

PSYCHOLOGY OF PROFESSIONAL WORK

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The main features of personal and professional self-realization of a preschool educational establishments teacher

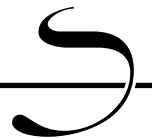
In article results of empirical research of one of displays of self-realization of the person – satisfactions by self-realization in professional sphere and in a life as a whole at preschool educational establishment teachers are considered. Variants of trajectories personal and professional development of teachers are allocated. It is offered to differentiate the psychological work with teachers depending on variants personal and professional development.

Key words: *self-realization of the person, satisfaction self-realization, personal and professional development, differentiation of psychological work with teachers.*

The preschool teacher's personality is one of the key resources of a native education system, and from in what measure this person is mature, safe, in many respects the future of our country as it is trivial, on the one hand, depends and it is strange, with another, it sounds. It is banal – how many times the thesis about importance of the person of the Teacher for safe development of the Society was proclaimed, how many authors proved the huge importance of the first years of a life for the better person's development. It's rather strange that the status of the tutor of preschool educational establishment (that teacher who should be the Teacher in the first years of the human life) one of the lowest both in an education system, and in a society as a whole. However, the sincere belief in the thesis declared above has induced authors of the given publication to engage in research of the main features of the personal and professional development of tutors of preschool educational establishments.

The necessary condition of safe development of the child is the developing adult interested in self-realization. Self-realization of the person is a way of promotion to the tops of his own development. It is possible to judge a personal maturity on in what measure the person could self-realization. Especially it concerns to professional self-realization.

The most fundamental concept of self-realization in native psychology was developed by L.A. Korostyleva who has carefully studied the main features of self-realization of the person in two basic spheres of the modern person: professional and marriage–family. L.A. Korostyleva considers self-realization as realization in the life and daily activity, the search and the statement of the special way in the world,

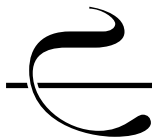


the values and sense of the existence during each moment of time. She marks, that self-realization can be researched as the purpose, means, as a process, condition and a result [3]. Self-realization as the purpose is considered in researches of self-actualization; as a condition – in researches of satisfaction by self-realization; as a result – at studying the certain level of personal development (presence of the properties promoting self-realization), as a result – in researches of judgment of integral time pieces of a vital way, or a life as a whole [3]. In analyzed research it is shown, that alongside with the existence of man's own criterion of self-realization, there are some general necessary criteria, such as satisfaction and utility (efficiency) which are directed to the blessing as person and the society [3]. Thus utility (efficiency) has more objective character – it is possible to judge efficiency on participation of the person in this or that sphere of a life, on reception of important results by him. Satisfaction has extremely subjective character entering into estimated system of mental activity of each person. Recognizing that self-realization is extremely important element of the general intelligence of a life, and underlies its psychological well-being, we had been carried out the research directed on studying of features of self-realization of a preschool educational establishments teacher. As it has already been told, the low social status of the given profession, the limited opportunities career development and a low salary level, generate the big difficulties on a way of self-realization to the given kind of profession. This research is devoted to studying of features of satisfaction by self-realization (in a life as a whole and in professional sphere in particular). In a basis of research there is an idea that one of the important determinant of self-realization of preschool educational establishments teacher in professional sphere is self-trust.

Research was carried out from 2003 to 2008. 240 preschool educational establishments teacher have taken part in it from different cities and areas of the Rostov region. With the purpose of doing the task the following complex of diagnostic techniques has been used: «the Estimation of self-trust» T.P. Skripkina [1]; «Motivation of professional work» K. Zamfir in updating A.A. Rean [7]; «Satisfaction of the elected profession» A.A. Rean (updating of techniques of V.A. Jadov and N.V. Kuzmina) [7]; «Questionnaire SAMOAL» N.F. Kalina [5]; «The Test of the meaning of life orientations (SJO)» (on D.A. Leontiev) [4]; «The Technique of research of the self-relation» S.R. Pantileev [6].

We have assumed, that the person, whose professional sphere is the most important part of a life, cannot test satisfaction from self-realization as a whole without satisfaction self-realization in profession, i.e. a high level of satisfaction self-realization in a life as a whole is impossible at a low level of satisfaction from self-realization in professional sphere. For the check of the given hypothesis teachers have been incorporated into groups with different combinations of levels of satisfaction of self-realization in the life as a whole and in professional sphere.

The following variants (Table 1) have empirically been received.

**Table 1****Variants of a combination at teachers of levels of satisfaction from self-realization in professional sphere and in a life as a whole**

№	levels of satisfaction from self-realization		Quantity of teachers (in %)
	in prof. sphere	in a life as a whole	
1	high	high	3,6
2	high	average	15,7
3	high	low	2,1
4	average	high	10,0
5	average	average	40,7
6	average	low	7,9
7	low	high	no
8	low	average	14,3
9	low	low	5,7

Apparently from the table, in researched sample are absent teachers at whom by self-realization in a life as a whole the high level of satisfaction would be combined with a low level of satisfaction the elected trade (a variant №7), that confirms the put forward hypothesis.

As average and high levels characterize satisfaction, and a low level – a dissatisfaction with self-realization for the further analysis we have united in the general groups of teachers with high and average levels of self-realization. 4 groups of teachers at which satisfaction or a dissatisfaction with self-realization in professional sphere and in a life as a whole are differently combined have been received:

- 1) satisfaction from self-realization and in professional sphere, and in a life as a whole;
- 2) satisfaction from self-realization in professional sphere, and a dissatisfaction with self-realization in a life as a whole;
- 3) dissatisfaction with self-realization in professional sphere, and satisfaction in a life as a whole;
- 4) dissatisfaction with self-realization and in professional sphere, and in a life as a whole.

From our point of view, the allocated variants reflect the certain trajectories personal and professional development, because they characterize on the one hand satisfaction from self-realization in a life as a whole (development of the person), and on the other hand satisfaction from self-realization in professional sphere (professional development). The allocated variants show, how two lines of development can be built at preschool educational establishments teacher: person's development and development of professionalism.

We've decided to check up, how the given variants personal and professional development are distributed on groups of teachers with the different experience of work. For the further analysis we have added one more (further a variant №5) to already allocated 4 groups in which teachers have come, whose data have originally



been excluded from consideration in connection with the expressed tendency to give social-desirable answers.

Let's note that 25 % of interrogated tutors were inclined to give the social-desirable answers.

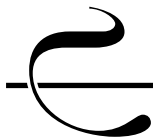
In connection with such significant amount of the data which did not pass on reliability, we have considered it would be simply impossible to exclude them from the further consideration. On the one hand, exception of results of the given group can deform a picture of variants of trajectories of personal-professional development. It has found reflection in table №1 from which very optimistically follows, that the combination of satisfaction from self-realization in professional sphere and in a life as a whole is typical for 70 % of teachers. Further it will be shown, that the share of teachers with such trajectory of personal and professional development on all sample makes approximately 50 %. On the other hand, interest represents finding out the distinctions between teachers, with a different degree of expressiveness of the tendency to give social-desirable answers.

Thus, 5 groups of examinees have been allocated. The further research problem consisted in studying, whether the ratio of the teachers included in each group with change of the experience of work. The analysis of the received results has allowed to allocate the following features.

The share of the teachers satisfied with self-realization and in professional sphere, and in a life as a whole (the variant № 1), differs the certain stability and includes approximately half of teachers in all groups («the experience of 5 and less years» – 46,9 %, «the experience from 6 till 15 years» – 57,4 %, «the experience from 15 till 25 years» – 50,7 %, «the experience of 25 and more years» – 47,1 %, on all sample – 51,3 %).

The share of a variant № 2 also undergoes minor alterations with increase in the experience of pedagogical work. The quantity of teachers at which high and an average level of satisfaction by a professional choice with a low level of satisfaction of a life (the variant № 2) combined; in all groups with the different experience of work does not exceed 10 % from total of teachers of the given group. As a whole on sample it makes 7,3 %, it expresses as much as possible in group of teachers with the experience «from 6 to 15 years» (9,3 %), the least quantity of teachers with such combination in group with the experience «from 15 to 25 years» (5,6 %). It is possible to assume, that the given variant includes teachers for whom professional work, during this moment of a life is the main way of self-realization.

Essential changes occur to variant № 3: from 18,8 % in group of teachers with the experience «5 years and less» up to 5,9 % in group with the experience «25 years and more». There is a great reduction of quantity of teachers for which the combination of an average level (high level was not revealed) of life satisfaction with a low level of satisfaction the elected profession. It is possible to assume, that if in the beginning of professional work still it is possible to test satisfaction from a life as a whole, being not satisfied with a profession but in the process of increasing experience of work it becomes more difficult.



The teachers incorporated by us in group № 4 deserve more careful attention: a low level of satisfaction of self-realization and in professional sphere, and in a life as a whole. The given group makes 4,2 % from all validity supervision. However, the greatest quantity of teachers for which such combination is typically, is revealed in group with the experience «5 years and less ». In groups with the experience more than 15 years are revealed one teacher with a low level of satisfaction of self-realization and in professional sphere, and in a life as a whole.

Except for the essential changes described above which are undergone with a share of teachers of the variant № 3, even more impressing changes occur to a share of teachers of a variant № 5. But if the share of teachers satisfied in a life as a whole and unsatisfied with self-realization in professional sphere (a variant № 3) with the increase in the experience is reducing, the share of teachers with the expressed tendency to give social-desirable answers (a variant № 5), with the increase in the experience of work is increasing (Table 2).

Table 2
Change of a share of teachers with the expressed tendency to give socially – desirable answers in groups with the different experience

group under the experience	Variant №5 (in %)
5 years and are less	12,5
From 6 till 15 years	16,7
From 15 till 25 years	36,6
25 and more years	35,3

Thus, it is possible to say that preschool educational establishments teachers have the obvious tendency, consisting that after 15 years of work they become inclined to professional burning out.

Between groups of teachers with the different tendency to give social – desirable answers, statistically significant distinctions on the majority of researched scales were revealed: self-rust in professional sphere, self-rust in intellectual sphere, self-rust in household sphere, self-rust in attitudes with higher, self-rust in family relations, self-rust in relations with children, self-rust in relations with parents, the general parameter of self-rust, external positive motivation, all scales SJO, two factors of the self-relation (self-esteem and self-humiliation), the majority of scales of a technique of self-actualization. The teachers giving social – desirable answers are inclined to estimate more highly “positive” and more low “negative” qualities of the person significant for professional work. Statistically important distinctions are not revealed under characteristics which do not possess the strongly pronounced professional importance for teachers: self-trust in relations with relatives, self-rust in relations with an opposite sex, self-rust in sphere of leisure, the factor aut sympathy techniques of the self-relation, some scales of a technique of self-actualization (spontaneity, self-understanding, aut sympathy and rapport).



The received data allow to put forward the assumption that at the short experience of work the expressed tendency to give social – desirable answers can be caused insufficiently by the advanced personal reflection of teachers, and also their positive attitude to the future, connected with their youth. For the teachers with big work experience, the expressed tendency to give social – desirable answers might be explained by professional burning out.

Thus, in personal and professional development of teachers it is possible to display two tendencies:

- harmonious combination of personal and professional development is typically for half of teachers approximately irrespective of the experience of work: satisfaction from self-realization in professional sphere and in a life as a whole, average and high levels of self-trust in professional sphere, average and high levels of intelligence of a life, amplification with increase in the experience of work of value of internal motivation of professional work;
- growth of the tendency to give social – desirable answers, probably, because of insufficient personal reflection and amplification of professional burning out that is proved by sharp increase in a share of teachers with the given tendency after 15 years of the experience, and also unreal high estimations teachers of this group of development of person's professionally significant qualities.

The received empirical data are coordinated to D.N. Zavalishina opinion, that after 10–15 years of work, «the person realizes this or that elected "style" (variant) of professional development, thus carrying out and the vital self-determination» [2, p. 106].

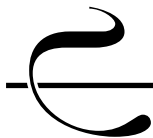
Results of an empirical part of research allow us to formulate recommendations, that at planning the contents of psychological work with teachers, it is necessary to take into account their variants of personal and professional development.

Concerning the teachers satisfied with self-realization both in a life as a whole, and in professional sphere in particular (1 group), it is enough the content of psychological support of professional work formulated in the general recommendations.

With the teachers who satisfied with self-realization in professional sphere and dissatisfied with self-realization in a life as a whole (2 group), it is necessary to carry out of psychological consultation in addition, with the purpose of rendering assistance in search of other spheres of self-realization, except for professional, for preventive maintenance of personal deformations, destructive ways from personal crises especially after the finish of professional work.

Concerning the teachers who were satisfied with self-realization in a life as a whole and dissatisfied with self-realization in professional sphere (3 group), it's also necessary to carry out some psychological consultations more. However in this case with the purpose of helping in search of opportunities of self-realization in the given profession or search of other profession for self-realization.

It is obvious that the teachers who were dissatisfied with self-realization as in a life as a whole, and self-realization in professional sphere (4 group), require the psy-



chotherapeutic help. Necessity and an opportunity of reception of such help can be a point of issue during individual consultation.

With the group of teachers who might have insufficiently advanced personal reflection or professional burning out, it is expedient to discuss high social desirability of answers which they gave during diagnostics. In case of interest of teachers, it is possible to suggest passing repeatedly an inspection for specification of features personal and professional development and a concrete definition of the contents of psychological work.

With our point of view, there are certain organizational difficulties in carrying out with teachers of the psychological work directed on their personal and professional development. The psychologists working in educational establishments in a post «the teacher – the psychologist» because of the ethical reasons have no opportunity to realize such contents of psychological work with teachers. The changed status of the city and regional psychological centers become establishments «diagnostics and consultation for children ...», does not assume as before wide psychological work with teachers of educational establishments within the framework of which carrying out was possible, including teachers of the preschool educational establishments, the developing groups focused on their personal and professional growth. In an education system, as a whole, and in educational establishments (especially – preschool), in particular, there are no departments or services on work with the personnel, responsible for their personal and professional development. Safe personal and professional development is the private affair of the teacher and the head of educational establishment.

As possible variants of the organization of the differentiated psychological work with teachers it is possible to consider its carrying out within the framework of courses of improvement of qualification or it is direct on the basis of educational establishment by inquiry of its head.

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