

SOCIAL AND PSYCHOLOGICAL FACTORS OF COMPREHENSIVE EDUCATIONAL INSTITUTION HEADMASTER PROFESSIONALISM DEVELOPMENT

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Abstract: *The article deals with social and psychological factors of professional progress of secondary school headmasters. It discloses the influence of age, gender and work experience upon the professionalism progress of secondary school headmasters. The article under review describes the restrictions of headmasters of different gender, age and work experience at the executive position which slow up the process of professional development.*

Keywords: *professionalism, the factors of professional development of secondary school headmasters, professionalism development restrictions.*

1. INTRODUCTION

Domestic scientific researches scarcely cover the problem of professionalism structure and various factors influence on its development. New requirements to the professionalism of Comprehensive Educational Institutions headmasters and the contradictions which complicate their implementation prove the necessity to substantiate scientific and psychological principles of headmaster professional progress and its structure development.

The fact that society requires managers with a high level of proficiency constitutes the importance of professionalism investigation. But at the same time all the factors which influence its development are rarely taken into account. Social and psychological factors which influence high-level professionalism development include: 1) the objective factors - psychological demands on the profession, 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.

2. THE ANALYSIS OF RECENT RESEARCHES AND PUBLICATIONS ON THE PROBLEM OF PROFESSIONALISM

During the last decades the problem of professionalism has become the subject of detailed consideration of psychological science (O. Bondarchuk, L. Danilenko, H. Yelnykova, Ye. Klimov, A. Markova, L. Karamushka, I. Syngaivska, O. Fil et al.). From A. Markova's perspective, a separate direction - professional psychology has been formed, which "identifies conditions and regularities as regards advance to professionalism in a job, changes in human mentality in the process of professional development" [6]. In this meaning professional psychology describes the criteria and levels of professionalism.

The study of the professionalism concept genesis in Ukrainian and foreign researches allowed to state that it characterizes high level of professional performance. The most common definition presented in the explanatory dictionary of the Ukrainian language is the following: professionalism is the process of any profession basics and depth acquisition [2, p. 62]. According to A. Derkach, the process of acmeological reserves implementation is compared to personal and professional development, and its result is the professionalism acquisition [3].

3. THE OBJECTIVES OF THE STUDY

The profound analysis of the scientific researches on the problem of professionalism formation [1, 3, 4, 5, 6, 7] has discovered a difference in this concept understanding as well as the lack of comprehensive understanding of its structure. Also the influence of such factors as age, gender, work experience in the professionalism progress has not been studied in details, as well as possible restrictions in the process of professional development and the ways to cope with them have not been determined.

Taking all these factors into consideration, we set an objective to investigate the influence of various factors on the development of professionalism of secondary school headmasters and to identify the restrictions which hinder the process of this development.

4. PROFESSIONALISM STRUCTURAL AND FUNCTIONAL COMPONENTS

On the basis of psychological literature analysis we consider it appropriate to highlight three structural and functional components in the structure of managerial activity professionalism and fill them up with the correspondent content. Cognitive (Latin *cognitio* - knowledge) component of managerial activity professionalism is a system of knowledge about the nature, structure, levels of manager professionalism development, about the personality professionalism, activity professionalism and the professional competence. Cognitive component per se includes managerial competence.

Motivational and axiological component of managerial activity professionalism is an inducement of comprehensive school headmaster to professional activity, positive attitude and strong desire to develop managerial activity professionalism. This is a high level of readiness of headmasters to management, an interest in it. This is a professional stand, objectives, professional and axiological orientations, vocation for management, social activity, social optimism etc.

Operational and technological component of the professional management of the comprehensive educational institution headmasters is a set of skills, abilities, techniques and technologies for the professionalism progress guaranteeing. It includes the managerial ability to analyze, plan, forecast, and monitor the educational institution activities.

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

5. THE INFLUENCE OF A HEADMASTER GENDER UPON THE PROFESSIONALISM

According to the comparative analysis of two groups of managers (men-headmasters and women-headmasters), there are statistically significant differences between them ($p < 0.01$, $p < 0.05$) in compliance with certain indicators of professionalism. According to some indicators a group of men is ahead of a group of women, according to other indicators vice versa. Such indicators constitute one-third of all the determined indicators. Thus, after having analyzed the level of knowledge about the cognitive constituent of headmasters professionalism and its components it was determined that men group prevailed in professional competence knowledge – by 1.6%, management effectiveness knowledge – by 13%, management quality knowledge – by 1.8%, professional career knowledge – by 17.1%, professional abilities knowledge – by 2.2%. However, women group enjoys superiority in such areas of knowledge as professionalism – by 0.4% and professional maturity – by 3.2% and professional self-consciousness – by 2.3%.

TAT test has shown that 42.9% of women-headmasters have so-called “sheer hope” for success (the difference between a hope for success and the avoidance or a fear of failure) as compared with male headmasters – 25%. By means of the tests by M. Woodcock and D. Francis (“You are alone”, “The Others”, “Work”) we have examined the deputies of headmasters, teachers, and the heads of Local Educational Authority. Having compared the results of three tests, we have found out the restrictions of both genders, which were ranked by the frequency of their displays. Among the women-leaders (63.6%) the following restrictions have been identified: vague 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 men-leaders (36.4%) the following restrictions have been identified: vague personal values, lack of self-control, lack of the ability to teach, lack of understanding of their own managerial activity, lack of skills to solve the problems.

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

Also, for the female group a high level of self-acceptance, sociability, intensity of emotions, empathy and egocentrism is considered to be typically occurring. As for the male group more acute feeling of senseless existence, greater importance of intrinsic motive and the motive of personal potential assessment have appeared to be more typical.

The comparative analysis of the results has showed that there is a great necessity in the optimum balance of a number of men-leaders and women-leaders in secondary educational institutions. If a leader is a man, he should preferably have a woman-deputy and vice versa. As men-leaders pay more attention to unusual ways of solving problems, have more logical rather than emotional approach towards decision-making process, preferring in-

ternal motivation and writhe under senseless existence periods. Women-leaders more often than men rely upon their intuition, are more sociable, have deeper feelings, more often smooth over conflicts, prefer external motivation. Our research has confirmed the data of L.M. Karamushka as regards the fact that men have appeared to be more inclined to creative work, but they should pay more attention to the development of control function, the ability to teach staff and self-control ability. Women are more inclined to perform a standard, reproductive activity in accordance with prescribed instructions, they may patiently perform monotonous, repetitive job, are also inclined to subordinates supervision. Women-leaders should pay more attention to overcome such restrictions as vague personal values, lack of self-control, lack of the ability to teach, low abilities to build a team. Thus, the research results show that gender influences the development of a headmaster professionalism. The received results should be taken into consideration in course of the secondary school management process.

6. THE INFLUENCE OF AGE UPON THE PROFESSIONALISM DEVELOPMENT OF SECONDARY EDUCATIONAL INSTITUTIONS HEADMASTERS

In the process of the research of the age influence upon the development of managers 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 restrictions of headmasters of all ages have been identified. Table 1 presents the results.

Table 1: The restrictions of headmasters of different age

| The age of a headmaster | A manager (his number) | Personal restrictions corrected by the opinion of other people (deputies, teachers and educational authorities staff). |
|---------------------------------------|------------------------|--|
| from 30 to 40 years (11 leaders 25 %) | №5 (31 years) | Weak leadership skills, vague personal values, low ability to form a team. |
| | №16 (40 years old) | Lack of self-control, lack of creative approach, vague personal values. |
| | №18 (35 years old) | Lack of self-control, lack of creative approach, vague 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 people, poor understanding of a personal managerial activity, lack of skills to solve problems. |
| | №27 (31 years old) | Lack of self-control, lack of creative approach, lack of skills to solve problems. |
| | №31 (38 years old) | Lack of self-control, lack of creative approach, lack of skills to solve problems. |
| | №32 (37 years old) | Lack of ability to influence people, vague personal values, lack of skills to solve problems. |

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| | №36 (33 years old) | Lack of skills to solve problems, poor understanding of personal managerial activity, poor leadership skills. |
| | №40 (38 years old) | Lack of skills to solve problems, lack of self-control, poor understanding of personal managerial activity. |
| | №43 (40years old) | Poor understanding of personal managerial activity, lack of creativity, lack of teaching skills. |
| 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 people. |
| | №2 (43 years old) | Lack of skills to teach, vague 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 teaching skills, 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, vague personal values, lack of self-control. |
| | №9 (42 years old) | Low ability to form a team, lack of ability to teach, vague personal values. |
| | №10 (44 years old) | Vague personal values, lack of teaching skills, lack of skills to solve problems. |
| | №12 (45 years old) | Lack of ability to form a team, lack of teaching skills. |
| | №13 (48 years old) | Lack of ability to form a team, vague personal values, inability to influence people. |
| | №15 (46 years old) | Vague personal values, low ability to form a team, lack of teaching skills. |
| | №17 (50 years old) | Lack of self-control, lack of skills to solve problems, vague personal values. |
| | №19 (45 years old) | Unclear personal goals, lack of self-control, lack of creative approach. |
| | №20 (48 years old) | Vague personal values, stopped self-development, lack of creative approach. |
| | №24 (41 years old) | Lack of ability to teach, lack of creative approach, poor understanding of a personal managerial activity. |
| | №28 (41 years old) | Lack of self-control, lack of creative approach, lack of ability to influence other people. |
| | №33 (44 years old) | Lack of skills to solve problems, poor understanding of a personal managerial activity, lack of ability to influence 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, poor understanding of a personal managerial activity, lack of skills to solve problems. |

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| | №42 (50 years old) | Unclear personal goals, low ability to form a team, lack of self-control. |
| | №44 (49 years old) | Vague personal values, poor understanding of a personal managerial activity, lack of skills to solve problems. |
| From 51 to 60 years (12 headmasters - 27,3%) | №6 (51 years old) | Lack of teaching skills, low ability to form a team, lack of self-control. |
| | №11 (54 years old) | Low ability to form a team, lack of teaching skills, poor understanding of a personal managerial activity. |
| | №14 (51 years old) | Low ability to form a team, poor understanding of a personal managerial activity, vague personal values (6), lack of teaching skills. |
| | №22 (52 years old) | Lack of self-control, stopped self-development, poor understanding of a personal managerial activity. |
| | №25 (55 years old) | Lack of self-control, stopped self-development, poor understanding of a personal managerial activity. |
| | №26 (54 years old) | Lack of creative approach, poor understanding of a personal managerial activity, unclear personal goals. |
| | №29 (52 years old) | Lack of skills to solve problems, vague personal values, low ability to form a team. |
| | №30 (54 years old) | Lack of self-control, lack of teaching skills, vague personal values. |
| | №34 (51 years old) | Vague personal values, lack of self-control, stopped self-development. |
| | №35 (53 years old) | Lack of skills to solve 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) | Vague personal values, lack of skills to solve problems, lack of self-control. |

Thus, such restrictions are the most common among the representatives of secondary school management staff:

From 30 to 40 years (11 headmasters - 25%) - lack of creativity, vague personal values, lack of self-control, poor understanding of a personal managerial activity, lack of skills to solve problems;

From 41 to 50 years (21 headmasters - 47.7%) – lack of teaching skills, vague personal values, low ability to form a team, lack of self-control, lack of skills to solve problems, lack of ability to influence people, lack of creative approach etc.

From 51 to 60 years (12 headmasters - 27.3%) - lack of self-control, vague personal values, poor understanding of a personal managerial activity, stopped self-development, low ability to form a team, lack of teaching skills.

Among three age groups of secondary school headmasters such restrictions as vague personal values and lack of self-control are common.

The comparison of the values of leaders aged from 30 to 40 years (working experience is up to 5 years) and of leaders aged from 41 to 50 years (working experience is from 6 to 10 years) has shown that the acquisition of social experience, practical skills influences the level of importance of such values as social prestige and recognition availability (39.5% of managers under 40 preferred this value against 61.4% of managers aged from 41 to 50 years), possibility of self-development, self-improvement (54.8% and 73.2% respectively), creative managerial activity (37.4% and 52.7% respectively). The instrumental value of executive discipline, responsibility, implacability on own disadvantages and on those of one's subordinates rises while self-control values and free time availability declines.

We have found out that while secondary school managers are getting older, their hope for success is dropping. According to the age factor, the hope for success typical for 45.5% of managers aged from 30 to 40 years, for 47.6% of managers aged from 41 to 50 years and the hope for success is dropping significantly among 6.7% of managers aged from 51 to 60 years.

The comparative analysis has shown that secondary school headmasters aged from 41 to 50 years leave behind managers of other age groups regarding a large number of professionalism indicators. In particular, compared with other age groups managers, they have a higher managerial competence, achieve high positive results in the managerial activity and have a high level of professional and personal maturity. They demonstrate creativity while solving managerial problems, understand their values and goals, are able to make successful decisions, tend to moderate risk and are passionate about their managerial activities. The managers of this age think systematically, seek to cover all aspects of the problem and all the factors that influence it, combining the advantages of experience with original, innovative methods of management, react quickly to changing situations in educational institution management. They have a great opportunity for self-improvement. They associate professionalism with excellence, efficiency, staff development, creativity and innovations.

It is worth saying, that headmasters under 40 also have signs of a successful managerial activity. They are positive about the development of their professionalism, are confident of success, prone to risk, responsible. Headmasters aged 50 and older do not need public authority and recognition, have more stereotyped ideation, reduced desire to succeed, reduced level of risk in the decision-making process. They associate professionalism with skills, freedom.

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

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

7. THE INFLUENCE OF MANAGERIAL ACTIVITY EXPERIENCE OF COMPREHENSIVE EDUCATIONAL INSTITUTIONS HEADMASTERS ON THEIR PROFESSIONALISM DEVELOPMENT

With the help of M. Woodcock and D. Francis tests we have found out restrictions of secondary school headmasters with different managerial activity experience.

Table 2: The rate of secondary school headmasters restrictions

| Nº | Secondary school headmasters restrictions | The rate of restrictions of SS headmasters (total - 122). |
|----|---|---|
| 1 | Lack of self-control | 18 (14,7%) |
| 2 | Vague 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 problems | 15 (12,3 %) |
| 6 | Lack of creative approach | 14 (11,5%) |
| 7 | Lack of ability to influence people | 8 (6,6%) |
| 8 | Poor managerial activity understanding | 13 (10,7%) |
| 9 | Lack of teaching skills | 10 (8,2%) |
| 10 | Weak leadership skills | 4 (3,3 %) |
| 11 | Low ability to form a team | 12 (9,8%) |

Thus, the managers with 1 to 5 years of experience (32 managers - 36.4%) have the following restrictions: low ability to form a team, lack of teaching skills, weak leadership skills, vague personal values, lack of skills to solve problems, lack of self-control, lack of creative approach. The restrictions of the managers with 6 to 10 years of experience (26 managers - 29.5%) are as follows: lack of teaching skills, low ability to form a group, lack of creative approach, poor managerial activity understanding, lack of self-control.

The managers with 11 to 15 years of experience (10 managers - 11.4%) have such restrictions: lack of self-control, vague personal values, lack of skills to solve problems.

The managers with 16 to 20 years of experience (12 managers - 13.6%) have the following restrictions: lack of teach skills, low ability to form a group, lack of self-control, vague personal values.

The managers with 21 to 25 years of working experience (8 managers - 9.1%): vague personal values, stopped self-development, lack of creative approach.

As one can see, with the growth of working experience the amount of restrictions on the way to professionalism development is dropping. Regardless of the managerial experience secondary school headmasters should pay attention to the overcoming of such restrictions as lack of self-control and vague personal values, the rate of which is the highest.

Using TAT techniques we have found out that the so-called „sheer hope” for success is typical for only 25% of managers with the experience of 5 years, for 53.8% of managers with the experience from 6 to 10 years, for 60% of managers with the experience of 11 to 15 years, for 20% of leaders with the experience of 16 to 20 years and 50% of managers with the experience of 21 to 25 years have no hope for success. As one can see while working experience increases the hope for success decreases.

Using standardized methods test by Ye. Z. Zharikova, the following peculiarities of secondary school headmasters (with different working experience) ideation have been identified:

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

- the headmasters with 6 to 10 years of experience have a problem-oriented ideation, deeply consider the subject of study taking into account all the factors which influence it. They predict the consequences of their own decisions, are inertia-free, executive;
- the headmasters with 11 to 25 years of experience apply their knowledge according to business necessity regardless of the task availability or absence. They show lack of initiative, inertia of thinking. They are also inclined to stereotyped ideation what means that cognition, perception and evaluation of a subordinate is based on personal experience. That enables them to reduce the time for managerial situation clarification and reaction, but conclusions drawn under such circumstances may be wrong, incomplete and subjective and result in inadequate actions. Extremely dangerous obsolete ideation stereotypes are blocking the perception of new ideas.

The part of the secondary school headmasters has difficulty in making effective decisions and effective problem solving:

- the headmasters with up to 5 years of experience do not involve the staff in making important decisions, do not always take the responsibility for making important decisions, make decisions which are not always good for the team, decisions are made quickly, often without proper consideration;
- the headmasters with working experience from 6 to 15 years involve the staff in the decision-making process, do not always assume responsibility for important decision making, le for making a decision, make decisions quickly and easily, using modern techniques;
- the headmasters with 16 to 25 years of experience involve the staff in the important decisions making, assume the responsibility for decision-making process, decisions are not always good for the team, decisions are made deliberately, slowly, there is a tendency to stereotypes.

The comparative analysis of headmasters with different managerial experience has shown that there are statistically significant differences ($p < 0.01$, $p < 0.05$) among them by certain components of professionalism. According to the results of the research all the managers regardless of managerial experience have the following restrictions: vague personal values, low ability to form a team, lack of teaching skills. The managers with 5 years of experience and with more than 21 years of experience suffer from the lack of creative approach. The greatest hope for success is typical for the managers with the experience from 11 to 15 years, and the lowest one for managers with the experience of more than 21 years.

The most optimal features of thinking are shown by managers with 6 to 15 years of experience. They have problem-oriented ideation, deeply consider the subject of study taking into account all the factors which influence it, predict the consequences of taken decisions and are inertia-free, executive. After 21 years of working experience managers display fixedness and persistence.

8. RESUME

1. We have found out that it is necessary to consider the age of managers for the development of professionalism components. The most productive age for the development of professionalism is from 41 to 50 years.
2. Gender differences in management influence the efficiency of the activity. The development of professionalism of women-headmasters is positively influenced by such features

as communication, depth of emotions, tendency to a consecutive control, accuracy in performing the tasks, including reproductive ones. As for the male-headmasters 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 manager professionalism slow down.

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