

## FORMATION OF PSYCHOLOGICAL CULTURE OF THE PERSONNEL

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### Abstract

The topical problem of nowadays is the professional growth of the youth, the development of the responsibility for their choice of occupation, for results of the professional work, for formation of competences necessary in this or that specialty. In this regard, both theoretical and practical approaches tackle with the problem of psychological support for the development of the psychological culture of personnel. Insufficient level of psychological culture development leads to a lack of psychological readiness to perform labor functions, insufficient understanding of the importance of the chosen profession and the emergence of difficulties in adapting within the workplace (Aristova, Belykh, 2012 ). Therefore, the choice of the future sphere of activity and development of professional self-awareness forms the basis of the self-determination process.

The aim of the study is to prove the fact that psychological culture is an important condition for the development of professional self-awareness of the personnel.

The total number of the research participants is 100 people, ranging from 20 to 25 years old. The conclusions led us to the development of a program aimed at forming the components of a psychological culture, as a result of which the professional self-awareness of the staff will also develop.

**Keywords:** psychological culture, self-awareness, professional self-awareness, personnel

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### Introduction

Underdeveloped psychological culture results in the lack of psychological readiness of future specialists to properly perform labor functions; they vaguely understand the importance of the chosen profession and inevitably face difficulties of adaptation at the workplace (Aristova, Belykh, 2012). Human resources departments mostly concern about the development of professional self-awareness, which is usually formed from the first days at higher school throughout the entire professional life. Many enterprises are developing a document that

clearly outlines the corporate policy and culture that regulate the activities of each employee of the enterprise and form his attitudes towards the organization both at the external and internal levels, which results in the formation of the mindset and attitudes beneficial for the organization (Buchko, Buscher, Buchko, 2017)

Being a component of psychological readiness, psychological culture is understood as a set of psychological characteristics of the individual allowing to provide suitable conditions for the development of his professional self-awareness, which is a factor of professional effectiveness (Tokareva, Tokarev, 2016). Currently, there are many approaches to the study of psychological culture, but the concept of *psychological personal culture* is still to be thoroughly studied (Kutuev et. al., 2016). Fedorova (2014) examines the impact of the working environment toxicity on the physical and psychological well-being of employees. There are also no interdisciplinary studies aimed at studying its features and their impact on the success of professional activity, the formation of a specialist and his relations with others (Bissenbayeva, et. al, 2013)

Such authors as V.A. Aristova, T.V. Belykh, Ya.S. Boichenko, N.M. Volobueva studied the concept and content of psychological culture and pointed out the importance of this psychological phenomenon for the formation of stable positive contacts. V.A. Aristova considered the development of the psychological culture of the future primary school teachers with the help of demonstrating various professional successes of individuals who have high and low levels of psychological culture (Dubrovina, Lubovsky, 2017). T.V. Belykh studied the influence of psychological culture components on the effectiveness of business communication and the effectiveness of the negotiation process (Vinokurova, Yashkova, Alayeva, Dementieva, 2016).

However, the depth and structure of the psychological culture phenomenon require to be studied in a more detailed way, starting from the earliest stages of its formation - the student days. Studying the process of how the modern student has his psychological culture formed and how he acquires professional self-awareness in an unstable social circumstances allows us to define the most significant factors, terms and conditions, which contribute to empowering any activity with motivational and activating effects (Mukhametzyanova, Tregubova, Kamaleeva, 2017). The connection between psychological culture and professional self-consciousness is the foundation of both professional success and personal satisfaction.

## **1 Problem Statement**

Modern human resources management experiences the need for a deeper understanding of psychological mechanisms of successful professional activity and factors, which can motivate or demotivate the specialist. The level of students' psychological culture can influence professional self-awareness and become a factor of professional effectiveness (Golenduchina, 2007). Knowledge of how the peculiarities of psychological culture influence professional self-awareness will make it possible to effectively implement activities that enhance personal and professional success of the specialist and his attitude to the organization.

## **2 Research Questions**

The research studies and describes the relationship between the parameters of professional self-awareness and the parameters of psychological culture, which are the factors of professional success.

## **3 Purpose of the Study**

The research is aimed at revealing the peculiarities of the development of psychological culture among off-campus students as an important condition for the development of professional self-awareness. The low level of professional culture development is associated with the low academic achievements and low professional motivation. Increase of the level of psychological culture through participation in the activities of the human resources department will create a stable interest in the profession and in the performance of professional tasks.

## **4 Research Methods**

The study involved 100 people from 20 to 25 years old, senior off-campus students of the Pedagogical University, whose education is both paid by the government (budget form of education) and covered by the students themselves. 100% of them are employed and only 30% are employed in the sphere of their specialization. The researchers applied psychodiagnostic methodics which are traditional for the Russian system of personnel management, among which are the method of Psychological Culture of the Individual offered by O.I. Motkov, Questionnaire of Self-Reliance by V.V. Stolin and S.R. Pantelev, Diagnostics of Self-Efficacy Potential by R. Schwartz and M. Yerusalem. To process the

empirical data, they also used the methods of mathematical statistics, primary processing of statistical data.

## 5 Findings

The empirical study was carried out in two stages. At the first stage, the researchers used the primary statistics of the processed data and identified the level of formation of the components of psychological culture and professional self-awareness of senior students and off-campus students. For further analysis, they highlighted the values with low indicators, since these values require self-correction measures or special formation from the side of the human resources department.

At the empirical stage of the research, the researchers identified the components that affect the level of professional self-awareness of the specialists, which, if taken into the account, allow to achieve the best results in the formation of psychological culture.

The following data were obtained after the results were processed (Table 1)

**Table 1 - The Results of the Study of Psychological Culture of an Individual (%)**

№	Indicators of psychological culture	The power of realization					
		3 course (budget)	3 course (paid education groups)	4 course (budget)	4 course (paid education groups)	Master's degree programme (budget)	Master's degree programme (paid education groups)
1	to self-cognition	5.5%	22.2%	21.4%	10%	9,3%	55.5%
2	to meaningful connections	16.6%	5.5%	35.7%	10%	5.8%	22.2%
3	to mental self-regulation	22.2%	44.4%	35.7%	30%	17%	27.7%
4	to creative behavior	3%	7%	21.4%	20%	17%	48.8%
5	to meaningful activities	5.5%	16.6%	23.8%	40%	16.6%	17.5%
6	to self-development	27.2%	44.4%	35.7%	30%	31%	50%
7	overall psychological culture	16.6%	35.5%	19.4%	49%	16.8%	51.0%

Source: primary statistics of the processed data

The obtained data show that such indicators of psychological culture as self-development, psychic self-regulation, self-knowledge, creative behavior, constructive conduct of affairs are low. The lowest indicators of psychological culture development are observed in non-budgetary groups of students who do not work within the sphere of their specialty.

Thus, the level of psychological culture development is the lowest in groups of students, who cover the education expenses by themselves and whose average score of academic achievement is 3.0-3.4. These groups fall into the risk zone, since it is the low level of development of psychological culture that indicates a reduced level of professional self-awareness and problems of professional development. However, the importance of this psychological education and the results obtained throughout the group actualize the task of forming such components of psychological culture as mental self-regulation, creative behavior and constructive conduct of affairs, self-development, self-knowledge. These components were evaluated at a low level in 43% of the surveyed students.

The analysis of questionnaire results allowed to make sure that the more demanding the organization corporate policies, standards and principles are, the bigger number of specialists work within the area of their specialty (which means that these specialists work in sphere of their specialty education) and the higher the level of their psychological culture and professional awareness is.

The set of methods used allowed us to divide the participants of the research with low results into two groups of budgetary and extrabudgetary forms of education, 18 people each.

It was found out that 41.1% of students, who study at non-budgetary forms, have the lowest indicator of readiness for labor activities. 35.2% of students from the same group want to change the sphere of their occupation. Perhaps, the reason for such low indicators lies in the underdevelopment of psychological readiness, professional identity and the motif of self-realization. Thus, 29.4% of students believe that they know little about their career path and professional opportunities, which affects motivation and success in the profession. 47.0% of the students in this group believe that they are not ready for professional work because they lack the necessary skills and skills, while 32.5% of students indicate that they are disappointed in their chosen specialty. The obtained results demonstrate the problem of insufficient awareness of students, despite their being included in professional processes and activities.

The obtained characteristics are similar with those of specialists of toxic type (A.E. Fedorova, M. Gatti). Toxic employees ‘infect’ others with their negative attitude and behavior; they negatively affect both the socio-psychological climate and the attitude towards work. Their unconscious ignorance of the professional field and inner self-confidence lead to mistakes in work and a gradual crisis. It is important to increase the emphasis in training future specialists on raising the level of professional motivation and developing reflexivity, as the main components of the psychological culture of the individual.

The results of the diagnosis of self-relationship according to the method of V.V. Stolin and S.R. Pantelev are presented in Tables 2, 3.

**Table 2 - The Result of Personal Self-Conception Study, paid education group**

Scale	Level		
	Low	Low	Low
Self-attitude	44.4%	50%	0%
Self-esteem	50%	44.4%	0%
Autosympathy	33.3%	66.6%	0%
Expected ratio from others	16.6%	77.7%	5.5%
Self-interest	50%	44.4%	0%
<b>The Measurement Scale of Attitudes Towards Internal Selfhood</b>			
Self-confidence	50%	44.4%	0%
Attitude towards others	55.5%	38.8%	5.5%
Self-acceptance	66.6%	44.4%	2%
Self-management	50%	50%	0%
Self-reproach	44.4%	77.7%	0%
Self-interest	61.1%	33.3%	5.5%
Self-understanding	61.1%	33.3%	5.5%

Source: questionnaire of Self-Reliance by V.V. Stolin and S.R. Pantelev

**Table 3 - The Results of the Study of the Self-Attitude, Budget Group**

Scale	Level		
	Low	Low	Low
Self-esteem	61.1%	38.8%	0%
Autosympathy	33.3%	61.1%	5.5%
Expected ratio from others	16.6%	77.7%	5.5%
Self-interest	50%	44.4%	5.5%
<b>The Measurement Scale of Attitudes Towards Internal Selfhood</b>			
Self-confidence	50.5%	44.4%	5.5%
Attitude towards others	61.1%	38.8%	0%
Self-acceptance	55.5%	44.4%	0%

Self-management	50%	44.4%	5.5%
Self-reproach	44.4%	72.2%	0%
Self-interest	72.2%	27.7%	0%
Self-understanding	66.6%	33.3%	0%

Source: questionnaire of Self-Reliance by V.V. Stolin and S.R. Panteleev

In the course of the diagnostics, it was found out that the students have a low level of indicators of overall self-esteem, self-respect, self-interest, as well as some other indicators (self-acceptance, self-guidance, self-understanding, self-confidence, self-acceptance). It is possible to define the difficulties of personal development, which form the basis of the personal effectiveness of a specialist.

The usage of the methodology offered by R. Schwarzer and M. Erusalem show that the students of both the groups have low level of self-efficacy in 33.3% and 44.4% cases respectively, which means that teachers and colleagues at work should be recommended to demonstrate patience, positive attitude and support. It is also important to pay attention to the formation of independence, emphasize the strengths, reinforce the confidence in the effectiveness of efforts.

Later, the researchers studied the relationship between the parameters of professional self-awareness and the parameters of the psychological culture of the individual. To do it, it was necessary to define significant correlations ( $p \leq 0,05$ ) between the abovementioned parameters. This task was solved with the help of the method of correlation analysis (Spearman's Rank Correlation). This method helped to reveal the strengths and direction of the correlation relationship between two characteristics or two characteristic profiles. The correlation relation reflects the fact that the variability of one characteristic is somehow connected with the variability of the other. In this case, the binding force is independent of its directivity and is defined with the help of the absolute value of the correlation coefficient. The maximum possible absolute value of the correlation coefficient is  $r_s = 1$ , while the minimum is  $r_s = 0$  [55, 79].

As a result of the correlation analysis, the researchers identified the relationships between the parameters of professional self-awareness and the parameters of psychological culture. Assessing the relationship between the parameters of self-relationship with the psychological culture of the individual as a whole, the following significant correlations were established on the scales: "self-interest" ( $r_s = 0.42$ ;  $p = 0.02$ ); "self-acceptance" ( $r_s = 0.42$ ;  $p = 0.02$ ), "Self-guidance" ( $r_s = 0.35$ ,  $p = 0.02$ ), "the ratio of others" ( $r_s = 0.39$ ,  $p = 0.03$ ).

Also, a significant correlation was revealed between the parameters of psychological culture and the self-efficacy potential in the scale of "self-efficacy" ( $r_s = 0.37$ ,  $p = 0.03$ ). Analyzing the presented relationships, we can conclude that the psychological culture of the individual is a condition for the development of professional self-awareness. Taking into consideration the above-mentioned, it is possible to make a conclusion that the technical culture of the individual is a condition for the development of professional self-understanding.

## 6 Conclusion

Analysis of empirical data revealed the parameters, which indicate the low level of professional self-awareness development and of the components of students' psychological culture, which makes the implementation of a program aimed at the formation of a psychological culture necessary.

Theoretical analysis of the problem under consideration and the study of the empirical data resulted in the creation of the program of formation of a psychological culture, which can be used by the staff of the personnel development center, as well as by the Chairs of Practical Psychology at universities.

The program is aimed at the creation of psychological culture and motivation of employees.

Its tasks are:

- 1) to provide information on the components of the psychological culture of the individual and ways to improve it;
- 2) to create the conditions for the development of personal potential, subjectivity and reflexivity;
- 3) to form cognitive, value-semantic, reflexive, behavioral components of psychological culture, which are the components of the professional effectiveness of the individual;
- 4) to develop mental self-regulation.

Basic principles of the program are:

- Subject-pragmatic principle, which presupposes the defining of the importance of the subject through his personal potential and the possibility of changing others through self-changes;
- Person-centered approach, which involves the recognition of a person's personality as the highest value, worthy of respect, recognition and acceptance.

The following results are expected:

- The system of psychological and pedagogical support of people with low level of psychological culture will contribute to its formation through the purposeful development of the main components. High level of psychological culture is a factor of professional interest and motivation of professional activity.
- Proposed forms of the program implementation include conversations, training sessions, active games, thematic lectures, individual consultations.

Sofar, the research aimed at establishing a tie between psychological culture and self-awareness of the individual has shown that psychological culture is not only the result of a certain level of development of self-consciousness, but it is also its condition. Corporate standards and corporate policies created at enterprises are the programs for the development of employees' psychological culture. Psychological culture of 46% of off-campus students (who are the specialists and the students at the same time) is low. It was found out that the higher the level of psychological culture is, the higher is the professional efficiency of a specialist. Therefore, the task to form psychological culture of an individual is important not only for the professional community, but also for the specialist training system. The key psychological parameters of the psychological culture development are self-interest, self-understanding in the context of professional activity and professional behavior.

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