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## An experimental research of professional and personal development of head of school as a subject of administrative activity

*The author deals with professional and personal development of school headmasters as subjects of administrative activity, he cites the results of empirical research with participants-headmasters, divided into low and highly efficient groups.*

**Key words :** professional and personal development, subject of administrative activity, performance of functioning.

In our research activity of head of school is examined, first of all, from its positions of administrative functioning. As the basic hypothesis of an experimental part of research there was the assumption that professional and personal development of the head of school as a process of his subjective characteristics change is determined by a complex of factors, and level of professional and personal development as a result of these changes affects on quality of realization of heads' administrative functions.

The basic hypothesis is concretized by following positions:

- professional and personal development of the head of school is a complex process of change of cognitive, emotional and willed, value and semantic and communicative spheres of personality, his organizing abilities, administrative and social competence;
- leading factors of professional and personal development of the head of school who is characterized by high administrative efficiency are emotional stability, social and psychological competence and his orientation “on business”;
- development of emotional stability, perfection of social and psychological competence of the head's of school personality promotes growth of his efficiency as a subject of administrative activity.

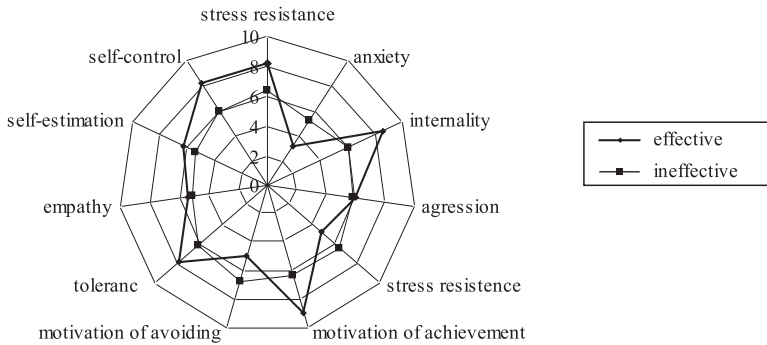
Basing on the method of expert estimation it has been realized differentiation of heads of schools according to a level of efficiency of their administrative activity.

According to results of the detailed analysis of individual and psychological characteristics of heads of schools attributed to a number of “high and low effective” in sphere of management there have been made graphic structures of their professional and personal development (pic. 1).

According to graphic representation of the received distribution, the greatest break of average values between high and low effective heads of schools is observed in a level of development of motivation of achievement and internality. Among high effective heads of schools personal anxiety and approval motivation are the least expressed in a personal structure; among low effective heads of schools they are personal anxiety and empathy. Among effective heads of schools motivation of achievement

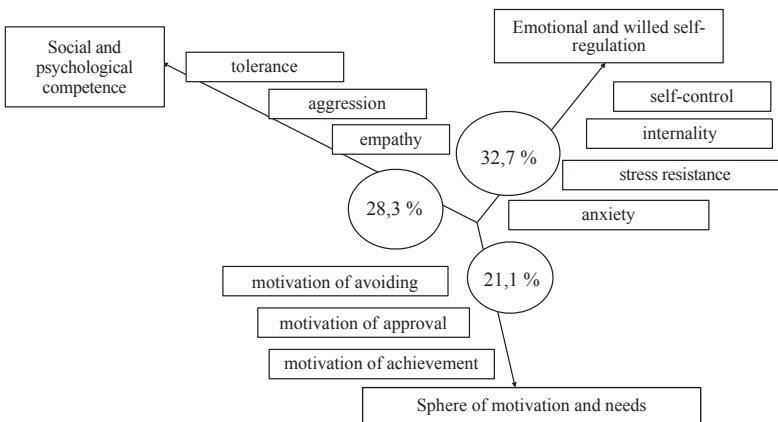


and internality are most developed; among ineffective they are motivation of failures avoiding and motivation of approval.



Picture 1. Structures of heads' of schools professional and personal development

In result of base matrix of values of psychological characteristics factorial processing of heads of schools who are high effective in sphere of administrative activity with application of the central method of analysis in combination with Varimax raw there were distinguished three significant factors (pic. 2).



Picture 2. Distribution of elements among factors

The first factor explaining 32,7 % of dispersion contains two poles. At a positive pole the greatest statistically significant weight was formed by three scales: "self-control" .9765, "internality" .9258, "stress resistance" .8876. At a negative pole statistically significant weight is received by the scale "anxiety" -.9036. Proceeding from the struc-



ture of significant at statistical level scales which entered into this factor, we named it as "emotional and willed self-regulation".

The factor of second importance (28,3 % of explained dispersion) is also bipolar. At its positive pole significant statistical weight was formed by following scales: "social tolerance" .9118, "empathy" .8024, "self-estimation" .7202. At a negative pole statistically significant weight is received by the scale "aggression in relations" -.8216. Proceeding from the psychological contents of the entered into the factor scales, we named it "social and psychological competence".

The factor of third importance (21,1 % of dispersion) is unipolar and unites three scales which have received the greatest statistical weight: "motivation of achievement" .8014, "motivation of approval" .7446, "motivation of failures avoiding" .6986. Basing on the contents of phenomenology corresponding them, we name this factor "sphere of motivation and needs".

The research allowed to differentiate heads of schools according to psychological characteristics depending on efficiency of their administrative functions realization. It is established that "high effective" heads of schools easily "catch" an essence of problems, are able to their fast independent analysis and use of the received data for planning the action for overcoming arising difficulties. They successfully organize subordinates in school arrangements carrying out, give guidelines to the persons who mostly correspond to requirements of activity.

In general, they adhere to democratic style of interaction with subordinates, put and give reason of collective aim. Heads of schools of this group are able to give subordinates necessary freedom for development of the plan, distribution of actions and its direct performance in practice. They are accessible to interaction, tolerant to another's opinion; they easily find "common language" with any person, from pupils and their parents, to representatives of public and state organizations.

They hold all significant aspects of school functioning in a field of attention, show high energy potential, they are mobile, possess nervous and psychological stability, easily control and keep in emotions, they are characterized by elements of charisma, possess an ability of collective conflict regulation, are flexible enough and easily reconstruct the behaviour according to requirements of a situation.

"Average" effective heads of schools received rather different characteristics. It turned out, that they are able to identify the key moments of the problem and correctly place accents of forthcoming work before pedagogical collective. Authoritative style of educational establishment management is priority for them. Heads of this group prefer to control the basic stages of problems solved by collective. Not always they are able to distinguish in collective "second echelon" leaders to whom it is possible to delegate a part of administrative problems assigned to the principal.

"Low effective" heads are characterized by connived and liberal style of school management. School management, as a matter of fact, is neglected by them. They are not able to observe a constancy of put forward administrative requirements, are unable to "soften" or "remove" an acuteness of disputed situations which arise within



the pedagogical collective or in relation with representatives of social environment; to concentrate attention on performance of a single function, while conscious or unconscious necessity ignoring of the other not less important administrative problems decision.

The distinguished types of heads of schools with a different level of administrative efficiency and made on their basis psychological portraits facilitate processes of prognosis and construction of productivity perfection practice and their professional and personal development as subjects of administrative activity.

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