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Anatolii Shuldyk

SOCIAL AND PSYCHOLOGICAL FACTORS OF PROFESSIONALISM OF HEADMASTERS OF COMPREHENSIVE EDUCATIONAL INSTITUTIONS

The article deals with social and psychological factors of professional progress of secondary schools headmasters. The influence of age, gender and work experience on professionalism progress of secondary schools headmasters are shown in the article. The headmasters' confinement that comes from different gender, age and work experience at the position of headmaster that low up the process of professional progress are described.

Key words: professionalism, the factors of professional development of secondary schools Masters, professional confinement.

У статті йдеться про сутність та структуру, а також про соціально-психологічні чинники розвитку професіоналізму керівників загальноосвітніх навчальних закладів. Розкрито вплив віку, статі та стажу роботи керівників загальноосвітніх навчальних закладів на розвиток їхнього професіоналізму. Описано обмеження керівників різної статі, віку та стажу роботи на керівній посаді, які гальмують розвиток професіоналізму керівників.

Ключові слова: професіоналізм, чинники розвитку професіоналізму керівників загальноосвітніх навчальних закладів, обмеження в розвитку професіоналізму.

В статье говорится о сущности и структуре, а также о социально-психологических факторах развития профессионализма руководителей общеобразовательных учебных заведений. Раскрыто влияние возраста, пола и стажа работы руководителей общеобразовательных заведений на развитие их профессионализма. Описаны ограничения руководителей разного возраста, пола и стажа работы на руководящей должности, которые препятствуют развитию профессионализма руководителей.

Ключевые слова: профессионализм, факторы развития профессионализма руководителей общеобразовательных учебных заведений, ограничения в развитии профессионализма.

The main research problem. In native scientific researches the problem of professionalism structure and various factors of the influence on its development are scarcely investigated.

New requirements to the professionalism of Comprehensive Educational Institutions headmasters and the contradictions that complicate their implementation prove the need to justify scientific and psychological principles of professional progress and working out its structure.

The importance of studying professionalism is that society needs leaders with a high level of proficiency, but at the same time is not always all the factors that influence its development are taken into account. Social and psychological factors that influence the high-level professionalism development include: 1) the objective factors – psychological demands of the profession, the environment, the state of education in the country, region, etc. 2) the subjective factors – the headmasters' abilities as a background to the profession; 3) the objective-subjective factors – temporary factors, that determine irregularity of professional development according to the age, gender, work experience, professional situation.

Review of the publications and recent discoveries in the field.

During the last decades the problem of professionalism has become the subject of detailed consideration of psychological science (O. Bondarchuk, L. Danilenko, G. Yelnykova, Ye. Klimov, A. Markova, L. Karamushka, I. Synhayivska, O. Fil et al.). According A. Markova, a separate line – *professional psychology* was formed, which «identifies conditions and the regularity to promote man to professionalism in his job, changes in human psychology in the process of professionalism progress» [6, p.118]. Psychology of professionalism in this sense describes the criteria and levels of professionalism.

The study of the genesis of the concept of «professionalism» in the Ukrainian and foreign researches allowed to state that it characterizes high professional activities. The most common definition given in the explanatory dictionary of the Ukrainian language is the following: *professionalism* – is mastering the basics and the depth of any profession [2, p. 62]. According A. Derkach, the process of acmeological reserves – the realization of personal and professional development, and its result is the professionalism. [3]

The purpose of research. The profound analysis of the scientific researches on the problem of professionalism formation [1, 3, 4, 5, 6, 7] discovered a difference in the understanding of this concept, and

the lack of complete understanding of its structure. Also the influence of such factors as age, gender, work experience in the professionalism progress are not studied in details, and there are not determined the restrictions in the professionalism progress and the ways to overcome them.

Taking into consideration all these facts, we tasked to investigate the influence of various factors on the development of professionalism of secondary schools headmasters and to identify the constraints that hinder the process of the development.

Materials and methodology of research. Taking into account the analysis of the psychological literature, we consider it appropriate to highlight the structure of professional management of three structural and functional components and fill them up with the term, according to its meaning.

Cognitive (Latin *cognitio* – knowledge) – a component of professionalism of management – that is a system of knowledge about the nature, structure and level of professionalism of the leader, about the personality professionalism, professional activities and professional competence.

Motivative – important component of professional management – is prompting the school headmasters to professional activity, positive attitude and wish to develop their professionalism in school management. This is a high level of readiness of headmasters to management activity, and interest to it. This is a professional position, objecties, professional values of school management, social activity, social optimism etc.

Operational and technological component of the professional management of the comprehensive educational institutions headmasters – a set of skills, abilities, techniques and technologies for the professionalism progress. This management ability is to analyze, plan, predict, monitor the activities of the educational institution.

We researched the factors that belong to the micro-level (gender, age, management experience) and those that influence the development of previously mentioned structural components of professional headmasters.

Results of research. According to the comparative analysis of two groups of leaders (men-headmasters and women-headmasters), among them there are statistically significant differences ($p < 0.01$, $p < 0.05$) according to certain indicators of professionalism. According to one indicator a group of men is ahead of a group of women, according to the

other – vice versa. Such indicators constitute one-third of all the determined indicators. Thus, analyzing the level of knowledge about the cognitive constituent of headmasters professionalism and its components it was determined that men group prevailed in professional competence – by 1.6%, the effectiveness of management – by 13%, the quality of management – by 1.8%, career – by 17.1% of professional skills – by 2.2%. However, women group has predominated by the constituent of professional knowledge by 0.4% and professional maturity – by 3.2% of professional self-consciousness – by 2.3%.

According to TAT test it is determined that women-headmasters are with so-called «sheer hope» for success (the difference between a hope for success and the avoiding a fear of failure) – 42.9%, that is more than male headmasters, that is – 25%. We used tests of M. Woodcock and D. Francis «You are», «The Others», «Work», where besides headmasters their deputies, teachers, and the heads of local educational authority took part. Comparing the results of three tests, we found out the constraints of both genders, which were ranked by the frequency of their displays. Among the women-leaders (63.6%) the following constraints were identified: *loose personal values, lack of self-control, lack of the ability to teach, poor skills to form a team, lack of creativity, lack of skills to solve the problems*. Among the leaders of men (36.4%) the following constraints were identified: *loose personal values, lack of self-control, lack of the ability to teach, lack of understanding of their own management, lack of skills to solve the problems*.

As you can see, the leaders of both genders have almost identical constraints, but they occur with varying frequency.

Also, for the female group, it is more characterized to display a high level of self-acceptance, sociability, intensity of emotions, empathy, egocentrism. As for the male group there was more acute feeling of senseless existence, greater importance of internal motivation and motivation own potential estimation.

Comparative analysis of the results showed that there is a great need of optimum balance between men-leaders and women-leaders in secondary comprehensive schools. If the leader is man, his deputy is desirable to be a woman and vice versa. As men-leaders pay more attention to unusual ways of solving problems, decision-making is more logical than emotional, preferring internal motivation, they suffer from senseless existence. The women-leaders more often than men used their intuition, they are more sociable, have deeper feelings, more often

smoothed over conflicts, preferred external motivation. In our research the data of L.M. Karamushka were confirmed as for the men are more inclined to creative work, but more attentions should be paid by men to the development of control functions, the ability to teach the teaching staff, and the ability to control themselves. Women are more inclined to perform a standard, reproductive activity by given above instructions, they may patiently perform monotonous, repetitive job, they are also inclined to supervision of subordinates. Women-leaders should pay more attention to overcome such limitations as loose personal values, lack of self-control, lack of ability to teach, low ability to form a team.

Thus, the research results shows that gender influences the development of the headmasters professionalism. The research results should be taken into consideration in the secondary school management.

1. The effect of age on the professionalism development of general educational institutions headmasters

In the process of the research of the age influence on the development of leaders professionalism, we have separated three age groups: 1) from 30 to 40 years; 2) from 41 to 50 years; 3) from 51 to 60 years. With the help of three tests of M. Woodcock and D. Francis the following constraints of headmasters of all ages were identified. They are given in the Table 1.

Table 1.

Restricting managers who have a different age

The age of the leader	The leader (number)	Own restrictions corrected by the opinion of others (deputies, teachers and educational authorities staff)
from 30 to 40 years (11 leaders 25 %)	№5 (31 years)	Weak leadership skills, loose personal values, low ability to form a team.
	№16 (40 years old)	Lack of self-control, lack of creative approach, loose personal values.
	№18 (35 years old)	Lack of self-control, lack of creative approach, loose personal values.
	№21 (39 years old)	Lack of teaching skills, poor understanding of their own management, and lack of creative approach.
	№23 (31 years old)	Lack of ability to influence the people, poor understanding of their own management, lack of skills to solve the problems.

	№27 (31 years old)	Lack of self-control, lack of creative approach, lack of skills to solve the problems.
	№31 (38 years old)	Lack of self-control, lack of creative approach, lack of skills to solve the problems.
	№32 (37 years old)	Lack of ability to influence people, loose personal values, lack of skills to solve the problems.
	№36 (33 years old)	Lack of skills to solve the problems, lack of understanding of their own management, poor leadership skills.
	№40 (38 years old)	Lack of skills to solve the problems, lack of self-control, lack of understanding of their own management.
	№43 (40 years old)	Lack of understanding of their own management, lack of creativity, lack of teaching.
From 41 to 50 years (21 headmasters -7,7%)	№1 (43 years old)	Lack of skills to teach, lack of self-control, lack of ability to influence the people.
	№2 (43 years old)	Lack of skills to teach, loose personal values, low ability to form a team.
	№3 (43 years old)	Lack of creative approach, lack of self-control, lack of ability to influence people.
	№ 4 (43 years old)	Low ability to form a team, lack of ability to teach, poor leadership skills.
	№7 (45 years old)	Lack of ability to influence people, low ability to form a team, weak leadership skills.
	№8 (41 years old)	Lack of skills to solve problems, loose personal values, lack of self-control.
	№9 (42 years old)	Low ability to form a team, lack of ability to teach, loose personal values.
	№10 (44 years old)	Loose personal values, lack of ability to teach, lack of skills to solve the problems.
	№12 (45 years old)	Lack of ability to form a team, lack of ability to teach.
	№13 (48 years old)	Lack of ability to form a team, loose personal values, inability to influence the people.
	№15 (46 years old)	Loose personal values, low ability to form a team, lack of ability to teach.
	№17 (50 years old)	Lack of self-control, lack of skills to solve the problems, loose personal values.
	№19 (45 years old)	Unclear personal goals, lack of self-control, lack of creative approach.

	№20 (48 years old)	Loose personal values, stopped self-development, lack of creative approach.
	№24 (41 years old)	Lack of ability to teach, lack of creative approach, lack of understanding of their own management activities.
	№28 (41 years old)	Lack of self-control, lack of creativity, lack of ability to influence others.
	№33 (44 years old)	Lack of skills to solve the problems, lack of understanding of their own management, lack of ability to influence the people.
	№38 (47 years old)	Lack of creative approach, lack of ability to teach, lack of self-control.
	№41 (39 years old)	Low ability to form a team, lack of understanding of their own management, lack of skills to solve the problems.
	№42 (50 years old)	Unclear personal goals, low ability to form a team, lack of self-control.
	№44 (49 years old)	Loose personal values, lack of understanding of their own management, lack of skills to solve the problems.
From 51 to 60 years (12 headmasters – 27,3%)	№6 (51 years old)	Lack of ability to teach, low ability to form a team, lack of self-control.
	№11 (54 years old)	Low ability to form a team, lack of ability to teach, lack of understanding of their own management.
	№14 (51 years old)	Low ability to form a team, lack of understanding of their own management, loose personal values (6), lack of ability to teach.
	№22 (52 years old)	Lack of self-control, stopped self-development, lack of understanding of their own management.
	№25 (55 years old)	Lack of self-control, stopped self-development, lack of understanding of their own management.
	№26 (54 years old)	Lack of creative approach, lack of understanding of their own management, unclear personal goals.
	№29 (52 years old)	Lack of skills to solve the problems, loose personal values, low ability to form a team.
	№30 (54 years old)	Lack of self-control, lack of ability to teach, loose personal values.

	№34 (51 years old)	Loose personal values, lack of self-control, stopped self-development.
	№35 (53 years old)	Lack of skills to solve the problems, stopped self-development, lack of creative approach.
	№37 (60 years old)	Unclear personal goals, stopped self-development, lack of creative approach.
	№39 (60 years old)	Loose personal values, lack of skills to solve the problems, lack of self-control.

Thus, for the management of the secondary school headmasters more common are the following constraints:

From 30 to 40 years (11 headmasters – 25%) – *lack of creativity, loose personal values, lack of self-control, lack of understanding of their own management, lack of skills to solve the problems;*

41 to 50 years (21 headmasters – 47.7%) – *lack of skills to teach, loose personal values, low ability to form a team, lack of self-control, lack of skills to solve the problems, lack of ability to influence the people, lack of creative approach, and others.*

From 51 to 60 years (12 headmasters – 27.3%) – *lack of self-control, loose personal values, lack of understanding of their own management, stopped self-development, low ability to form a team, lack of skills to teach.*

Among three age groups of secondary school headmasters are the following constraints: loose personal values, lack of self-control.

Comparison of leaders' values aged 30 to 40 years (working experience is up to 5 years) and leaders aged from 41 to 50 years old (working experience is from 6 to 10 years) showed that getting social experience practical skills, the importance of values such as the social prestige and recognition (39.5% of leaders under the age of 40 years preferred this value against 61.4% of leaders, aged from 41 to 50 years), the possibility of self-development (as 54.8% and 73.2%), creative management activities (37.4% and 52.7%). The instrumental value of leaders' discipline, responsibility, own faults are increasing and the values of self-control and the availability of free time are getting lower.

We found out that with the increasing the age of the secondary comprehensive school headmasters the hope of success reduces. According to the age factor, the hope of success is among 45.5% of leaders aged from 30 to 40 years, 47.6% of leaders aged from 41 to 50 years and the expectation of success greatly reduces – 16.7% of leaders aged from 51 to 60 years.

Comparative analysis showed that the secondary comprehensive school headmasters aged from 41 to 50 years are ahead of the leaders of other age groups with a large number of indicators of professionalism. In particular, compared with other age groups leaders, they have a higher managerial competence and high positive results in the management of a high level of professional and personal maturity. They demonstrate creativity in solving management problems; understand their values and goals are able to make successful decisions tend to moderate risk, passionate about their management activities.

The leaders of this age think systematically, seek to cover all aspects of the problem and all the factors that affect it, combining the advantages of experience with original, innovative methods of management, react quickly to changing situations in the management of an educational institution. They have a great opportunity for self-improvement. The professionalism they associate with skill, efficiency, the staff, creativity and innovations.

It is worth to say, that headmasters under age of 40 also have signs of a successful management activities. They are positive about the development of their professionalism, are confident of success, risk, show responsibility. Over 50 years old headmasters do not need public authority and recognition, they think more stereotyped, reduced desire to succeed, reduced risk in the decision-making process. The professionalism they associate with skills, freedom.

But, regardless of age all managers should pay attention to overcome such limitations as loose personal values and lack of self-control.

In general, the studies show that the age influences the main components of professionalism development. The most productive for the headmasters' professionalism development is age from 40 to 55 years.

2. The effect of management experience of comprehensive educational institutions headmasters on developing their professionalism

With the help of M. Woodcock and D. Frencistests we found constraints of secondary comprehension school headmasters with different management experience.

The headmasters with 1 to 5 years of experience (32 directors – 36.4%) identified the following limitations: low ability to form a team, lack of ability to teach, weak leadership skills, loose personal values, lack of skills to solve the problems, lack of self-control, and lack of creative approach.

Table 2.

The rate of constraints of SCS headmasters

#	Constraints of SCS headmasters	The rate of constraints of SCS headmasters (total – 122).
1	Lack of self-control	18 (14,7%)
2	Loose personal values	18 (14,7 %)
3	Vague personal goals	4 (3,3%)
4	Stopped self-development	6 (4,9%)
5	Lack of skills to solve the problems	15 (12,3 %)
6	Lack of creative approach	14 (11,5%)
7	Lack of ability to influence the people	8 (6,6%)
8	Lack of management understanding	13 (10,7%)
9	Lack of ability to teach	10 (8,2%)
10	Weak leadership skills	4 (3,3 %)
11	Low ability to form a team	12 (9,8%)

The headmasters with 6 to 10 years of experience (26 managers – 29.5%): lack of ability to teach, low ability to form a group, lack of creative approach, lack of understanding of their own management, lack of self-control.

The headmasters with 11 to 15 years of experience (10 heads – 11.4%): lack of self-control, loose personal values, lack of skills to solve the problems.

The headmasters with 16 to 20 years of experience (12 heads – 13.6%): lack of ability to teach, low ability to form a group, lack of self-control, loose personal values.

The headmasters with 21 to 25 years of experience (8 heads – 9.1%): loose personal values, stopped self-development, lack of creative approach.

As you can see, with getting the experience the amount of constraints to the development of professionalism are getting less. The secondary school headmasters, regardless the experience of headmastering, should pay attention to overcome such constraints as lack of self-control and loose personal values, which rate is the highest.

Using techniques of TAT we found out that the so-called «pure hope» for success are characterized only for 25% of leaders with the experience of 5 years, 53.8% of leaders with the experience from 6 to

10 years, 60% of leaders with the experience of 11 to 15 years, 20% of leaders with the experience of 16 to 20 years and have no hope of success 50% of leaders with the experience of 21 to 25 years. As we can see, with increasing the working experience the hope for success decreases.

Using standardized test methods of Y. Z. Zharikov, the following features of SCS headmasters thinking are identified (with different work experience):

- The headmasters up to 5 years of experience show a lack of initiative, antinomy, efficiency and ability to put the tasks to subordinates. But they demonstrate weak orderliness, not always distinguish the opinion from fact, and do not see difficulties in solving the problems;

- The headmasters with 6 to 10 years of experience think by the problem, cover the subject of study from all sides, as considering all factors it effects. They predict the consequences making a decision, show a lack of initiative, executive;

- The headmasters with 11 to 25 years of experience applying their knowledge according to necessity, regardless the problems. They show lack of initiative, the inertia of thinking. They are also characterized by stereotype thinking that is cognition, perception and evaluation of the subordinate are based on personal experience. That enables them to reduce the time to clarify and responding to managerial situation, but made in such circumstances conclusions might be wrong, incomplete, subjective, and that could result in inadequate actions. Extremely dangerous old thinking patterns are blocking the perception of new ideas.

Part of the SCS headmasters have difficulty in making effective decisions and effective problem solving:

- The headmasters up to 5 years of experience – do not draw the staff to taking important decisions, do not always take the responsibility for making important decisions, decision-makers are not always good for the team, decisions are made quickly, often without thinking them over;

- The headmasters from 6 to 15 years of experience to make an important decision invite the staff, they are not always responsible for making a decision, decisions are made quickly and easily, using modern technology;

- The headmasters of 16 to 25 years of experience attract the staff to important decisions making, take the responsibility for decision-making, decisions are not always good for the team, decisions are made deliberately, slowly, there is a tendency to stereotype.

Comparative analysis of headmasters with different leaders experience has shown that among them there are statistically significant differences ($p < 0.01$, $p < 0.05$) for certain components of professionalism. According to the results of the research for all the leaders in our research, regardless of length of management activities, has the following limitations: loose personal values, low ability to form a team, lack of ability to teach. Lack of creative leaders showed up to the leaders of 5 years of experience and after 21 years of experience. The greatest hope for success the leaders within the experience from 11 to 15 years demonstrate, and the lowest – leaders with the experience of more than 21 years.

The most optimal features of thinking are shown by leaders from 6 to 15 years of experience. They think the problem, include the subject of the research from all sides, taking into account all factors which it influences, predict the consequences of decisions, show a lack of initiative, executive.

After 21 years of experience there is inertia and stereotype in the mode of thinking.

Conclusions.

1. It is set that the professional development of leaders should take into account their age. The most productive for the development of professionalism is age from 41 to 50 years.

2. Gender differences in management affects the efficiency of the activity. The development of professionalism of women-headmasters is positively affected by their features – such as communication, the depth of experience, the tendency to consistently monitor, diligence in performing the tasks, including reproduction. As for the male-leaders professionalism development, we should take into consideration their non-standard thinking, creativity in making decisions and solving problems, their logical thinking.

3. The experience of management from 6 to 15 years most effectively influences the development of professionalism. After 20 years of experience the key components of leaders professionalism reduce.

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