidance.

The cognitive view of vocation as nature interest, dispute over representational of interests expression aspects. The interests' expression aspects are considered to be more truly reflected by internal and authentic motivations. Darley and Hagenah (1995, p. 36) suggests that interests directly reflect the personality structure by the intervening processes of the individual value system, needs and motivations, lather in an comprehensive review of Scahffer, Berdie, Brender, Fryer, Asch and Roe suggests that interests are represented by personality needs, motivational and learning mechanisms (Darley & Hagenah, 1995, p. 63).

It is important to mention that alternatives to search over career guidance platform or counselling assistance nowadays are more than sufficient, focused on investigating the aspects of career decision-making difficulties and on coping strategies with career indecision, finding the best way of dealing with career decision-making difficulties, learning about lifestyle, career profile and about degree of career preferences crystallization or locating the "promising option" at the pre-screening stage by CDDQ , SCCI, EPCD, CDMP, PC, PIC, MBCD or Choice inventories (Gati, Krausz & Osipow, 1996, p. 515; Hall, 2002, p. 15; Gati & Tal, 2008, p. 157).

The cognitive model of interests implicitly discuss over perceived abilities, expected success which involves motivation for success and anticipated satisfaction. In assessing the interests is commonly practiced to study the career motivators and client emotional sphere. In literature, the development of career interest frequently is described as a four phase model (Hidi, Renninger, 2006, p. 121), split on triggering the situational interest (in variance of environmental or text feature as learning, surprising information, density, character identification, etc.), maintaining the situational interest (maintained by personal involvement in solving professional tasks, based on involving activities as project based learning, cooperative group work, one to one tutoring etc.), emerging individual interest (characterized by positive feelings, stored knowledge and values, engagement, curiosity, etc.), and developing well the individual interest (taking risks, magnification of engagement, knowledge and values). These four phases point on significant drift over motivation, needs and success, also the self-efficacy theory reflect over individual's believes as key ability to attain individual goals, accomplish successful outcomes, increase the achievement of motivation and performance (Bandura, 1982, p. 122; Bandura, 1997, p. 19; Zimmerman, 2000a, p. 21; Zimmerman, 2000b, p. 85). The satisfaction of basic psychological needs reflect core function in career self-determination theory, an valuable outcomes in career goals and in fulfilment of needs (Deci & Ryan, 2000, p. 244).

1.2. Burnout and job performance

A diversity of social psychological theories, from James (1911) on strenuousness, Fromm (1947) on the productive orientation, and Allport (1955) on their own striving, through White (1959) about the competence, to Bandura (1978) concerning self-Efficacy and Brehm (1966) on persons, that created reactance assume as well as react to events in their lives the stressful life and thrive on as well as stressful situations tolerated (Penacoba & Moreno, 1998, p. 62). Professional burnout or as it is called burnout, is a syndrome that develops on the background of chronic stress, which leads to chronic emotional exhaustion and person energy resource depletion, a reaction of it, caused by excessive communication with others, especially if they are over stressed. The burnout syndrome occurs as a result of negative emotional inflation, without the capacity of releasing, leading to the emotional exhaustion, fatigue and depletion of human resources (Santoro, 2010, p. 12).

It seems that the burnout term is very authentic for nowadays, but its roots goes to 1974 when Freundenberg introduced it as connotation in describing the state of mental and physical exhaustion caused by one's professional life, in terms of fatigue, tiredness and demoralization, studying the "person to person related careers". Another founder of the burnout concept Maslach (1981) believes that burnout represents the syndrome of emotional exhaustion, depersonalization and reduction of personal achievements that can occur in careers related to activities which involves close communication with others (Maslach & Jackson, 1982, p. 99; Goodman & Boss, 2002, p. 33).

V. Boico understands the professional burnout as mechanism of psychological defence, developed by the body as total emotional exclusion or as partial response to certain psycho traumatized actions. Generally the burnout syndrome is afflicted by excessive work responsibility, working hours overload, high emotional involvement in over demand activities, unfavourable social and working environment (Savicki & Cooley, 1994, p. 658), neglecting the creative attitude in developing a professional activity,

evasion of IT use, inability of emotional self-adjustment and the lack of communication skills and the ability to find proper solutions in difficult communicational situations with peers, subordinates etc.

Table 1. Eight-phase model for the phases of burnout (Goodman, Boss, 2002: 37].

Phases of burnout	I	II	III	IV	V	VI	VII	VIII
Depersonalization	Low	High	Low	High	Low	High	Low	High
Personal Accomplishment (Diminished)	Low	Low	High	High	Low	Low	High	High
Emotional Exhaustion	Low	Low	Low	Low	High	High	High	High

There are many researches which suggests on relationship between burnout and turnover in the context of voluntary or involuntary termination (Golembiewski, Hilles, Daly, 1987, p. 296; Goodman, Boss, 2002, p. 39), their research indicates that the higher phase is associated with greater role conflict, reduced job performance and greater emotional and physical distress. Goodman and Boss (1998) indicates that employees who stay with the organization has lower scores of burnout as employees who turnover (Goodman, Boss, 1998, p. 18). Maslach and Jackson (1982) developed the phase model of burnout, based on Maslach Burnout Inventory or MBI, and do not measure the presence or absence of burnout, taking into consideration the voluntary resignation which includes things like other employment, family obligations, moving, school, health and personal reasons. In contrary, MBI circumspect the involuntary termination over the phenomena of misconduct, unacceptable work performance, excessive absenteeism and tardiness as insubordination (Goodman & Boss, 2002, p. 43). Maslach and Jackson (1982, p. 53) define burnout more as the result of an inability to successfully cope with job stress, manifesting by emotional exhaustion, depersonalization and diminished accomplishment "Tab. 1".

The burnout syndrome is represented by a contextual professional experience or subjective experience in relation of individuals to their careers. Among career theories as traits and factor approach the burnout syndrome is not mentioned, as well as it is not addressed to the emotional aspects of experiencing careers (Lent & Brown, 2013, p. 7). The related studies mention also about the negative relation between job performance and burnout (Bernard & Bass, 1999, p. 11), where clear job demands will have a positive effect on burnout syndrome reduction, as well as the intellectual simulation might have positive effect especially in professions already exposed to much sources of stress in the work environment (e.g. doctors, teachers) (Seltzer, Numerof & Bass, 1989, p. 177).

2. Experimental structure and research design

Today the vocational guidance today are not adapted to the existing environmental contexts, as period of transition, the labour offer, the individual development and professional empowerment. They are leaded by professional misfit between career guiding practices and professional success. In previous data analysis (Zubenschi, 2015, p. 535), based on sample of 220 professionals from Moldova (between 25-50 years) old, it was selected 112 individual inquired with professional instruments "Tab.2" (Tomas Ellers questionnaire of professional motivation for success; Orlov inventory of needs in achieving professional success, Edgar Shein inventory - professional anchors and Boico professional Burnout inventor).

The data of professional between 25-35 years old, it was mandated to analyse, to process and to assess in focusing more on the inventory factors correlation and primary statistical analysis. The

professional field of expertise gather more graduated field as social work, pedagogy, foreign language, gynaecology, psychiatry and surgery. The gender distribution it was likely equal in medicine, and women segregated among social workers and teachers "Tab.3".

Table 2: The research purposes interdependency with theories, methodology and inventories.

Theories	Fated Research Inventories	Researched components		CAREER ENABLERS
System theory framework (STF)	Professional anchors by Edgar Shein	Functional (technical) competence		TALENT-BASED ANCHORS
		General managerial competence		
		Entrepreneurial Creativity		
		Service and dedication to a cause		VALUE-BASED ANCHORS
		Pure challenge.		
		Autonomy and independence.		NEED-BASED ANCHORS
		Stability and security to work.		
		Stability and safety concerning place of residence		
		Integration of lifestyle (lifestyle)		
		Organizational identity		ORIENTATIONS AND FOCUSES
		Orientation to a vertical career		
		Orientation to a horizontal career		
		Guidance to conditions		
Integrative theory regarding the life planning (PIV)		Motivation in needs by Thomas Elers	Motivation in needs	VALUE-BASED
		Needs in success acquiring by Ivan Orlov	Needs in success acquiring	NEED-BASED
Chaos Theory of Careers (CTC)	Professional burn-out by Valentina Boico	Self discontent	**BURNOUT**	TALENT-BASED
		Emotional Caging		NEED-BASED
		The reduction of professional tasks		VALUE-BASED
		Emotional detachment		TALENT-BASED
		Depersonalization		NEED-BASED

Table 3. Gender distribution among careers

Careers	Men	Women	In total
Social workers	3	47	**50**
Teachers	5	26	**31**
Doctors	18	12	**30**
In total	26	86	**112**

2.1. Data analysis and valuable disclosures

Ordinarily the data was clustered by career nature, as studying the important findings in correlation tests between motivation in acquiring success (MS), professional need (PN), career anchors (CA) and professional burnout (PB) it was estimate a negative Pearson correlation "--0,429" between professional need and professional anchors and positive one "0,349" between motivation in acquiring success and professional burnout among doctors. Based on Kendall's tau_b coefficient it was found a strong negative correlations between professional burnout and motivation in success acquiring "-0,405". In Education and social work careers wasn't established any correlation, barring the nonparametric test - Kendall's tau_b coefficient which among educational field expressed a strong negative correlations "-0,272" between professional anchors and motivation in success acquiring. Positively correlates the intratest items based on Pearson correlation in medicine: EC/NSA "0,481"; AI and RPT by"0,434"; SD and NSA "0,560"; SD and NSA "0,560"; OVC and NSA "0,539"; OHC and NSA "0,448"; GC and NSA "0,530"; SSW and NSA "0,409"; SSW and MN "0,384"; SSC and RPT "0,417"; and negatively in the same professional field mostly among burnout factors, career orientations and needs in success acquiring: CVC and ED "0,376"; OVC and RPT "0,539"; OVC and

EC "– 0,367"; LS and NSA "- 0,417"; OVC and EC "– 0,367"; OVC and ED "- 0,376"; GC and EC " – 0,368"; GC and ED "– 0,390"; SSW and ED "– 0,427"; SSW and DE "– 0,462"; SSC and ED "- 0, 371"; LS and NSA "- 0,417"; SD and EC "– 0,380"; SD and ED "– 0,369"; SD and DE "-0,414", which conclude that career anchors in medicine are strongly linked among talents, values, orientations and talent needs.

Among teachers the majority of Kendal's tau nonparametric coefficients was positively suspected with repudiation of correlation between emotional caging and motivation in need EC and MN "– 0,381", as well as SD and MN "0,414"; FC and ED "0,429"; SSW and RPT "0,402"; OI and ED "0,366"; NSA and EC "0,545"; NSA and DE "0,531".

In Social work professions among young's it should be considered the positive correlation between burnout scales, and those two negative one expressed by general managerial competence, motivation in need and needs in success acquiring: EC and RPT by "0,409"; ED and EC "0,512"; EC and DE "0,538"; RPT and ED "0,338"; SSW and DE "0,353"; GMC and DE "-0,378"; NNSA and MN "- 0,303".

3. Conclusions and Recommendations

In conclusion, the established data could lead us to the supposition that career design of vocational path among doctors in Moldova are mostly developed, leading young professional to the success in their professional achievement, appointed by talent based predictors.

The new educational code approved in 2014 involves tensions among teachers in translating the legal responsibility into practice. Taking into consideration the personal approach and transliterated understanding into experience of facts by need in success acquiring, emotional detachment or exhaustion as a note of high expression in Eight-phase model of burnout, is the illustrative prove that should be more invested in it, by researching this phenomena. The success of the new generation lead directly to the new and adapted curriculum, answer in addition to the children needs.

The burnout as predictors in social work field should be studied more especially in the Republic of Moldova, in comparison with others professions, their professional standards, people expectation, professional prestige and vocational guidance. Herein, the qualitative focus of the most powerful social process are mirrored negatively by brain drain, where the career standards are not focused on facilitating the process of interacting with others, commonly referred on normal GDP, awards and premises, safe work environment, real career opportunities. These processes are strongly standardised by a suitable employment system, curriculum design, organisational image and member identification in the organisation. However a study on workers who search, attend or experience a job should be considered mostly in present social implications as much demanded prerogative.

The characteristics of employment system, especially when young specialist are searching for a qualified job, should give more freedom of choice, taking into consideration the HR practices pointed on internal career opportunities, trainings, profit sharing, job clarity description, employment security, sharing of profit and oriented appraisals and performance results.

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