

## PSYCHOLOGICAL FEATURES OF PERSONALITY POTENTIAL PROFESSIONAL CRISES` OVERCOMING BY SCHOOL LEADERS



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**Abstract.** In the article the psychological features of personality potential of professional crises` overcoming are considered by the school leaders. It was marked that the personality potential of school leader is integral quality, which determines a capacity for internal resources` activation (individual psychological properties, states, capabilities, reasons), allows to overcome the actual tasks of administrative activity in situation for overcoming of professional crises and assists the achievement of professional aims. They can be so important for life and have personality sense for the leader of school.

**Keywords:** *crises, personal crises, professional crises, potential, personality potential, school leaders.*

### Introduction

So frequently in Ukraine there are appeared such description of mental conditions is in human life as "crises", "personal crises", "professional crises". There are different versions of "crises" in the modern psychology [3;10] :

- sharp stunning, unexpected, out of control action, which always has tint of unusual thing [2];
- ontogenetic source of both force and insufficient adaptation [14];
- pause, time when it`s need to stop, thoughtful and see already final part of way [8];
- critical moment and turning point [13];
- phenomenon of the internal human world, which it appears in the different forms of experiencing of the vital way`s unproductiveness; it is the turning point of vital project, which arises up in the situation of impossibility realization of vital way [15].

So many researches marked that one type of crises is what are experienced by personality, there is a professional crisis of personality. The analyses of science literature had showed that in scientific researches from age-old and pedagogical psychology, social psychology, organizational psychology, management psychologies were investigated question, which was lighted up by the separate aspects of the marked problem. Essence of concept "leader`s professional crisis" was understood as experiencing of professional problems, that is realized as professional obstacles that arise up as a result of blocking by possibility for achievement of professional aims, which is necessary for life and had personal mind for leader [10,11]. What touches research of psychological features of personality potential in overcoming of professional crises, then they are studied not enough.

So, the study of literary sources testifies to the urgent necessity not only of theoretical analysis, generalization and study of problem for professional crises, but to the selection of psychological tool, due to that it is possible to investigate possibilities of personality potential of overcoming for professional crises the school leaders.

**The aim of the article** consisted in research of levels of psychological features for personality potential, just overcoming of professional crises by schools leaders.

**Main results and discussion.** Inves-tigating this range of problems it would cost to expose a concept "potential" and "personality potential". In scientific literature a concept "potential"

(from lat. potentia - force) is examined as sources, possibilities, facilities, supplies, which can be resulted in an action, used for a decision be what task at the achievement of certain goal [4, p. 550]. During studying of this problem was researching the scientific works of H. Kostuk, S. Maksimenko, S. Rubinstein, D. Leontiev.

The main in their researches was a question which appeared a basic idea about possibility of untapped psychical backlogs that able to activated under act of certain terms [6, c. 78].

In scientific literature a concept "potential" is examined in different scientific schools differently. In acmeology, richly in content represents essence of two general acts: firstly, law of self-expression of personality in a profession, secondly, law of personality-professional development and increase of personality potential (A. Derkach); as the psychological phenomenon that describes reasons and capabilities of personality integrally (V. Markov); in humanistic psychology, it development of personality is related to realization of her possibilities, capabilities; at actionable approach, specified, that potential doesn't exist in itself as some essence isolated from activity, but materializes in the different types of human activity (B. Ananyev, S. Rubinstein, D. Leontiev, D. Uznadze, so on) [12].

Also well-known researches of authors [10; 11; 14], where personal potential examined through description of certain structural components, for example: cognitive (as a sphere of search of truth), moral (as a sphere of searching better) and aesthetic (as a sphere of search of beauty). Also to basic properties of potential, in opinion of authors, it is possible to take: closeness as saturation of value far that enriches human potential; power as energy with that a man distributes his potential; firmness as constancy and counteraction of external unfavorable influences; the system as efficiency of connections is between the constituents of potential; the productivity as human activity is in the achievement of the put aims; individuality as ability of individual to carry out self-development and find the adequate methods of self-realization for the potential [5].

Deserves attention of determination of concept "personality potential" personalities, offer D. Leontiev, that marks that the "personal potential is integral description of level of personality maturity. The form of display is the phenomenon of self-determinate

personality. Personality potential represents the measure of overcoming of the set circumstances personality, at least, overcoming personality by itself, and also up to a point those efforts, that help to work both on itself and above the circumstances of the life" [7, p. 145].

As Y. Belkov marked, there's inter-communication between ability of man to overcome vital events and by the use of resource base for the construction of executions` sequence; personality potential is an inseparable constituent of personality; it is the basic vector of development direction, its bar; specifies on base, individual description of personality, that is hidden, and realized at certain terms; the specific form of display of personality potential is overcoming of unfavorable terms of its development personality [1, p. 145]. Just the same description gives an opportunity to assert that any vital situation can be overcome due to internal backlogs of personality, that show up then, when it is needed by a critical situation.

Taking into account the above-mentioned and, taking into account the psychological features of administrative activity of specialist, personality potential of leaders can be defined as integral quality that determines a capacity for activation of internal resources (individually-psychological properties, states, capabilities, reasons), what allow to overcome the actual tasks of administrative activity in the situation of professional crises and assist the achievement of professional aims that have life sense, personality sense for the leader of school.

On results testing by means of methodologies there is the "Personality profile of crisis" (T. Taras) [9], questionnaires are the "Professional crises in activity of leader of school" (A. Moskalova) [10] it was succeeded to reduce descriptions of personality potential of overcoming of professional crises.

Everything in research was taken participation 2060 leaders of Ukrainian schools, that were up-diffused on groups after and by experience of work in position.

Statistical working of these results came true by means of package of statistical softwares of SPSS (version 21.0).

By a research aim after a questionnaire the "Personality profile of crisis" (p.3.) determination of capacity became for analytically-cognitive activity of leaders of school.

Such groups of leaders, that was distributed accordingly after such levels, are educed: subzero – 95,0 %, middle – 2,5 %, high – 2,5 %.

As a result of the conducted analysis of research for index of "Problem with cognitive-analytical activity" complication was set in activity of leaders of general educational establishments on such indexes: "complication of attention functioning", "complication of perception functioning", "complication of functioning of thinking", "complication of memory functioning".

The investigated was distributed after the levels of display of complications (high, middle, subzero).

It is educed that most leaders – it those "complication of functioning of attention" is educed in that – subzero (67,6 %), middle – 29,6%, high – 2,8%.

The groups of investigated are also educed with "complications of functioning of perception": subzero – 97,2 %, middle – 2,6%, high – 0,2%.

It is found out, that leaders have "complications of functioning of thinking". Their percent: subzero – 96,9%, middle – 3,0%, high – 0,1%.

Certainly also leaders that is incorporated in groups with obvious complications of functioning of memory on levels : subzero – 97,4%, middle – 2,3%, high – 0,3%.

An analysis of results of levels of researching index from personality profile of leaders` crisis of general educational establishments is depending on experience of work in position. In relation to violations of cognitive-analytical activity meaningful results are educed on the indexes of "complication of thinking functioning" and "complication of memory functioning". Let`s describe results on the index of "complication of functioning of thinking". The amount of investigated was distributed thus depending on experience of work in position: '1 to 10 years" is a low level – 98 %, middle – 2 %, high – is absent; '11 to 25 years' is a low level – 95,7 %, middle – 4,1 %, high – 0,2 %; "26 and more than years" is a low level – 95,9 %, middle – 3,9 %, high – 0,2 %.

So it was researching meaningful differences on the index of "complication of memory functioning": '1 to 10 years" is a low level – 98,6 %, middle – 1,4 %, high – 0,1 %; '11 to 25 years' is a low level – 98,2%, middle – 1,6 %, high – 0,2 %; "26 and more than

years" is a low level – 93, 5 %, middle – 5,8 %, high – 0,7%.

That`s why, violations of cognitive-analytical activity specify that the personal profile of crisis depends on experience of work in position, is characterized a presence at some part of school leaders by violations of cognitive-analytical activity depending on experience of work` position which influence on complication of functioning of thinking and memory.

By a research aim after a questionnaire the "Professional crises in activity of school leader" (10; 11) the exposure of the ability sent to understanding the leaders of professional crises and methods of their overcoming became.

Analysis of understanding the schools leaders` maintenance of understanding psychological features of personal crises. The Content-analysis of respondents` answers showed that on the whole their knowledge can be distributed on five groups: among investigated majority (38,9 %) right answers can not give, that specifies on a "imperfect" level; a "weak" level (10,5 %) is those respondents that try something to answer; "mediocre" level (25,9 %) - it those, that fragmentary describe the state of people that are in a crisis the words; a "moderate" (24,1 %) level is those leaders that give determination almost correctly, however clearly and confusedly, or not independently; only 0, 6 % respondents are capable clearly and confidently, without vibrations give these determinations, describe maintenance and essence of this fact between investigated majority (38,9 %) right answers can not give, that specifies on a "imperfect" level; a "weak" level (10,5 %) is those respondents that try something to answer; "mediocre" level (25,9 %) – it those, that fragmentary describe the state of people that are in a crisis the words; a "moderate" (24,1 %) level is those leaders that give determination almost correctly, however clearly and confusedly, without vibrations give these determinations, describe maintenance and essence of this concept.

Thus, actually such state of businesses ought to be thoughtful above a problem and work on development of subjects, that would give possibility to get knowledge of maintenance and essence of concept "personality crisis" leader of school. It will optimize activity of school leaders , that on certain reasons got in the situation of

personality crisis and will assist the early exposure of signs that will help to understand both with the personality, and by the problems of other people.

The analysis of ability of leaders of schools to find out knowledge in relation to the types of personal crises. Ready results in relation to the types of crises of personality gave possibility to educe that although most leaders of schools educed knowledge "middle" (44,4 %) and "moderate" (19,8 %), however on the second city leaders that have indexes of "imperfect" (27,2 %) and "weak" (8,0 %) levels. And only the negligible quantity of leaders of schools showed a "sufficient" (0,6 %) level concerning ability of classification of personal crises.

It follows marks also, that to the third part (35,2 %) of respondents it was difficult to give answers for the put questions, that can testify, to our opinion, about absence for them theoretical knowledge about the crises of personality or lack of ability to form the answers.

Thus, absence is educed for the leaders of educational organizations of ability to classify the crises of personality.

An analysis of presentations of leaders of schools is in relation to understanding of essence of concept "professional crisis". Research showed a low level to the awareness of school leaders in relation to understanding of essence of concept "professional crisis".

Yes, among a general amount the investigated school leaders are educed that the third part (35,2 %) have a "mediocre" level of presentations, yet one-third - "moderate" (32,7 %), and other are a "imperfect" (17,3 %) and "weak" level of knowledge. Only 1, 2 % respondents showed the "perfect level" of understanding of concept "crisis of personality".

Thus, it is possible to draw conclusion that a concept "professional crisis" to personality is not actual for the leaders of schools, that is why answers of them are incomplete and "partly correct".

Almost absence of respondents, that would educe the "perfect" level of understanding essence of concept "personality`s crisis" specifies on a necessity additions to knowledge, that will help to adapt oneself in the conditions of economic for social transformations.

Analysis of answers that give possibility to estimate the level of self-appraisal knowledge

in relation to the methods of overcoming for professional crises the leaders of schools. The answers of the investigated school leaders showed that on the whole their knowledge in relation to the methods of overcoming for professional crises might be united on such indexes:

- the first group was entered by those, that consider that they are "difficult to answer" (31,5%);
- the second group was entered by those, that consider that they "know and use" in different ways overcoming of personal crises (24,1 %);
- the third group was entered by those, that consider that they know how to move itself during a crisis, they answered - "yes" (20,4 %);
- the fourth group was entered by those that does not know how to move itself in a crisis, they answered - "no" (14, 8 %);
- the fifth group was entered by those that consider, that didn` t "begin" to think of by this question (9,3 %).

Full results specify on that answers to most leaders of schools (55, 6 %) are such that is apt to destructive strategy of behavior in a professional crisis. They or "don` t began to think" of by this question, or in general doesn` t know how to manage with such mental condition, or can` t correctly explain that takes place.

Thus, it is found out, that half of the investigated respondents didn` t begin to think of by this problem, or for them it isn` t actual.

Analysis of answers for the put question in relation to a desire to lay hands on the methods of the structural overcoming of professional crises also gave possibility to distribute investigated on groups: most leaders (83,3 %) spoke out affirmative; other specified "rather so, than no" (14,8 %); other answered that they are "difficult to answer" (1,9 %).

Thus, such answers of leaders however specify on that the problem of professional personal crises was accepted and realized by them. The obtained date testify that the school leaders, to our opinion, have an imperfect level of development for understanding of overcoming of personal professional crises.

## Conclusions

Thus, taking into account the got results of researching the personal potential of overcoming of personal professional crises the school leaders have an imperfect level of development. The author sees prospects of further development in realization of gender analysis, researching specific of personality potential for the school leaders in relation to readiness to the structural overcoming of professional crises.

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