

Occupational risks of personal deformities and psychological distress of evening school teachers

Golina Lyubov Nikolaevna
Department of Psychology
Volgograd Institute of Management -
branch of the federal state budgetary
educational institution of higher
education "Russian Academy of
National Economy and Public
Administration under the President of
the Russian Federation"
 Volgograd, Russian Federation
 golina-ln@vlgr.ranepa.ru

Vodopyanova Nataliya Evgenevna
Department of psychological support of
professional activity
Federal State Budgetary Institution of
Higher Education "St. Petersburg State
University"
 St. Petersburg, Russian Federation
 vodop@mail.ru

Zinovyeva Dina Muratovna
Department of Psychology
Volgograd Institute of Management -
branch of the federal state budgetary
educational institution of higher
education "Russian Academy of
National Economy and Public
Administration under the President of
the Russian Federation"
 Volgograd, Russian Federation
 zinovyeva.dina@yandex.ru

Annotation — *The article discusses the analysis of occupational risks in the activities of an evening school teacher and presents the results of an empirical study of professional and personal deformations and a decrease in the welfare of teachers in "open" and "closed" evening schools*

Key words - *deformations, professional burnout, psychological well-being, professional activity, evening schools, teachers.*

I. THE ACTUALITY OF THE RESEARCH

In connection change the political system of the state in the 90s evening schools designed to train working youth were also redeployed to training maladaptive adolescents. This profile they keep to the present. The introduction of professional standards determine the requirements for teaching staff which are applicable to evening school teachers. The current system of prevention of occupational risk for secondary school teachers has low efficiency for evening school teachers, i.e. it does not take into account the specifics of their professional activities.

II. THEORETICAL BASIS OF RESEARCH

Personality and profession are closely related. Choosing a profession a person strives to develop his own qualities and realize himself through becoming a specialist. A significant role in the development of personality belongs to the professional activity. In the process of becoming a professional, the development of professional-important qualities and self-awareness takes place, as well as the acquisition of necessary experience. At least the third part of our day we spend at work, thereby the most pressing is the problem of personality deformations under the influence of professional activity.

The works of a number of Russian and foreign scientists are devoted to research of professional deformation, burnout and psychological well-being of the individual (Orel V.Ye., Zeer E.F., Beznosov S.P., Vodopyanova N.E., Gusteleva A.N., Tikhonova I.V. , Nenart E.O., Zhalagina T.A., Rogov EI, Ruth EI, Kartavaya Ye.S., Maslach C., Warr P., etc.).

Psychological features of functioning in the evening school are examined in the studies of N. Klevtsova, S. G. Vershlovsky, N. E. Matveeva, and V. Litvinova.

E.I. Rogov defines professional deformations of an individual as changes arising under the influence of professional activity. These deformations are manifested in the definition of labor as the only decent form of activity, as well as in the manifestation of rigid role stereotypes. A distinctive feature is the inability to transform behavior under changing conditions and the transfer of unproductive methods of actions and experiences in the time off work [5, c. 136-138]

S. G. Hellerstein defines professional and personal deformations as persistent changes that occur as a result of professional activity and are negative for an employee's physical and mental state [4].

The study of domestic scientists proved the interrelation of professional health and well-being, which is defined as an integral indicator of a person's positive functioning in the professional sphere, including emotional, cognitive and behavioral components, and determines a person's attitude to himself as a professional and to his professional environment and organizational context [1].

Despite a comprehensive analysis of the problem of professional deformation and psychological distress, teachers of evening schools, as a category of socio-psychological analysis, are not studied.

At present, there are less than 700 independent evening schools in Russia. Most of them are in the process of reorganization or liquidation. Evening schools can be divided into two types: open and closed. Evening schools of the "open" type are general education institutions that operate in accordance with federal state educational standards, subject to uniform requirements for graduates and professional activities. Evening schools that operate at correctional institutions of the Federal Penitentiary Service are referred to as "closed" institutions. [2].

III. EMPIRICAL RESEARCH

An empirical study was conducted to determine the characteristics of professional-personal deformations, professional burnout and reducing the professional health of evening school teachers.

A. Sample study

The study was attended by teachers of evening schools of the Volgograd region and the Republic of Kalmykia. The sample consisted of 212 teachers. Among them:

- 69 teachers of “open” type evening schools (23 men and 46 women). Age of respondents varies from 22 to 73 years ($50,20 \pm 1,59$; $SD=12,34$). Total work experience ranges from 1 to 51 years. ($26,10 \pm 1,59$; $SD=12,35$), experience in the organization from 1 to 34 years ($12,80 \pm 1,15$; $SD=8,89$).
- 43 teachers of “closed-type” evening schools (22 men and 21 women). The age of the subjects varies from 29 to 73 years ($47,55 \pm 1,69$; $SD=10,69$). Total work experience from 3 to 52 years ($25,28 \pm 1,88$; $SD=11,90$) and work experience in the organization from 1 to 36 years ($10,25 \pm 1,05$; $SD=6,66$).
- 100 day school teachers (26 men and 74 women). The age of the subjects varies from 22 to 65 years ($42,35 \pm 1,39$; $SD=8,69$). Total work experience from 1 to 42 years ($19,18 \pm 1,68$; $SD=11,60$) and work experience in the organization from 1 to 36 years ($16,25 \pm 1,05$; $SD=5,42$).

B. Methods and procedures

In order to identify the risk of deformation, an analysis of professional standards and requirements was used a professional burnout questionnaire N.E. Vodopyanova, “Professional Health” Questionnaire (G.S. Nikiforov, R.A. Berezovskaya, N.E. Vodopyanova, E.S. Starchenkova), Methodology “Evaluation of professional well-being (IESB)” (E.I. Ruth, R. A. Berezovskaya), Questionnaire “Style of self-regulation of behavior” (V.I. Morosanova), author's questionnaire “Features of occupational risk in the activities of an evening school teacher”, Methods of diagnosis of professional deformation of a teacher's personality (V.E. Orel, S.P. Andreev), Identification of life values of the individual (Must – test) (P.N. Ivanov, EF Kolobova), Diagnostic Technique Key socio-psychological personality settings to the need-motivational sphere (OF Potemkin).

The methods of mathematical-statistical data processing were used during the analysis of the research results: descriptive statistics, Kruskal-Wallis criterion, Spearman's rank correlation coefficient, regression analysis.

C. Analysis of occupational risks in the professional activities of an evening school teacher

A preliminary study of the specifics of the professional activities of evening school teachers was conducted on the basis of educational institutions of the “open type” of Volgograd. The main risk factors in the professional activity of an evening school teacher were identified as a result of questioning and interviewing teachers.

1) *The complexity of the student contingent.* One of the categories of pupils in evening schools is underage students who were transferred for a number of socio-psychological reasons: social maladjustment, deviant behavior (juvenile

committee accounting, conviction and leaving home), absenteeism without good reason. The second category is adult students who combine study with work and have their own families. Teaching among adolescents is an additional stress factor. [3].

2) *Lack of interaction with students' parents.* In most cases, parents have low pedagogical competence and are not ready to take part in the life of their own child. In the conditions of the broken parent-child relationship, the teacher becomes a significant adult who takes on additional responsibilities that are not related to educational activities.

3) *Role conflict.* The evening school teacher combines the performance of official duties in several areas: administrative and methodological work, classroom management, teaching of several academic subjects. As a result, there is a shift in professional roles and a decrease in the efficiency of the activity.

4) *High probability of liquidation or reorganization.* The effectiveness of the educational organization and the professionalism of the teacher is evaluated in accordance with the rating, which includes the success of the development of educational programs, the results of the USE, participation in international competitions, etc. Ineffective institutions are under threat of liquidation, which creates a threat to the psychological well-being of evening school teachers.

5) *Lack of consideration of the specifics of the educational institution.* Despite the fact that according to the regulatory documentation the evening school is a general educational institution, it requires a specific attitude to itself. So, there are no specialized curricula focused on full-time and part-time education, teachers of evening schools are not eligible for early payment and surcharges for the specifics of the contingent are abolished in institutions.

6) *Lack of socio-psychological and methodological support.* In a number of institutions, the socio-psychological service is almost completely absent, or the psychologist performs these duties with minimal pressure. The lack of specialized courses and adaptation programs forces teachers to independently solve the difficulties of interaction in the “school-teacher-difficult student” system.

IV. DESCRIPTION OF RESULTS OF THE RESEARCH

A. Results of comparative analysis between samples

Comparative analysis of the results of the samples allows us to characterize teachers of various types of schools from the position of manifestations of professional deformations and the prevalence of socio-psychological characteristics, attitudes and values of the individual.

According to the results of the “Professional Health” questionnaire, it was obtained that the teachers of day schools have a higher level of general health and they make less effort to maintain it.

Teachers of open-air evening schools have lower levels of health on the “Psychological Well-being” scale, which may indicate the presence of negative factors, a situation in their professional activities.

In institutions of a closed type (evening schools for correctional institutions), despite a reduced level of health, there are high levels of physical and mental indicators.

Thus, the results show that the worst indicators of health and psychological well-being, accompanied by low mental and physical performance, are observed among teachers of evening open schools.

Statistically significant differences between teachers of day and evening schools for the components of professional burnout were revealed according to two scales: "Depersonalization" (0.007) and "Reduction of professional achievements" (0.019). High rates among evening and open-school teachers indicate a more pronounced indifference and suspension from professional duties and possible negativity in the labor activity. These results confirm the assumption that in the professional activity the teachers of these institutions are highly susceptible to professional burnout. There are several explanations for the results obtained. Firstly, evening school teachers are on average older than teachers in day-time institutions and, accordingly, have more professional experience. Professional burnout develops in the process of performing work and the longer it is, the higher the risk of its development. Secondly, it can be assumed that the specificity of work in an institution can be a predictor of the development of depersonalization: the characteristics of a contingent, role conflict, instability of an organization, etc.

According to the scale "Reduction of professional achievements", it was found that teachers of evening closed schools are more satisfied with their professionalism and productively evaluate the results of their work.

Despite the fact that no significant discrepancies were found on the "professional strain index" scale (Methods for diagnosing professional deformation of a teacher's personality), there is a trend of differences between samples on the "authoritarian" (0.009) and "rigidity" scales (0.001). Teachers of evening closed schools are more authoritarian, they seek to subordinate their interlocutor and partner in interaction to their attention. This reflects the peculiarities of the interaction between the teacher and the student in the prison setting.

For teachers of evening open-type schools deformation processes are manifested in the development of rigidity as the impossibility of correcting a planned action plan in the face of changes.

The absence of significant differences in the evaluation of the professional deformation index may indicate that employees of all organizations are equally affected by the deformation processes, but its development factors may differ.

The study revealed differences in the style of self-regulation of behavior (Questionnaire "Style of self-regulation of behavior"). For example, day school teachers are more programmatic and independent. While teachers of evening open schools have less pronounced evaluation of the results of their own activities, and teachers of closed institutions (evening schools at correctional institutions) practically do not use self regulation as programming and have low flexibility in solving problem situations. The general level of self-regulation of behavior, which characterizes the formation of the individual system of

conscious self-regulation of arbitrary human activity, is dominated by day-time teachers.

In assessing the motivational and value sphere, it was found that teachers of evening open schools are oriented towards serving people. Teachers who carry out their professional activities in the conditions of correctional institutions are aimed at material success, power and influence on others, autonomy and wealth of spiritual and religious life. For teachers in day schools, it has been detected the significance of the value of safety and security and an orientation towards selfishness and power.

B. Results of correlation analysis

At the second stage, the analysis was carried out using the Spearman's rank correlation coefficient and revealed numerous interrelations within the sample of evening school teachers. We present the results of the correlation analysis in *a sample of teachers of evening open schools*.

One of the priorities of our study was the definition of the socio-psychological determinants that are in direct relationship with occupational health. The diagnostic method includes 6 scales, which allow to determine the following parameters of professional health: general health, chronic diseases, psychological well-being, effort, physical performance and mental performance. The overall indicator of the health of teachers in open evening schools is positively interconnected with a number of socio-psychological characteristics. Negative relationship with the scales of the "Professional burnout" method: emotional exhaustion ($r=-0.311$, with $p\leq 0.01$), depersonalization ($r=-0.491$, with $p\leq 0.01$) and the integral index of professional burnout ($r=-0.514$, with $p\leq 0.01$), indicates that employees with a low level of professional health have more manifested symptoms of professional burnout. Employees with a low level of professional well-being have less pronounced manifestations of emotional exhaustion ($r=-0.311$, with $p\leq 0.01$), expressed in a decrease in emotional tone, fatigue and satiation with work and depersonalization ($r=-0.353$, with $p\leq 0.01$). With these categories, physical and mental performance are in a negative relationship. Reduced performance is a consequence of the deterioration of the productivity of professional activities in connection with the formation of professional burnout.

The level of the general health of the respondents positively correlates with a number of life values. So employees with a high level of professional health are focused on safety ($r=0.282$, with $p\leq 0.05$), personal growth ($r=0.405$, with $p\leq 0.01$) and health ($r=0.437$, with $p\leq 0.01$). Employees with a high level of occupational health are less focused on the value of serving people ($r=-0.293$, with $p\leq 0.05$) this may indicate that the orientation towards helping others, often to the detriment of themselves, may contribute to a greater depletion of the body as a result, deterioration in the health of employees, which is confirmed by the negative relationship with the value of a rich spiritual culture ($r=-0.238$, with $p\leq 0.05$). Teachers of evening schools are focused on the value of "the feeling of pleasure" and have lower rates of professional health ($r=-0.238$, with $p\leq 0.01$).

In assessing the relationship of general health and self-regulation behavior, significant correlations with the "planning" scale ($r=0.324$, with $p\leq 0.01$) and "independence" ($r=0.249$, with $p\leq 0.05$) were revealed. Employees with a

high level of professional health are aware of the necessity to plan their own activities and are able to draw up an action plan, autonomously organize activities aimed at achieving the goal.

Statistical analysis revealed significant interrelations between categories of occupational health and risk factors in the professional activities of an evening school teacher. So, for employees with a low level of health from the position of destructive influence and reduction of professional performance are categories more significant are the categories "contingent features" ($r = -0.405$, with $p \leq 0.01$), "role conflict" ($r = -0.520$, with $p \leq 0.01$) and "instability of the organization" ($r = -0.293$, with $p \leq 0.05$). Difficulties of interaction with students who have difficulty in learning and behavior, socially-maladaptive adolescents and students continuing their studies in more mature age, coupled with the combination of several professional duties have a negative impact on the health of the teacher as a professional. The long-term negative impact of waiting for the elimination or reorganization of evening school is a negative factor for professional health.

Teachers of evening schools with a high index of professional deformation are not inclined to autonomy, to accept their professional success, while they are more focused on advanced training and are satisfied with the work in school.

When analyzing the relationship with the style of self-regulation of behavior, it was found that teachers with a high index of professional deformation have difficulties in planning their own activities ($r = -0.315$, with $p \leq 0.01$) and performance evaluation ($r = -0.517$, with $p \leq 0.01$).

Teachers of evening schools with a high index of professional deformation are more focused on serving others and have virtually no focus on personal growth.

In *the sample of teachers of evening closed-type schools*, significant relationships with a number of socio-psychological characteristics were identified.

The overall level of health is in inverse relationship with the scales of "contingent features" ($r = -0.468$, with $p \leq 0.01$) and "role conflict" ($r = -0.392$, with $p \leq 0.01$). Thus, teachers of evening schools of a closed type with a high level of professional health are considered less destructive factors in their professional activities to be a socially disadvantaged group of students and combining several duties within their labor.

Due to the specifics of the evening school at correctional institutions, teachers focused on "safety-security" need more effort to maintain health ($r = 0.361$, with $p \leq 0.05$), but they have higher rates on the scale of "mental performance" ($r = 0.414$, with $p \leq 0.01$).

Most significant relationships are based on physical health criteria. Due to the fact that more than half of the teachers who work in evening schools of a closed type are men, it can be assumed that the main criterion of health for them is their physical condition. Teachers with a high level of physical performance are less prone to professional burnout show great flexibility and have a number of value-semantic orientations. They are less focused on an individual approach, but expect recognition of the merit from the administration of the institution and focus on the social significance of labor.

In contrast to the sample of teachers of evening open schools, in institutions at correctional institutions professional well-being is directly dependent on satisfaction with professional achievements and the work at school itself.

C. Regression analysis results

To determine the influence of socio-psychological factors on the teacher's professional health, a regression analysis was performed.

As a result of the regression analysis, it was obtained four models of the influence of socio-psychological factors on the development of occupational deformations and reduced health among teachers of open and closed evening schools.

It was found that the decrease in the overall health of an open-type evening school teacher is due to the low level of planning (0.454; 0.01) and professional risks in the activities of the teacher: the features of the contingent (-0.306; 0.05) and role conflict (-0.418; 0.05).

The second model shows that the professional deformation index among evening school teachers is due to low autonomy (-0.035; 0.05) and the inability to adequately evaluate the results of their activities (-0.061; 0.01), i.e low severity of subjectivity.

The third model allows us to assume that the level of general health of the teachers of evening schools of a closed type is due to the influence of the characteristics of the number of students. Thus, employees of evening schools at correctional institutions are more susceptible to the influence of pupils with destructive, deviant, and delicate behavior (-0.236; 0.05).

The fourth model shows that the low index of professional deformation among teachers of evening closed schools is due to the high autonomy in professional activity (-0.203; 0.01) and positive relations in the team (0.047; 0.01).

V. CONCLUSIONS

The results indicate the importance of prevention of occupational risk factors and psychological distress. The identified risk factors should be taken into account in the formation of professional standards for evaluating the performance of evening school teachers, the introduction of specialized courses to improve the psychological and pedagogical qualifications and provide psychological assistance to teachers.

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