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Psychological Barriers in College Teacher's Career "Helping Professions".

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ABSTRACT

There is an evidence that the teachers of secondary education have a high risk of professional burnout syndrome. It is necessary to identify the psychological factors of professional burnout of teachers of vocational education institutions. All the 70 teachers are secondary vocational education (vocational schools) (Average age $37,36 \pm 1,23$ years). Used: methods of diagnosis of professional burnout (MDPB) (Maslach C., Jackson C.); technique "attitude and professional" burnout; diagnostic method of coping mechanisms E. Heim; Freiburg Personality Inventory; method of diagnosis of interpersonal relations T. Leary; rapid method for the study of social and psychological climate in the team. It was found that a high level of professional burnout was typical for 30% of teachers. Burnout manifested emotional exhaustion, tension in the work, reduced job satisfaction and assessing its significance. There was a relationship between factors of professional burnout among teachers. Low stress levels were correlated with an aggressive type of attitude towards people, unfavorable socio-psychological climate in the team, lack of professional development and self-improvement, the tension in the work, low self-esteem quality. For psychological factors of professional burnout of teachers it is included: individual and personal (emotional instability, low stress levels, the use of non-constructive coping strategies); socio-psychological (authoritarian and aggressive type of attitude towards people, unfavorable socio-psychological climate in the team), organizational and psychological factors (lack of professional development and self-improvement, the tension in the work, low self-esteem quality of work).

Keywords: psychological factors, psychological barriers, educators, institutions of secondary vocational education.

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INTRODUCTION

The new Law "On Education" in its level gives different treatment than before. According to the Law, vocational education covers only secondary specialized educational institutions, as opposed to schools or universities. This fact has determined pedagogical groups of schools, technical schools, colleges, their position nowadays, which, however, does not prevent the State to combine them with each other or with universities, thereby lowering the status of vocational education institutions. At the same time, the organization of secondary vocational education (SVE) has formed the most stable and educational groups, most of which have remained outside the attention of scientists. One of the main reason for the difficulties of such organizations - psychological barriers, which, as shown by this article are hidden, invisible factor inhibition professional career. It is necessary to identify the factors that influence on the career college teacher "helping professions" - individual psychological, social, psychological and organizational psychology - depending on the stage of professional life.

METHOD

In our study, participated a valid college "helping professions" for 72 people - 10 men and 62 women. Among these teachers, women with experience of 1 to 10 years accounted for 32 people; from 11 to 20 years - 16 people; over 20 years - 14 people. Men due to the small sample into separate groups didn't change. All study participants were tested four times: Diagnosis coping mechanisms E. Heim (Elvira and Tuhtarova, 2003); Diagnosis of interpersonal relations T. Leary (Sobchik, 1990); study of the socio-psychological climate in the team O.S. Mikhalyuk and A.Y. Shalyto (Raigorodskii, 2004); technique V.A. Vinokur study of attitudes towards work and professional burnout (PRRA) (Vinokur, 2012) (Table. 1.5).

In characteristic's instruments used during the tests notes the following:

- Diagnosis coping mechanisms E. Heim, let you explore situational-specific variants of coping (behaviors to respond to a difficult situation to deal with stress), distributed according to the three main spheres of mental activity on cognitive (preconception, case analysis, etc.), emotional and behavioral coping mechanisms (Polyakov, 2013). We studied the emotional barrier using this technique;
- Method of diagnosis of interpersonal relations T. Leary, designed to study the structure of interpersonal and intrapersonal relationships, in our case, is designed to study the barrier of understanding;
- Rapid method for the study of socio-psychological climate in the team O.S. Mikhalyuk, A.Y. Shalyto, reveals the emotional, behavioral and cognitive components of the relations in the team. By means of this technique it has been studied intellectual barrier;
- Method of "attitude towards work and professional" burnout "(PRRA) (Vinokur, 2012; Vodopiyanov and Starchenkova, 2011) reveals certain emotional reactions and styles work attitude among educators. It allows you to determine the psychological barrier of the individual and community;
- The correlation processing of the materials by means of statistical software package "SSPS Statistics 20" made it possible to identify and determine the location of individual psychological, social, psychological, organizational and psychological factors in the emergence of psychological barriers in the activities of college's teachers "helping professions."

RESULTS

We consider the factors highlighted as evidence of psychological barriers in the team. The definition, the psychological barriers – "conscious and unconscious difficulties and obstacles (general psychological and socio-psychological) that occur between individuals which react with each other in psychological contact" (<http://edu.dvgups.ru/>).

Psychological barriers are classified as follows:

- Emotional barrier.
- Barriers to understanding.
- Intellectual barrier.
- Barriers to the individual and society (Ageev, 2009).

Emotional barrier arises as a consequence of the interaction of motivational components when the other party is not interested in the above considerations, which do not affect its own needs, do not cause motivations for understanding. This includes factors of temperament, style of communication, negative emotions. Thus, in the manner of communication, becoming a psychological barrier, called dominant, nondominant (victimization), mobile, rigid, extroverted, introverted.

Nowadays the understanding of these barriers grows, usually at the first contact and is associated with the aesthetic evaluation of the interlocutor. The first impression of a man consists, first of all, in his appearance, demeanor, style of clothing. Of course, "escorted to the mind", but there is still "dress for success". Appearance is always largely determined by in relation to man, especially in the range of unfamiliar people.

The most complex of the designated - the absorptions of intellectual barrier and emotions, and understanding as a result of previous events. This social intelligence has particular importance in adolescence. It has been found in the work N.V. Ageeva (Ageev, 2009) who studied the psychological barriers to listening foreign speech in late adolescence, which coincides with the first year of high school, when this type of activity arise conditions that hinder the full manifestation of personality, reduce its activity, both in the intellectual and practical field, hinder her creative expression. Source, producing status data, called the psychological barriers that cause the experience of complexity, non-standard, contradictory situation.

From this stand barriers individual and society, we can mark two points:

1. The mental state of the person, improper requirements of the current situation (tension, euphoria). The reasons may be especially in the character of the individual.
2. The identity of a member of the community that is closed to other communities; in this case, such a feature is common to many individuals of this community.

Typically, employers in manufacturing prefer experienced workers who are fluent in professional skill. However, in the field of vocational education, which has as its object the impact of the students who do not sufficiently understand the psychological price for the activities of the teachers. And it turned out to be a rather high and associated with relationships within the team, staffed by young and middle on seniority, and experienced teachers with experience of over 20 years. In addition, the "helping professions", which is dominated by services, the situation is even more complicated. Note that under the service we understand such exercise activities in which the production of goods and consumption coincide in time (Barankin, 2014).

You can see how methodically during a professional career, due to the accumulation of professional experience, associated with the experience, disturbed ecology organization, which is defined the growing tension in the work and a reduction in the degree of satisfaction and its significance for the teacher. The only criterion that experienced declines, it is a need for assistance and psychological support co-workers, what is evident, because of the growing of the professional experience of the teacher and his desire for autonomy in their own business. Surprisingly, men, despite their small numbers, support their own status in the organization, reminding environmental characteristics of young teachers.

Turning to psychology, we note that the experience is not a good assistant and a total self-evaluation and professional development, self-help instructor MDPB. Here again we can see the advantage of youth, except for the curious criterion "professional perfectionism" as a belief that perfection as his own and other people is the goal to which man should aspire. Sometimes perfectionism called "syndrome honors" - because of the desire to do everything in life as "excellent". Being at school and college age this behavior more typical for the girls because of their greater tendency to follow social norms, but it can develop in young people (Granovskaya and Bereznyaya, 1991; Soua and Sarah, 2013).

Professional career that extends beyond the ten-year experience, becomes a social obstacle for reaching the next generation of teachers. And even resistance to the adverse effects of the male part of the team due to the small number cannot give cause for optimism in terms of the psychological climate. We can say that we have the intellectual and psychological barriers that seriously restrict the collective achievement of the College "helping professions".

Table 1: Averages of the prevailing research coping mechanisms of the teachers using the technique of E. Heim

Groups of subjects	Cognitive coping strategies					Emotional coping strategies					Behavioural coping strategies				
	ignoring	humility	preservation self-control	problem analysis	perplexity	protest	suppression emotions	optimism	aggressiveness	distraction	altruism	Constructive Activity	retreat	cooperation	
Women with experience 1-10 years	0	0.22	0.78	0	0	0	0.23	0.78	0	0.12	0.25	0.53	0	0.09	
Women with experience of 11-20 years	0.31	0.06	0.25	0.25	0.12	0.25	0.25	0.25	0.25	0.19	0.06	0.19	0.44	0.06	
Women with experience of over 20 years	0.33	0.08	0.08	0.50	0	0.17	0.33	0.08	0.42	0.58	0	0.08	0.33	0.08	
Men	0	0.30	0.70	0	0	0	0.30	0.70	0	0.10	0.20	0.50	0	0.20	

Table 2: The mean values of the results of studies of the structure interpersonal teacher's relationships according to the method of T. Leary

Groups subjects	Authoritarian	Selfish	Aggressive	Suspicious	Submit	Dependent	Friendly	Altruistic
Women with experience 1-10 years	5.1	1.4	0.8	1.6	3.4	3.1	7.7	7.3
Women with experience of 11-20 years	4.3	5.2	5.4	5.5	5.9	4.1	5.6	5.0
Women with experience of over 20 years	4.4	6.3	5.7	6.0	5.8	3.4	5.3	4.7
Men	5.5	1.7	0.9	1.6	2.6	2.5	8.5	7.5

Table 3: The mean values of the results of the study of social and psychological climate in the teaching staff by the method of O. Mikhalyuk and A.Y. Shalyto

Groups of subjects	Emotional component	Cognitive component	Behavioral component	Lump sum
Women with a hundred-us show 1-10 years	0.43	0.25	0.34	1.09
Women with experience of 11-20 years	-0.79	-0.14	-0.13	-0.27
Women with a hundred-us show for over 20 years	-0.36	-0.20	-0.25	-0.67
Men	0.39	0.22	0.37	0.99

Table 4: Summary table of the results of the study of attitudes to work and professional burnout among teachers of the method V.A. Vinokur (PRRA)

Number n \ n	Group of subjects, the work experience	Scale									
		Emotional exhaustion	Rated Voltage in	Decrease in job satisfaction and assessment of its significance	Professional perfectionism	Total self-esteem	Self-evaluation of quality jobs	Help and psychological support colleagues in the	Professional development and self-improvement	Health and general adaptation	Integrative index of professional "burnout"
1	F, from 1 to 10 years	40.7	41.4	51.27	52.63	53.7	52.73	51.84	64.93	63.58	52.47
2	F from 11 to 20 years	57.6	58.32	40.61	59.17	47.3	45.77	40.39	55.49	42.76	49.65
3	M, of 21 or higher	59.9	61.97	36.80	59.93	46.8	43,95	36.32	53.37	37.62	48.47
4	Husband	40.9	41.91	52.07	53.26	52.8	52.86	52.27	63.66	62.77	52.45

DISCUSSION

Let us turn to the study. They clearly demonstrate that a professional tone in the organization remain just starting college professors MDPB, as well as their male counterparts. Experienced teachers with more than 10 years experience, their feelings are changing for the worse. Moreover, in the long-term dynamics we can see escalating excessive stress in professional activities in a chronic condition that can lead to long term and leads to emotional burnout (Vodopiyarov and Starchenkova, 2011; Polunin, 2009; Freudenberg, 1974; Hillert et al., 2013; Maslach, 2003; Shmeleva, 2013; Swietochowski, 2011; Wegner et al., 2011; Zhang et al, 2014). Turning to the specific data, in terms of the prevailing dominant coping mechanisms (Table. 1) of the total number of results only knocked fifth (confusion) and last (cooperation) scales. In the first case, one in ten women, with an average experience of pedagogical activity, experiencing difficulty in choosing intelligent solutions in a stressful situation, and in the second case, two of the ten male subjects as an argument chose a behavioral strategy of cooperation; women here at any seniority look less convincing. The rest of the young teachers, women, and men have a clear advantage over their more experienced female colleagues. In other words, the MDPB college experienced teachers in the event of acute situations do not just help their novice counterparts, but also act for them an insurmountable psychological, emotional barrier.

If we talk about the barrier of understanding, the situation is even more acute (Table. 2). In this case, the artifact has an effect only on the scale of "authoritarianism", in which young female teachers with the men demonstrate a higher, in comparison with experienced teachers, the level of claims. In all probability, this result is still lingering ambitions in professional activities. The data categories of subjects retain high quality of interpersonal relationships that have a mutual understanding, and in cases requiring friendliness and altruism. When it comes to selfishness, aggression, suspiciousness, obedience and dependence, we cannot speak about understanding, as experienced teachers include here the whole arsenal of negative arguments. Young teachers, just like their male counterparts, have no choice as to encounter another psychological barrier - understanding, more precisely, the lack of understanding experienced themselves professionals.

Next psychological barrier - intellectual - also remains irresistible to young people. This is evidenced by the weakness of social intelligence, which can be quite accurately measured by a technique of studying the socio-psychological climate O.S. Mikhalyuk and A.Y. Shalyto (Table. 3). You can see that teacher's career has serious limitations in the face of experienced professionals. This statement applies to the emotional and cognitive, and behavioral components of psychological climate, as well as their total. The last of the psychological barriers - the individual and the society - have been studied by questionnaire "attitude and professional" burnout "(APB) V.A.Vinokur (Table. 4). Again, we see a pronounced psychological barrier due to the state of the most experienced of the group. The methodology used to evaluate a single glance the environment and health psychology subjects as members of the teaching corps MDPB. In this environment on a scale of "hard work", "decrease in job satisfaction and assessment of its significance", "assistance and psychological support for co-

workers". Psychology can be presented on next scales "professional perfectionism", "total self-esteem", "professional development and self-improvement". Finally, health, primarily mental, can be determined by the scale of "emotional exhaustion", "health and general adaptation", "integrative index of professional burnout". Particular concern is the health of teachers MDPB. Mental criterion of "emotional exhaustion" teachers look simply "on the brink", which can not but affect the quality of the educational process in college. However, in terms of "health and general adaptation" stazhisty, and the middle and around retirement age have an advantage over young people and men who, accounting for about half of the teaching staff, are likely to have difficulty in dealing with "heavyweights" dictating their own style professional life. This could not but affect the integrative index of professional burnout, in which young teachers, both women and men were prone to premature professional deformation (Vasjukova and Klimenko, 2011; Raigorodskii, 2001; Strelkov and Safoshin, 2014; Llorens et al., 2007; Mauno et al., 2007). Apparently, this factor seems lead to deviations in the environmental and psychological state at the culmination of a professional career.

The question is: "What should I do?". The answer data (stored in the correlation analysis Table. 4), allows us to determine an integration result value and the individual scales, and the individual factors. Here we have three groups of factors: individual psychological, social, psychological, organizational and psychological.

You can watch the special importance of organizational and psychological (57 statistically significant correlations) and socio-psychological parameters (54 statistically significant correlations), whereas individual psychological - 45. However, among all the parameters of the absolute primacy hold "The climate in the team" (14 statistically significant ties) from the category of social and psychological factors. All these are also included in this unit altruism and obedience (12 statistically significant associations). Note also that the climate in the team has a total value and it entered in the individual psychological and organizational-psychological and socio-psychological factors. Interestingly, all the social and psychological criteria only authoritarianism remained among the lowest values.

You can select a positive relationship with the general psychological climate severity of stress (0,63); self-preservation (0,45); optimism (0,45); friendliness and altruism (by 0,55); decrease in job satisfaction (0,76); self-assessment of quality of work (0,59); professional development and self-improvement (0,62); index professional "burnout" (0,68). Artifacts in the data are two: a positive association with decreased job satisfaction index and professional "burnout". In the first case, we can assume that a favorable psychological climate relaxes employee prevents from giving everything in the second - excessive dedication makes it a workaholic with consequences.

Among the negative relations climate in the team, you can mark a retreat (-0,54); aggressiveness (-0,60); obedience (-0,54); emotional exhaustion (-0,64) and the tension in the work (-0,64). Each negative correlation is not surprising, they are quite natural and do not contain data that could be attributed to artifacts. Nevertheless, we note once again the greatest correlation weight among all the studied parameters (0,76) climate in the team with a decrease in job satisfaction.

Overall, our study helps to explain the occurrence of psychological barriers, when entering the working young professional team could be under pressure experienced colleagues. This fact causes an increase mental stress that could be a minor beginning of the end his/her professional career. Psyche may struggle with potential deformations. Initially, it weakens the activity, limits the communication, openness and balance. Then reducing of the professional claims to elementary, high school preparation blocking achievements. In the following we can include "emotional burnout", which alienates from professional activities. Ending all violations of environmental workforce leads the general weakening of his psychology and mental disabilities, and behind it and the physical health of the staff of educational services. In the end, we can notice the falling of productivity, efficiency and profitability of pedagogical work.

CONCLUSION

- Psychological barriers are a major factor weakening the movement of each employee's College "helping professions" on the career way. This circumstance makes itself feeling on an emotional level, including in the work in the same barriers. And the main among them is optimistic young teachers and aggressiveness of teachers with experience. Natural to assume that the resistance of experienced teachers as-

sertiveness youth inevitably turns into emotional barriers, although young teachers trying to get around them, put forward as arguments rationality and self-constructive activity behavior.

- Understanding also present problems growing out of interpersonal relationships, which are present in the team. Again, professional experience plays a negative role, because it leads to the substitution of friendship and youth altruism on selfishness, aggressiveness, suspicion, dependence of experienced mentors. The young have no choice as guided by authoritarianism, testifying to the unsatisfied ambitions.
- The package of psychological barriers occupy a prominent position intellectual problems. They grow from a breach of the social and psychological climate, reflected on social intelligence. In this disorder the most experienced teachers are not only affecting cognition, but also emotional and behavioral sphere. Interestingly, the young women teachers, just as the male part of the team are on the opposite position of positive persuasion.
- Finally, the distortion of the relationship of the young teaching staff and the "heavyweights" of the profession leads to the violation of environmental methodical organization, its psychology and reduce team's health members. Experienced teachers at the same time reject the help of colleagues and close within the day to day activities. Young teachers also indulge in perfection, unlike young teachers that age more claim to leadership. However, such an intention blocked matured emotional exhaustion and growing cynicism with regard to their profession.
- Data correlation analysis shows that the most effective means of preventing psychological barriers are arrangements based on maintaining a favorable psychological climate in the team. In this case, the experience of pedagogical activity is transformed from a brake career professional in its engine.

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