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PSYCHOLOGICAL FEATURES OF IMPROVEMENT OF EDUCATIONAL ORGANIZATION MANAGERS' SUBJECTIVE WELL-BEING INDICATORS

Klochko, Alla. *Psychological features of improvement of educational organization managers' subjective well-being indicators.*

Introduction. Educational organization managers' subjective well-being is especially important in the context of social transformations and social tensions in Ukraine.

Aim: to analyze the psychological features of improvement of the indicators of educational organization managers' subjective well-being.

Methods. G. Perrudet-Badoux Subjective Well-Being Scale (adapted by M. Sokolova).

Results. It was found that more than half of the respondents had low values of the subjective well-being indicator called «satisfaction with daily activities». More than half of the respondents underestimated the importance of the social environment, while a significant part of the respondents had negative emotional experiences and were not positive about their health. It was also found that a small number of respondents had a high level of the subjective well-being index.

Conclusions. A special healthy educational organization development program can promote educational organization managers' subjective well-being.

Key words: educational organizations, educational organizations managers, subjective well-being, indicators

Клочко Алла. *Психологічні особливості розвитку показників суб'єктивного благополуччя менеджерів освітніх організацій.*

Вступ. Суб'єктивне благополуччя менеджерів освітніх організацій набуває особливої ваги в умовах соціальних трансформацій і соціальної напруженості в державі.

Мета: проаналізувати психологічні особливості розвитку показників суб'єктивного благополуччя менеджерів освітніх організацій.

Методи. Методика «Шкала суб'єктивного благополуччя G. Perrudet-Badoux» (адаптована М. Соколовою).

Результати дослідження. Встановлено, що більше половини респондентів мають низький рівень вираженості показника «ступінь задоволеності повсякденною діяльністю». Більше половина опитаних достатньо низько оцінюють для себе значущість соціального оточення. У значної частини опитаних зафіксовано негативні емоційні переживання. Досить значна опитаних не можуть дуже позитивно відгукнутися про стан свого здоров'я. Констатовано, що високий рівень вираженості загального показника суб'єктивного благополуччя характерний для невеликої кількості опитаних.

Висновки. Впровадження спеціальної програми, спрямованої на розвиток здорової освітньої організації може сприяти підвищенню суб'єктивного благополуччя менеджерів освітніх організацій

Ключові слова: освітні організації; менеджери освітніх організацій; суб'єктивне благополуччя, показники

Клочко Алла. *Психологические особенности развития показателей субъективного благополучия менеджеров образовательных организаций.*

Вступление. Субъективное благополучие менеджеров образовательных организаций приобретает особый вес в условиях социальных трансформаций и социальной напряженности в государстве.

Цель: проанализировать психологические особенности развития показателей субъективного благополучия менеджеров образовательных организаций.

Методы. Методика «Шкала субъективного благополучия G. Perrudet-Badoux» (адаптирована М. Соколовой).

Результаты. Установлено, что более половины респондентов обладают низким уровнем выраженности показателя «степень удовлетворенности повседневной деятельностью». Более половины опрошенных достаточно низко оценивают для себя значимость социального окружения. У значимой части опрошенных зафиксированы отрицательные эмоциональные переживания. Достаточно опрошенных не могут очень положительно отзываться о состоянии своего здоровья. Констатируется, что высокий уровень выраженности общего показателя субъективного благополучия характерен для небольшого количества опрошенных.

Выводы. Внедрение специальной программы, направленной на развитие здоровой образовательной организации, может способствовать повышению субъективного благополучия менеджеров образовательных организаций.

Ключевые слова: образовательные организации; менеджеры образовательных организаций; субъективное благополучие, показатели

Introduction. The ongoing social transformations and social tension in Ukraine, increase the importance of a person's subjective well-being as a measure of their life success in the difficult situations of today. This is especially important for the staff of educational organizations and educational organization managers, whose responsibility is to organize the educational process in a way that would contribute to the successful socialization of future generations.

Radical changes in the society have changed social beliefs, aspirations, and public consciousness, because the norms and values previously supported by social institutions disagree with the actualities of life, while new beliefs and values directing people's social behaviors have not yet been established (Lukasevich, 2017). No doubt, this affects people's satisfaction with life, as well as their behavior and ability to make independent decisions, work creatively, generate unique ideas, use non-traditional patterns of thinking, and quickly solve arising problems. As a result, people's well-being, including educators, becomes extremely important, especially in the Covid-19 environment (Kuhfeld et al., 2020).

Subjective well-being, as noted by E. Diener (Diener, 2013), is a broad category of phenomena that indicate people's emotional reactions, satisfaction with certain aspects of life, as well as their judgments about the quality of life in general.

Satisfaction and well-being are very important for managers of educational organizations, because the more managers experience positive emotions, the more satisfied they are with their work and the higher their level of subjective well-being. It should be noted that subjective well-being includes not only individuals' emotional assessment but also their ideas about their own and other people's well-being. (Lukasevich, 2017).

O. Bondarchuk (Bondarchuk, 2018) emphasizes the direct link between educational organization staff's subjective well-being and their psychological health.

According to L. Karamushka and T. Dzuba (Karamushka & Dzuba, 2019), the promotion of the idea of a healthy educational organization can promote the educational organization as a whole, as the ability to create and effectively interact with a positive social environment is an important psychological resource for organizing educational organization managers' professional lives.

It is clear that when managers of educational organizations are satisfied with their work, they more readily widen their views, generate new ideas, use non-standard thinking, as well as are capable of creative activity, and vice versa.

The problem of subjective well-being is reflected in the works of Ukrainian and foreign scientists, which relate primarily to the content of subjective well-being (Argyle, 2003; Diener & Lucas, 1999; Dukhnovsky, 2010; Maksimenko, 2018; Shamionov, 2008), its structure (Bradburn, 1969; Ryff, & Keyes, 1995), and role in life satisfaction (Kashlyuk, 2017; Kulikov, 2000; Kurova, 2013). Researchers also pay attention to objective (Danilchenko, 2014) and individual psychological factors (Arshava, & Nosenko, 2012; Gupalovskaya, 2009; Pavlenko, 2019), which affect subjective well-being.

However, according to the scientific literature, the role of subjective well-being in the context of organizations, in particular, the ways to improve educational organization managers' subjective well-being have not been studied in detail. In addition, the area of organizational psychology called the psychology of health in the organization, which addresses psychological factors in and promotion of employees' psychological health and well-being, is just emerging. In our previous research (Klochko, 2019) we outlined the main tasks and objectives of the psychology of health in the organization.

Thus, the significance of the problem and the lack of relevant in-depth studies led us to formulate the aim of the article, which is to analyze the psychological features of improvement of indicators of educational organization managers' subjective well-being.

Methods and research design. We used G. Perrudet-Badoux Scale of Subjective Well-Being (adapted by M. Sokolova) (Dukhnovsky, 2010) to study the following indicators of educational organization managers' subjective well-being: the degree of satisfaction with daily activities, the significance of the social environment, the main psycho-emotional symptoms, tension and sensitivity, positive mood, and subjective health.

The obtained data were processed using the statistical software package SSPS (version 22), in particular descriptive statistics and correlation analysis.

Sample. The sample included 1219 managers of educational organizations from different regions of Ukraine. According to their locations, the educational organizations were distributed as follows: 6.9% of the educational organizations were located in villages or small towns, 53.8% in district centers, 18.0% in regional centers, and 7.8% in the capital city of Ukraine (Kyiv). According to their age, the educational organizations were distributed as follows: 10.8% of them were younger than 10 years, 13.5% from 11 to 20 years old, and 75.6% were over 20 years old. Regarding the number of the organization's staff, 22.5% of the educational organizations employed less than 50 people, while 77.5% more than 50 people. According to the number of students studying in the educational organizations, 18.2% of the educational organizations had less than 500 students, 24.1% from 500 to 1000 students, and 57.7% over 1000 students.

According to their positions, the respondents were distributed as follows: 74.3% of the sample were deputy heads of educational institutions and 25.7% heads of educational institutions. According to their work experience, the respondents were distributed as follows: 16.5% of the respondents had less than 5 years' work experience, 20.2% from 6 to 15 years' work experience, 23.5% from 16 to 25 years' work experience, and 39.9% had over 25 years' work experience.

According to their age the respondents were distributed as follows: 9.7% of the respondents were younger than 30 years, 23.9% were aged 31 through 40 years, 32.8% were aged 41 through 50 years, and 22.3% were older than 50 years. Among the respondents 3.8% were men and 93.4% women, of whom 27.9% were single/divorced and 71.7% married. 78.8% of the respondents had children, while 21.2% had no children.

Results and discussion. The levels and four groups of the main indicators of educational organization managers' subjective well-being are presented in Table 1.

Table 1

**Levels of educational organization managers' subjective well-being indicators
(% of the total number of respondents)**

Subjective well-being indicators	Levels		
	High	Medium	Low
<i>Work-relevant indicators</i>			
Satisfaction with daily activities	16.3	58.2	25.5
<i>Interpersonal-interaction-relevant indicators</i>			
Significance of social environment	11.8	36.3	51.8
<i>Emotional-sphere-relevant indicators</i>			
Psycho-emotional symptoms	38.1	45.4	16.6
Tension and sensitivity	41.4	52.8	5.7
Positive mood	12.6	34.0	53.3
<i>Health-relevant indicators</i>			
Subjective health	24.9	41.1	34.0
<i>Subjective well-being index</i>	14.2	57.5	28.3

As seen in the table, Group 1 was formed by the indicators of educational organization managers' subjective well-being that relate to managers' work.

As for the subjective well-being indicator called «*satisfaction with daily activities*» («I rarely feel sadness in my daily activities», «I find it difficult to get up and work in the morning», «I like my daily activities»), we found that only 16.3% of the respondents had this indicator's manifestation at a high level, 58.2% at an average level, and 25.5% at a low level.

The obtained results agree with the findings by S. Lester, B. Meglino, and M. Korsgaard (Lester et al., 2002) that show that the level of individuals' job satisfaction directly correlates with their work performance and desire to succeed. The importance of job satisfaction, which is a complex concept, has been demonstrated in the studies done by O. Kokun (Kokun, 2015), J. Shermerorn, J. Hunt, R. Osborne (Shermerorn et al., 2010). Research also shows that the significance of job satisfaction is due to its positive relationship with individuals' well-being and performance indicators (Schreurs et al., 2014; Van den Broeck et al., 2008).

Thus, the data obtained indicate a fairly severe tension experienced by educational organization managers in their work, which suggests, in our opinion, that a significant number of educational organization managers feel unhappy. Given that educational organization managers should be a sort of model of an effective professional for the people who are involved in educational activities on a daily basis (teachers, students, their parents, representatives of other educational organizations, etc.), we can conclude that the our findings evidence the presence of a significant problem area in educational organization managers' work. In other words, from outside the managers' work looks effective and safe, but actually it has certain psychological contradictions.

Group 2 was formed by the indicators of educational organization managers' subjective well-being that related to managers' interaction with other people and included the indicator called «*significance of the social environment*» («If I have problems, I can turn to someone for help», «I often feel lonely», «I feel great pleasure being with family or friends»).

As can be seen from Table 1, only 11.8% of the respondents had this indicator at a high manifestation level, 36.3% at a medium level and 51.8% at a low level. That is, more than half of the respondents underestimated the importance of their social environment. This may be because of the respondents' high social status (they occupy top positions in educational institutions and, therefore, can make independent managerial decisions) and/or their poor involvement in social interaction because of their heavy work load. But given the

current trends in organizational management (the focus on teamwork, harmonious work-life balance), the obtained findings suggest, in our opinion, the presence of a problem in educational organization managers' subjective well-being, because managers' ability to create a positive social environment and interact effectively with employees is an important psychological prerequisite of their effective life organization.

Group 3 was formed by the indicators of educational organization managers' subjective well-being that related to managers' emotional sphere.

According to the data shown in Table 1, 38.1% of the respondents had a high level, 45.4% an average level, and only 16.6% a low level of manifestation of the subjective well-being indicator called «psycho-emotional symptoms» («Sometimes I become restless for an unknown reason», «Lately, I have been overreacting to minor obstacles and failures», «Lately, I have been very inattentive»), which means that a significant part of the respondents had negative emotional experiences.

As for the subjective well-being indicator called «*tension and sensitivity*» («Work puts pressure on me»; «I would gladly ask others for something»; «I increasingly feel the need to be alone»), 41.4% of the respondents had a high level, 52.8% a medium level, and 5.7% a low level of manifestation of this indicator.

The last but not the least Group 3 subjective well-being indicator, which was called «*positive mood*» («I have been in a good mood lately»; «I'm looking to the future with optimism») was found in 12.6% of the respondents at a high level, in 34.4% at a middle level, and in 53.3% a low level of manifestation. In other words, a significant number of the respondents were quite rare in a good mood and looked to the future without much optimism. Thus, the findings relevant to Group 3 of subjective well-being indicators evidenced that a significant number of educational organization managers experienced negative emotions more or less regularly and were quite pessimistic, which can obviously lead to their emotional burnout and, consequently, negatively affect their work-relevant interpersonal interactions (causing tension, conflicts, and distress, etc.). This can be seen as another problem area in the work of educational organization managers.

And, finally, the Group 4 subjective well-being indicator, which related to the educational organization managers' perception of their health and was called «*subjective health*» («I feel healthy and cheerful», «Lately, I have been in a beautiful shape»), was found in 24.9% of the respondents at a high level, in 41.1% at a middle level, and in 34.0% at a low level of manifestation. In other words, a significant number of the respondents did not perceive their health status as positive.

Regarding the educational organization managers' *subjective well-being index*, it was found at a high level only in 14.2%, at a middle level in 57.5%, and at a low level in 28.3% of the respondents.

Thus, the obtained data suggest, in our opinion, the presence of serious problems in educational organization managers' subjective well-being, which need to be solved using special techniques (relaxation exercises, work-recreation balance, physical exercises, socio-psychological trainings) as well as through the development of a positive organizational culture in educational organizations and the use of a special healthy educational organization program (Karamushka & Dzuba, 2019).

We can conclude that a prerequisite of educational organizations' successful functioning is, at least, a middle-level educational organization managers' subjective well-being, which is a condition of their professional and personal self-realization, as well as positive interpersonal relationships.

Conclusions. The results of the study allow making the following conclusions:

1. Managers of educational organizations generally have low levels of the main subjective well-being indicators, which relate to work, interpersonal interaction, emotional sphere, and health, as well as the subjective well-being index.
2. The use of a special program to promote a healthy educational organization can help improve educational organization managers' subjective well-being.
3. The research findings can be used by organizational psychologists and managers in promoting educational staff's psychological health and well-being as well as educational organizations' performance.

Further research. Further research may focus on psychological conditions of the development of educational organization managers' subjective well-being and on a creation of a special managers' training program to promote it.

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