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**PSYCHOLOGICAL SAFETY OF THE EDUCATIONAL ENVIRONMENT
IN SECONDARY SCHOOLS AS A FACTOR OF INNOVATIVE ACTIVITIES
MOTIVATION FOR THE UKRAINIAN TEACHERS**

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The article deals with the problem of the correlation between the psychological safety of the educational environment of the school and the motivation of the Ukrainian teachers' innovative activity. The essence and basic signs of psychological safety of the educational environment of secondary schools are revealed. The insufficient level of psychological safety of the educational environment is shown for more than one third of Ukrainian teachers. The results of analysis of variance showed statistically significant differences in psychological safety of teaching staff by gender: males feel psychologically safer than female ($p < 0,01$); age and professional experience, with the growth of which teachers feel less safer ($p < 0,01$); positions: managers feel more psychologically protected than the teaching staff ($p < 0,01$). The data of the ANOVA of the features of the innovative activity motivation of teachers depending on the level of psychological safety of the educational environment are presented. The assumption about the psychological safety of the educational environment as an important condition for the innovative activity of the institution of secondary education is proved. It is stated that the safer the teachers feel, the more they are motivated to innovate, on the contrary, the resistance to innovations becomes much smaller ($p < 0,01$). The advisability of the development of the motivation of innovative activity of teachers is shown, taking into account the necessity of creating a psychologically safe educational environment.

Keywords: *educational environment, psychological safety, teacher, innovation, motivation, resistance to innovation.*

**SIGURANȚA PSIHOLAGICĂ A MEDIULUI EDUCAȚIONAL ÎN ÎNVĂȚĂMÂNTUL GIMNAZIAL CA
FACTOR DE MOTIVARE A ACTIVITĂȚILOR INOVATOARE ALE PROFESORILOR UCRAINIENI**

În articol este analizată interacțiunea dintre siguranța psihologică a mediului educațional și motivația pentru inovație la profesorii ucraineni. În acest sens, este dezvăluită esența și caracteristicile de bază ale siguranței psihologice a mediului educațional din învățământul gimnazial. Nivelul insuficient de siguranță psihologică în mediul educațional apare la mai mult de o treime din profesorii ucraineni. Rezultatele analizei varianței au demonstrat diferențe statistice semnificative în ceea ce privește siguranța psihologică a cadrelor didactice în funcție de gen: profesorii bărbați se simt mai siguri din punct de vedere psihologic, comparativ cu profesorii femei ($p < 0,01$); odată cu creșterea vârstei și acumularea experienței profesionale profesorii se simt mai puțin siguri ($p < 0,01$); managerii se simt mai protejați din punct de vedere psihologic decât personalul didactic ($p < 0,01$). În articol sunt prezentate datele ANOVA privind caracteristicile motivației pentru activități inovatoare la profesori în funcție de nivelul de siguranță psihologică pe care aceștia o simt în mediului educațional. Studiul confirmă ipoteza privind siguranța psihologică a mediului educațional ca fiind o condiție importantă pentru activitatea inovativă în cadrul instituției de învățământ secundar. Se identifică că, cu cât mai în siguranță se simt profesorii, cu atât mai motivați sunt să vină cu inovații, diminuându-se rezistența la inovații ($p < 0,01$). Astfel, considerăm oportună dezvoltarea motivației pentru activitățile inovatoare la cadrele didactice în contextul necesității de a crea un mediu educațional sigur din punct de vedere psihologic.

Cuvinte-cheie: *mediu educațional, siguranță psihologică, profesor, inovație, motivație, rezistență la inovație.*

Introduction

In the conditions of education reform in accordance with the demands and challenges of today, the innovative activity of educational institutions becomes especially important. The main objective of this activity is to find and implement the best ways of organizing the educational process of a modern school, which will ensure the education of a graduate – a person, a patriot, an innovator capable of changing the world around him, to develop economics on the principles of sustainable development, to compete in the labour market, to study throughout life.

This, in turn, actualises the task of psychological provision of educational innovations, including the development of the motivation of innovation activity, the solution of which largely depends on taking into account the needs and intentions of each participant in the educational process, among which one of the basic

is the need for safety. Accordingly, it is about creating a psychologically safe educational environment that will promote the subjective well-being of all subjects in the educational process, and, as a consequence, the development of positive motivation for professional activity.

Problems of creating a psychologically safe educational environment have already been the subject of attention of foreign [1,2], and domestic [3,4] researchers. Researchers, for whom the educational environment is considered as a subsystem of the socio-cultural environment as a combination of factors, circumstances, historical situations and the integrity of the specially organized conditions for the development of the personality of the subjects of the educational process.

Security is seen as a key psychological characteristic of the educational environment [5-7] etc., and a psychologically safe educational environment is seen as a condition for the personal growth of subjects of the educational process through their interaction, free of manifestations of psychological violence; referential significance and the involvement of each subject in the design and maintenance of the psychological comfort of the educational environment; human-centeredness, humanistic orientation, etc.

At the same time, the main focus of the researchers is on the psychological safety of pupils [8, 9] etc.; instead, the psychological safety of the personnel of educational organizations is much less studied. However, the practice of educational institutions shows that there are significant psychological hazards in the educational environment, in particular, with the specifics of pedagogical work, the tendency of a significant part of teachers to emotional burnout and professional deformations of the individual [10,11] etc. that, in turn, can negatively affect their motivation for innovation. That is why the study of the psychological safety of the educational environment and its influence on the motivation of the innovative activity of the educators is topical.

The purpose of the investigation is to find out the levels of psychological safety of the educational environment of institutions of secondary education and its relation with indicators of motivation of teachers' innovative activity.

Sample and method

The empirical finding of the influence of the psychological safety of the educational environment of secondary schools on the motivation of teachers to innovate was realised on a sample of 500 teachers from different regions of Ukraine, who were divided into groups for: 1) gender: women (85.5%); men (14.5%); 2) age: up to 30 (10.2%); from 31 to 40 (18.7%); from 41 to 55 (41.1%); over 55 old (29.9%); 3) professional position: managers (24.6%), employees (75.4%); 4) length of professional service: up to 5 years (19.6%), 5 to 15 years (19.0%), 15 to 25 (25.5%), over 25 (35.8% studied).

The following research instruments have been used: a) Index of psychological safety of educational environment [12]; b) Motivation of professional activity [13] (in the author's modifications); c) Professional Sabotage Scales [14] (in the author's modification). The essence of author's modifications was to clarify the content of issues in accordance with the specificity of innovation activities in the secondary school. The obtained data were analyzed using correlation, ANOVA based on computer program SPSS (version 21.0).

Results and discussion

At the first stage of the investigation on the Index of psychological safety of educational environment (I.Baeva) high level of psychological safety of educational environment of the school was found only in 20.8% of the respondents (Tab.1).

Table 1

Groups of teachers in relation to their psychological safety of educational environment

Levels of psychological safety of educational environment	Groups of teachers, %
Low	1.8
Below average	10.8
Average	21.2
Above average	45.4
High	20.8

45.4% of the respondents characterize the level of psychological safety of educational environment as above average. Instead, the level of psychological safety for the 21.2% respondents is average, for the 10.8% ones is below average, and for the 1.8% respondents is low. Such teachers point out that they are unprotected from the fact that the school administration forces them to do something against their will (15.0% feel unprotected, and 2.2% are completely unprotected) or, conversely, will be completely ignored (they feel unprotected and totally unprotected 11.9% 2.8% of the subjects studied respectively). They feel unprotected from the disrespectful attitude of colleagues (7.5% of the unprotected and 1.2% of completely unprotected) and pupils (13.8% of the unprotected and 1.2% of completely unprotected), they find it difficult to express their point of view (not very satisfied with 16.3%, dissatisfied with 8.5%, completely dissatisfied with 2.8%). As a result, these teachers have negatively or ambivalent attitude toward their work (3.9% and 29.3% respectively), they have no desire to return to their place of work after a temporary absence (9.7%) or doubt it (27.3%).

The investigation found weak statistically significant correlation ($p < 0.01$) between the groups of teachers with different levels of the psychological safety of educational environment and their:

- gender: males men feel more psychologically safety than females ($p < 0,01$);
- length of professional service: the longer the service, the less psychological safety of teachers ($p < 0,01$);
- positions: managers feel more psychologically safety than ordinary teachers ($p < 0,01$).

At the second stage of the investigation on the "Motivation of professional activity" (K. Zamfir, A. Rean, in the author's modification), the levels of motivation of the studied teachers for innovation were revealed (Tab.2).

Table 2

Groups of teachers in relation to their motivation for innovation

Levels of motivation of the studied teachers for innovation	Groups of teachers, %
Low	14.0
Below average	13.6
Average	29.5
Above average	26.7
High	16.2

As is seen from tab. 2, a mere 16.2% of the respondents have high level of the motivation for innovation. 26.7% of the respondents have above average level of the motivation for innovation and 29.5% have average level ones. It should be noted that about third of teachers (27.6%) are characterized below average (13.6%) and low (14.9%) levels of of the motivation for innovation. The obtained data show, on the one hand, certain psychological problems of educators in the context of the implementation of educational reforms, and, on the other one, on the expediency of organizing a special psychological training of teachers in order to develop their motivation for innovation.

These findings confirm data on the levels of resistance of teachers to the implementation of educational innovations identified by the Professional Sabotage Scale (R. Bennett, I. Robinson, in the author's modification, Tab.3).

Table 3

Groups of teachers in relation to their resistance to the implementation of educational innovations

Levels of resistance of teachers to the implementation of educational innovations	Groups of teachers, %
Low	39.0
Average	44.0
High	17.0

As is seen from tab. 3, only 39% of the respondents are characterized by a lack or low level of resistance to educational innovations, while 44% are characteristic of the average, and 17% of teachers – a high level of resistance to educational innovations. Among the main causes of resistance to innovations teachers are called:

"Resistance due to the uncertainty of the new content of work and socio-psychological climate", "Resistance due to lack of understanding of the prospects for change for the organization and the personal significance of change", "Resistance due to fear of losing work", "Resistance due to fears own incompetence in the new conditions", etc.

At the final stage of the empirical study, the results of the ANOVA revealed the features of the motivation of teachers' innovation activity depending on the level of psychological safety of the educational environment (Figure).

Estimated Marginal Means of motivation of innovative activity

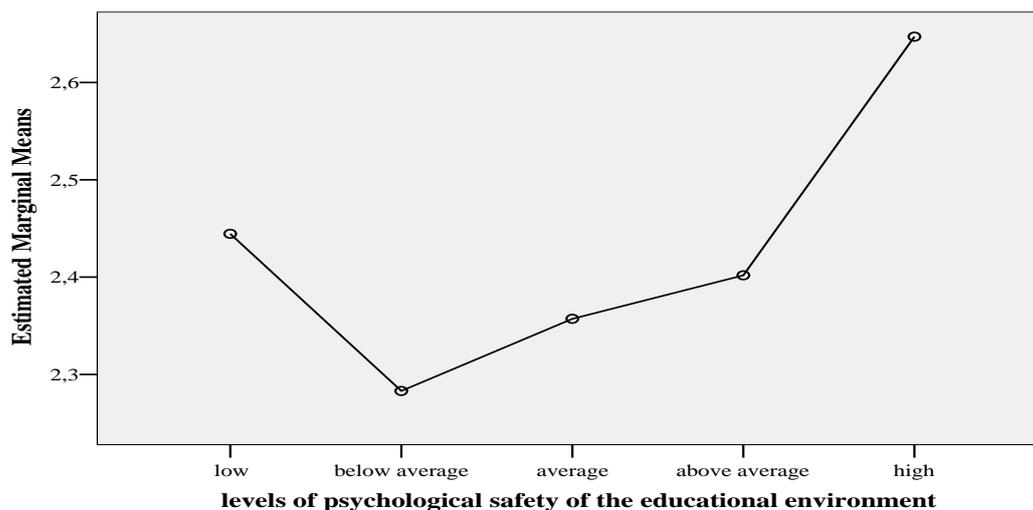


Fig. Features of motivation of innovative activity of teachers depending on the level of psychological safety of the educational environment.

As is seen from figure, the most level of motivation for innovation was found in teachers who feel fully protected in the context of psychological safety of the educational environment ($p < 0.01$). At the same time, some of the teachers who feel completely psychologically unprotected (see Figure) are somewhat higher level of motivation for innovation activity. Probable explanation for such a fact may be the effect of psychological protection «sublimation», which leads to the transition of teachers to creativity, but this assumption needs to be further verified. In addition, it has been found that in the case of a psychologically safe educational environment, resistance to educational innovations on the most of teachers becomes less ($p < 0.01$).

Conclusions

1. The assumption about the psychological safety of the educational environment as an important condition for the innovative activity of the teachers of secondary education is confirmed. It has been stated that the safer the teachers feel, the more they are motivated to innovate, while resistance to innovations is significantly reduced.

2. The investigation findings can be used in special psychological training of the personnel of educational organizations to develop of the motivation of innovation activity, as well as the creation of a psychologically safe educational environment as an important factor in the innovation activity of participants in the educational process. This can be effectively done in the institutions of post-graduate pedagogical training. That is why in the perspective it is development and approbation of psychological program for the development of the motivation of teachers' innovative activity based on creating of the psychologically safe educational environment.

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