

RESEARCH OF TEACHERS PROFESSIONAL ADDICTIONS IN ORDER TO IMPROVE THE SAFETY OF THE EDUCATIONAL ENVIRONMENT

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The relevance of the paper is conditioned by the social problem of transformations of social behavior, ideas and even changes in values, beliefs of participants in educational relations - teachers in the course of active professional activity under the influence of external factors. The purpose of the paper is to identify the specific features of the response of teachers with higher education to external personal and social influence. Professional addictions imply the existence of obsessive needs for a certain type of professional activity, which determine the existence of social conformism, the lack of one's own position, the search for an authoritative leader. The authors presented a socio-psychological experiment on the study of the susceptibility to the influence of teachers (persons with a higher pedagogical education exercising professional pedagogical activity in the university) in order to establish hidden professional addictions. The results of the study made it possible to identify the specific of emotional and behavioral responses of teachers, to explore the possibilities and causes of comprehensive changes in views and values for preserving the safety of the educational environment and maintaining its balance according to the hierarchy of management. The paper is intended for psychologists, teachers, post-graduate students engaged in research in the field of comprehensive security, psychological security of the educational environment, professional addictions.

Keywords: professional activity, teachers, professional addictions, work holism, exposure to influence, safety, educational environment.

INTRODUCTION

The most urgent problem of our time is the phenomenon of psychological addiction of personality, because psychological dependence becomes an established sign of modern life. It should be noted that up to the present time, the problems of the psychological dependencies of the individual, in the first place, have been associated with various chemical dependencies (alcoholism, drug addiction, substance abuse, etc.) (Gryaznov *et al.*, 2015). The interest of scientists to study other forms of dependence, in particular, professional addictions of a person, is growing noticeably.

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Studying the phenomenon of professional dependencies, it should be noted that professional addiction is most often considered by foreign and domestic scientists as an obsession need to a certain type of activity. The theoretical space of the analysis of the problem of professional addictions concerns the consideration of such social and psychological phenomena as work holism, professional laziness, learned helplessness, procrastination, urgent dependence, professional perfectionism, and professional marginality.

Defining psychological security as a state of mental stability, psychologists assume maintaining a certain balance between human stability and the negative impacts of the environment on man. Psychological security of the environment and personality are inseparable, they represent a model of normal functioning and sustainable development of a person in interaction with the professional environment, preserving the administrative hierarchy in educational activities (Khusainova, 2013; Khusainova *et al.*, 2016).

The study of the psychological characteristics of the dependent behavior of the individual, his or her types, symptoms was reflected in the works of both foreign and domestic researchers: A.O. Bukhanovsky, Y.A. Kutyavin and M.E. Litvak (2003), Ts.P. Korolenko and N.V. Dmitrieva (2000), N.S. Kurek (1996), A.E. Lichko (1983), V.D. Mendeleovich (2003), M.E. Litvak (2003), A.M. Kalimullin, V.K. Vlasova & R.G. Sakhieva (2016), A.M. Kalimullin & S.G. Dobrotvorskaya, (2016), V.F. Gabdulchakov, A.K. Kusainov & A.M. Kalimullin, (2016), A.R. Masalimova & A.S. Chibakov, (2016).

In the relationship between the individual and the community, it is necessary, on the one hand, to determine the stability of his or her existence in a group that leads to the unification, likeness, similarity of the individuals entering into it, that is, the group has a tendency to balance. On the other hand, each member of the group can be considered as a source of transformation of the opinions of other members of the group, that is, a minority can influence the majority, because the individual not only adapts to the social environment, but conversely adapts the environment to his or her views. That is, a minority can transform the position of the majority and thereby violate the balance of the educational environment and its security, by which we mean the security of participants in educational relations from any external (perhaps even radical) impact (Shibankova, Dolganovskaya & Ishmuradova, 2016).

The modern social environment, which exerts an intensive influence on the human psyche, makes studying the mechanisms of interpersonal influence, media influence, advertising, social programs, etc., makes relevant one. To date, a lot of experimental studies of the influence have been carried out, on the basis of which a variety of theoretical models of its mechanisms have been created: S.E. Asch (1955), S. Milgram (2016), R. Chaldini (1975).

Influence is currently understood as the use of specific means, with respect to which one person, by means of manipulation, makes a change in behavior or in

relation to another person. A variety of means can be selected, both from the position of positive influences, for example a request, persuasion, and from the position of negative influences, committed in an aggressive form in the form of statements of ideas till the violence against the subject.

Influence takes place if, as a result of interaction, the person's repeated response to a certain problem is more closely related to the answer of another than to his or her own original, that is, the behavior of one person becomes similar to the behavior of other people, and a person cannot only obey another opinion, but also to promote the development of ideas that are alien to him, in fact. In the educational environment, this phenomenon is dangerous because the educator is the formative link of the learner's personality, and can change (impose to him) behavioral patterns and affect the learner's personality values system. Studying the phenomenon of professional dependencies, we note that professional addiction is most often considered by foreign and domestic scientists as an obsession need to a certain type of activity. Professional addictions in the pathological form of manifestation are becoming an increasingly frequent phenomenon; therefore, the most important practical tasks of our time are the preservation of the professional health of a specialist, the prevention of professional dependencies and the formation of a harmoniously developed personality that contributes to the development of the safety of the educational environment.

However, there is insufficient attention to individual factors of exposure. Underestimation of individual factors of changing attitudes and behavior of teachers in the educational environment can have social consequences in the form of unexpected short-term (changing social behavior, perceptions) and long-term (change in values, beliefs) results of influence. Teachers are not just are subjected to exposure, they are subjected to it to varying degrees - taking this into account makes it possible to significantly refine the forecasting of behavioral effects in the framework of educational activities.

The theoretical analysis of the current state of studying and developing the phenomenon of professional addictions gives a general idea of the essence and the main varieties of this phenomenon. Also, speaking about the common form of social influence - obedience, subordination to authority, exposure to influence are experienced by persons with a higher social status - teachers with higher education and academic degrees.

METHODS

In the process of research, the following methods were used: real experiment - a specially developed experimental method of influence and assessment of exposure to influence; pedagogical observation; methods of practical psychology: the method of concrete situations of the activity (procedural) sphere; statistical methods of quantitative and qualitative processing of the received material with the purpose to

reveal the establishment of hidden professional addictions.

Experimental basis of the research was the Institute of Social Knowledge, Kazan. The sample of the study: 35 people (teachers with higher education and academic degree).

The study of the problem was carried out in three stages:

- At the first stage, a plan of experimental impact was drawn up; the purpose of the impact was to contribute to creating the opinions, ideas, knowledge, to fill the consciousness of the recipient (teacher with a higher education and academic degree) with certain content that will serve as a basis for his or her predictable behavior;
- At the second stage, experimental work was carried out, a real experiment was conducted in which not only the variables of interest to the researcher were changed, but also a number of other conditions for identifying the addiction of professional activity (of a teacher with a higher education and a scientific degree).
- At the third stage, in order to establish the experimental effect, data processing was performed where the indicators of the dependent variable showed the result of a side effect, that is, with respect to the construction of the intra-individual scheme for comparing the results of dependent variables, a shadow leader was determined who strived to depreciate the authority of the leader and retain power over his or her interests within the educational activities and the educational environment, which reduced its safety for entities in educational relations.

RESULTS

The authors conducted an experiment to study the susceptibility to the influence of persons with higher education. The object of the study was teachers, candidates of science of institutions of higher education at the age of 35-55 years.

The subject of the study is the susceptibility of teachers (with a higher education and academic degree) to psychological influence within the framework of professional (educational) activity.

Assumptions: higher education may be a factor in reducing susceptibility to influence; fear, anxiety about success in professional activities may be the main factor in changing the authority and act as a basis for exposure to influence; behavioral reaction can be colored by the reaction of avoidance, protest, aggressiveness, etc. or acceptance, friendliness, etc., but also can be refuted by the probationers in the course of the experimental impact.

Independent variables: a manipulative report on a study of susceptibility to influence; test tasks.

Dependent variable: emotional reactions, behavior of teachers in a group.

Control variable: the fact of completion or the respondents themselves will complete the experiment, or the experimenter will do it.

Legend of the experiment: the study of conditions (independent variable), in which the teacher accepts or rejects manipulative influence, which is contrary to his or her norms, beliefs, ideas, ethics, etc. in the framework of professional activities.

To obtain the result, we used the model of a real experiment, in which not only the variables are changed which are interesting for the researcher, but also a number of other conditions. During the experiment, the fact was taken into account that the correspondence of an ideal experiment to a real one is expressed in such a characteristic as internal validity-the reliability of the results that a real experiment provides, in comparison with the ideal one. It characterizes the measure of the effect on the change in the dependent variable of those conditions (the independent variable) that the experimenter varies.

At the beginning of the experimental impact, the experimenter put forward the hypothesis: if the subjects have freedom of action in their professional activities and do not possess a personal quality of conformity, they will complete the experiment themselves; otherwise the experimenter will do it.

Further, the respondents were given test tasks, the observation of which is necessary to account for the change in the dependent variables (Khusainova, 2010).

TABLE 1: SCHEME OF REGULAR ALTERNATION

<i>Measurement number of DV</i>	<i>A is the experimental condition. Manipulation by the message of possible impact</i>	<i>DV</i>	<i>B- control condition. Intellectual refusal of assignment</i>	<i>DV</i>
1	Report on the study of exposure to influence with the audience	Surprise, carrying out of the 1st task and analyzing of the results	The fact of a mental analysis of what is happening by the respondents	Perform 1 task
2	Specification of the characteristics that determine the impact	Fright	Actual implementation of the methodic	-
3	Forwarding of tasks	There are shadow leaders	Joint consideration of the situation with the leader	A joint happy agreement or refusal to perform the task with the head of the middle level
4	Behavior Monitoring	Suspension, fear, avoidance	Refusal in the form of a message to the experimenter	-

To group the results of observation, we constructed intra-individual schemes that are necessary to obtain a possible side effect.

Intra-individualized schemes. Ensuring internal validity is the main goal of planning a psychological experiment when developing an intra-individual comparison of changes in dependent variables. To set the conditions to be compared, at least two samples corresponding to the levels of the independent variable are needed.

We also controlled the counter-variables: higher education; reaction to the experimenter; response to the accuracy of the planned experiment; absence of suggestion to perform this task on experimental installations (Ex.: detector of lies).

TABLE 2: VARIABLES' CONTROL SCHEME

<i>Dependent variable</i>	<i>1. Independent variable, Study report</i>	<i>Dependent variable</i>	<i>2. An independent variable, associated with the execution of tasks</i>
1	Fright, avoidance		
2	There are shadow leaders	2	Collective actions (we do not do)
3	Suspension	3	Subordination to shadow leaders

DISCUSSIONS

Analyzing the carried out experimental research on the study of susceptibility to influence, a side effect was revealed – there was the following the authoritative leader's opinion, and this circumstance found a significant reflection in the professional activity of teachers of the educational organization and changed the state of the educational environment, reducing its safety and manageability. Concerning earlier studies S.E. Asch (1955), S. Milgram (2016), R. Chaldini (1975), P. Zimbardo (2009), and others, and the results of our experiment show that the need for obedience to authorities is rooted in our consciousness so deeply that the teachers continued to perform instructions of the shadow leader, in spite of inner worry. Based on the results of J. Milgram, in the experiment of which obeyed from 63 to 65% participants one can argue that the teacher will rather show indecision, unwillingness and inability to resist the pressure of authority, and to change their role responsibilities, showing a high degree of dependence - professional addictions.

S. Asch (1955) also found out that the subjects showed conformity in spite of what they actually perceived. They either considered the data of their perceptions to be erroneous, or simply did not want to go against the group's opinion, remaining alone, even if they were sure that the majority opinion was wrong. Showing disagreement, they were at risk of appearing incompetent or even irresponsible. The disagreement would represent a challenge to the collective competence of the other members of the group, which it was difficult for the person to take, especially

when his or her own ability to comprehend the world was questioned. R. Chaldini (1975) studies the psychology of compliance. He explains the effect of the mechanisms of requests and demands, which he called "instruments of influence." P. Zimbardo (2009), in his experimental study (Stanford Prison Experiment), presents a psychological study of a person's reaction to the restriction of freedom, prison conditions, and the impact of an imposed social role on behavior. The results of the experiment show the susceptibility and humility of people, when there is an exculpatory ideology, supported by society and the state. And also this is an illustration to the theory of cognitive dissonance and the influence of authorities' power.

So, our results are consistent with the fact that the influence on one element in the system of representations causes changes in other elements (Khusainova, 2013; Khusainova & Levina, 2016). Higher education of the entity leads to an increase in psychological resistance to influence. According to our assumptions, the higher education of a teacher, presence of a scientific degree, leads to an increase in psychological resistance and, as a consequence, to a decrease in exposure to influence with respect to those ideas or actions to which influence is directly aimed.

At the same time, an opposite trend has been identified. With a higher education, the teacher develops the ability to understand the comprehensive nature of the interconnections of the phenomena of the world, as a result of which the influence exerted on one local representation can be more widely spread, causing a comprehensive change in ideas.

Our hypothesis that the information reported in the pedagogical collective about the study of the susceptibility to influence will change the emotional and, as a consequence, the behavioral response in the subjects, has been confirmed. Based on the results of the experiment and the observation criteria, the subjects found an emotional worrying, showing fear and anxiety about their future professional activities, this turned out to be the main factor of subordination to the shadow authority and became the basis of exposure to influence. Behavioral reaction of teachers (with higher education and academic degree) during the experimental impact was colored by the reaction of avoidance and protest.

Meanwhile, the change found is true in relation to the teachers' perceptions of the performance of their assignments regarding their evaluation in terms of exposure to influence, but the representations of the shadow leader in the group produced a side effect in the experiment, causing the subjects' positive feelings and following his or her tasks. Apparently, there is a difference in the degree of clarity of the subjects' submissions about the subject of reasoning. Basic knowledge of how the events that relate to their professional activities will develop later, determined the event series and the subsequent transition to the side of the shadow leader's views, which offered a silent refusal to perform the task. As a result, the fact that the research was completed was reported by the experimenter to the head.

CONCLUSION

Higher education of the subject promotes differentiation, structuring of ideas. The relation of exposure to the phenomena of influence within our sample explains the unpredictability of the effects of external influence. Based on the control of the counter-variables (higher education, reaction to the experimenter, response to the accuracy of the planned experiment, the lack of a proposal to perform this task on experimental installations (lie detector), it became known that these facts occurred in the survey of respondents after the experimental study as the motive for avoiding a decision on the fulfillment of tasks independently and the justification of behavior in the experiment.

In the process of research, new questions and problems appeared that needed their solution. It is necessary to continue research on the study of the addiction of professional activity, which will allow us to identify the specific of emotional and behavioral responses of teachers, to explore the possibilities and causes of comprehensive changes in views and values in order to preserve the safety of the educational environment.

The theoretical analysis of the current state of the study and development of the phenomenon, professional addictions gives a general idea of the essence and the main varieties of this phenomenon.

Further studies can be devoted to the considering of the possibility to improve the theoretical and methodological constructs of studying professional personality addictions and introducing a system diagnosis of the manifestation of professional addictions in order to improve the safety of the educational environment.

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