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PSYCHOLOGICAL CHARACTERISTICS OF PROFESSIONAL ADAPTATION OF NOVICE TEACHERS

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Relevance of the research. The relevance of scientific analysis of the problem of adaptation of teachers in modern educational institutions during the pandemic is high, timely and necessary in the issue of development and application to this category of employees of special programs and technologies of adaptation, which would take into account all modern requirements and positive experience in the domestic and foreign field. This necessitates a previous comprehensive study of the phenomenon and the phenomena that cause it.

Aim of the study: to determine the features of psychological adaptation of novice teachers, the factors of its formation, to develop recommendations for the prevention of disadaptation of a young teacher.

Methods: theoretical methods: analysis, synthesis, systematization of theoretical data; empirical methods: observation, interview, testing; methods of mathematical and statistical data processing. In order to determine the features of psychological adaptation of teachers the following methods were used: questionnaire to assess the level of socio-psychological adaptation of a secondary school teacher (M. Dmitriev); a technique to assess professional disadaptation (M. Dmitriev); the method "Integral satisfaction with work" (A. Batarshv); test " Neuro-mental adaptation" (I. Gurvich).

Sample of the study: 60 teachers of secondary education institutions the city of Kharkiv.

Results and conclusions. The idea of socio-psychological adaptation of novice teachers has been deepened by clarifying the characteristics of differently adapted teachers. The notion of socio-psychological adaptation of teachers to professional activity has been expanded by comparing the refined characteristics of teachers' adaptation with different work experience. It was determined that the majority of teachers are divided into those with a pronounced and low level of socio-psychological adaptation. The factors of disadaptation of novice teachers have been established: emotional excitement, feeling of fatigue, violation of the sleep-wake cycle and decreased motivation for activity. The general tendency that is connected with the fact that the worse the state of mental health of the novice teacher, the worse is his adaptation to professional activity. It was found that the majority of teachers are satisfied with the work (and dissatisfied with its conditions), but among novice teachers, compared with other groups of teachers by length of experience, the highest percentage of dissatisfied teachers was revealed. A significant relationship between psychophysiological professional disadaptation and socio-psychological adaptation has been proved to be inverse and strong. The influence of socio-

psychological factors on the manifestation of neuro-psychological adaptation was proved. It is proved that the length of service affects the socio-psychological and professional adaptation of teachers. A number of methodological recommendations to ensure the success of adaptation of novice teachers has been proposed.

Keywords: adaptation, socio-psychological adaptation, professional adaptation, disadaptation, stress, beginning teachers, teachers with experience.

Психологічні особливості професійної адаптації педагогів-початківців

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Внесок авторів: А – дизайн дослідження; В – збір даних; С – статистичний аналіз; D – підготовка рукопису; Е – збір коштів.

Актуальність дослідження. Актуальність наукового аналізу проблеми адаптації педагогів у сучасних навчальних закладах в період пандемії є високою, своєчасною та необхідною у питанні розробки та застосування до цієї категорії працівників спеціальних програм та технологій адаптації, які б враховували усі сучасні вимоги та позитивний досвід на вітчизняному та закордонному полі. Це обумовлює попереднє всебічне вивчення явища та феноменів, які його обумовлюють.

Мета дослідження: визначити особливості психологічної адаптації педагогів-початківців, фактори її становлення, розробити рекомендації для профілактики дезадаптації молодого викладача.

Методи: теоретичні методи: аналіз, узагальнення, систематизація теоретичних даних; емпіричні методи: спостереження, опитування, тестування; методи математичної і статистичної обробки даних. З метою визначення особливостей психологічної адаптації педагогів були застосовані наступні методики: опитувальник для оцінки рівня соціально-психологічної адаптації вчителя середньої школи (М. Дмитрієва); методика для оцінки професійної дезадаптації (М. Дмитрієва); методика «Інтегральна задоволеність працею» (А. Батаршева); тест «Нервово-психічна адаптація» (І. Гурвіч).

Вибірка дослідження: 60 педагогів закладів середньої освіти м. Харкова.

Результати і висновки. Поглиблено уявлення про соціально-психологічну адаптацію педагогів-початківців завдяки уточненню характеристики різноадаптованих педагогів. Розширено уявлення про соціально-психологічну адаптацію педагогів до професійної діяльності через порівняння уточнених характеристик адаптації педагогів з різним стажем роботи. Визначено, що більшості своїй педагоги поділяються на осіб з вираженим та з низьким рівнем соціально-психологічної адаптації. Встановлені фактори дезадаптації педагогів-початківців: емоційні хвилювання, відчуття втоми, порушення циклу «сон-неспанья» та зниження мотивації до діяльності. Відмічена загальна тенденція, яка пов'язана з тим, що чим гіршим є стан психічного здоров'я у педагога-початківця, тим гірше відбувається його адаптація до професійної діяльності. Встановлено, що більшість педагогів задоволені працею (та не задоволені її умовами), але серед педагогів-початківців, в порівнянні з іншими групами педагогів за стажем, виявлено найбільший відсоток незадоволених. Доведений значущий взаємозв'язок між психофізіологічною професійною дезадаптацією та соціально-психологічною адаптацією, який має

зворотній та сильний характер. Доведений вплив соціально-психологічних чинників на вияв нервово-психічної адаптації. Доведено, що стаж праці впливає на соціально-психологічну та професійну адаптацію педагогів. Запропоновано низку методологічних рекомендацій для забезпечення успішності адаптації молодих педагогів.

Ключові слова: адаптація, соціально-психологічна адаптація, професійна адаптація, дезадаптація, стрес, педагоги-початківці, педагоги зі стажем.

Introduction. In modern conditions the issues of professional adaptation of teachers in educational institutions become very important. The influence of the results of the adaptation process on the success of specialists in the profession becomes especially important. This actualizes the problem of their adaptation in educational institutions, search for new means of overcoming disadaptive consequences, methods and technologies of successful implementation of adaptation.

The scientific and methodological basis for the study of the characteristics of the adaptation process was the work of B. Ananyev, L. Grishanov, L. Egorova, O. Kokun, A. Moroz, A. Nalchadzhan and others. Characteristics of professional adaptation revealed in the works of O. Burmistrov, O. Gura, E. Klimov. The issues of teachers' adaptation to professional activity were raised in the studies of M. Grintsiv, L. Mitina, O. Moroz, V. Semichenko, O. Solodukhova, N. Chaikina, O. Shevchenko and others.

It is worth noting that the special importance of adaptation of novice teachers is poorly realized by the heads of institutions, when even basic adaptation programs are not applied not only to young professionals, but also to other categories of employees.

Therefore, the relevance of scientific analysis of the problem of teachers' adaptation in modern educational institutions during the pandemic is significant, timely and necessary in the issue of developing and applying to this category of employees special programs and technologies of adaptation, which would take into

account all modern requirements and positive experience in the domestic and foreign field.

The aim of the study is to determine the characteristics of psychological adaptation of novice teachers, its formation factors, to develop recommendations for the prevention of disadaptation of a novice teacher.

Methods and sample of the study. The following methods were used to solve the tasks: theoretical methods: analysis, generalization, systematization of theoretical data; empirical methods: observation, interview, testing; methods of mathematical and statistical data processing.

In order to determine the features of psychological adaptation of teachers the following methods were used: questionnaire to assess the level of socio-psychological adaptation of a secondary school teacher (M. Dmitriev); a technique to assess professional disadaptation (M. Dmitriev); the method "Integral satisfaction with work" (A. Batarshchuk); test "Neuro-mental adaptation" (I. Gurvich).

The experimental part of the study was implemented on the basis of general educational institutions in the city of Kharkiv. The research covered 60 teachers.

Substantiation of the selection of the sample. Based on the idea that the level of adaptation to professional activity depends on the experience of pedagogical activity, it was decided not only to study the characteristics of novice teachers' adaptation, but also to compare teachers with different experience and to determine the fundamental differences between novice teachers and teachers with experience. For this purpose the sample of research subjects was divided into four groups:

- group № 1 - novice teachers with experience of 0-5 years. (18 people);
- group № 2 - teachers with experience from 5 to 15 years (20 people),
- group № 3 - teachers with experience from 15 to 30 years (16 people),
- group № 4 - teachers with experience of 30 years and more (6 people).

Results of the study. Adaptation is a prerequisite for social activity, and an important factor that affects the adaptation process is the conditions of life and activity. Professional adaptation acts as one of the conditions of personal adaptability indicators, and is characterized not only by adaptation, but also by entering into active activity (Alexandrov D., 2014; Malinovich L., 2012).

According to G. Slesarev the profession has such characteristics as a set of production social functions, certain content, nature of work, level of payment, possibility of career progression. Consequently, the phenomenon of profession includes not only the degree of training but also a form of social recognition, means of realization of professional knowledge and skills in specific working conditions. On this basis, professional adaptation carries both objective and subjective moments of activity, the degree of which is largely determined by the extent to which the workplace of a person corresponds to his/her socio-professional orientation (Malinovich L., 2012).

Personal adaptation strategy depends to a large extent on the system of values and attitudes, dispositional characteristics of a personality. Personal dispositions are the dominant orientation of a person's interests in a certain community, a certain environment (according to V. Nemchev).

The result of the process of professional and pedagogical adaptation can be considered as "professional-pedagogical adaptability of a novice teacher", which is formed from the first year of work of a teacher and is completed mainly after 3-5 years of work, and is a state, which is characterized in professional-pedagogical activity by full mastery of the profession, high level of skills, creative performance of professional role, and in the sphere of interpersonal relations - high sociometric status of the employee (Chen Jian-Yong, Chia-Ching, 2019).

In the context of empirical study of the characteristics of professional adaptation of teachers it was appropriate to study the socio-psychological adaptation of the teacher and the factors that cause it, the factors of professional disadaptation, the characteristics of neuro-mental adaptation, as well as satisfaction with their own

work. Therefore, a comprehensive empirical study of the problem took place in several stages. Thus, at the I stage selection of a psychodiagnostic methodical complex of research was carried out. At the II stage - definition of an experimental base of research.

At the III stage of the empirical study the research of the general manifestation of socio-psychological adaptation of novice teachers to professional activity was carried out (Fig. 1). It was discovered that the largest population consists of teachers with a significant level of socio-psychological adaptation, namely 44.4% of the researched sample, indicating that a large number of novice teachers successfully adapted to working conditions. 11% of the researched showed a high level of socio-psychological adaptation, this allows us to conclude in general that novice teachers can adapt to the working conditions early in their teaching career. Contributing to a high level of adaptation, in our opinion, can be a high level of academic readiness, motivation, deep awareness of the choice of professional path, imitation in the profession (Blagoy R., 2021; Elchaninova T. M., 2012, 2018).

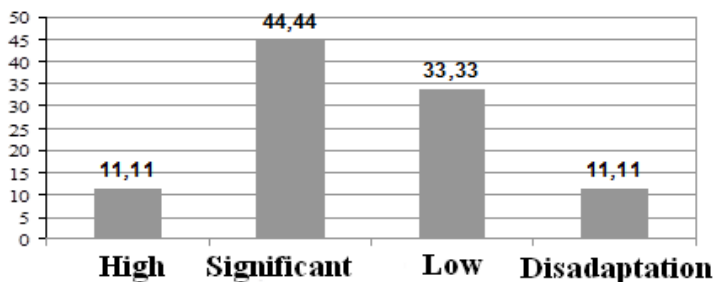


Fig. 1 - Distribution of novice teachers by levels of socio-psychological adaptation to professional activity (n = 18; %)

It should be noted that the number of teachers with a low level of socio-psychological adaptation is 33% of the studied, which is a significant part of the total number. This indicates that a large number of novice teachers face problems in adaptation, with a large number of factors that directly affect the overall level of socio-

psychological adaptation, these factors can act as a team, students or head of the institution, and the level of satisfaction with working conditions, equipment and satisfaction with themselves as an employee.

The fact that disadaptive factors have a great influence on the novice teacher is indicated by the fact that from the total sample of novices 11% have a high level of disadaptation. These data indicate that the teacher at the initial stage encountered obstacles and problems which had no solution and which worsened (suspended) the general state of adaptation. In general terms we can talk about an equal distribution (with a slight deviation towards a pronounced level) among beginning teachers, with an emphasis on those who have a significant level of socio-psychological adaptation and those who have a low level.

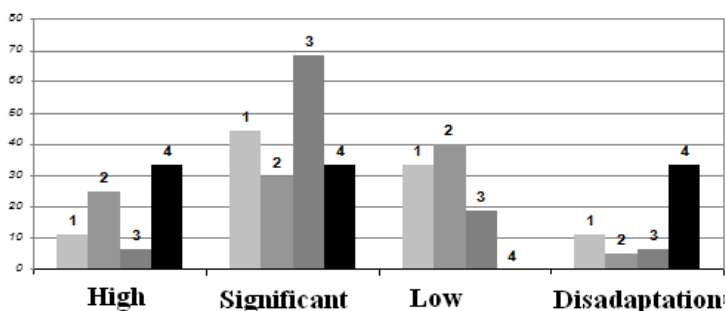


Fig. 2 - Representation of the levels of socio-psychological adaptation of teachers depending on work experience in an educational institution (n = 60;%)

Note: 1 - the group of teachers with work experience up to 5 years, 2 - the group with work experience of 5-15 years, group 3 - 15-30 years, group 4 - with work experience over 30 years

The distribution of teachers by level of experience (Fig. 2) allowed to evaluate and analyze the level of socio-psychological adaptation in each group, and further to compare these indicators. Thus, it was found that the majority of teachers with work experience

from 5 to 15 years showed a low level of adaptation to professional activity (40%), indicating that even after 5 years of teaching in their lives are factors that lead to disadaptation . 25% of teachers with 5 to 15 years of experience have a high level of adaptation and 30% of teachers have a significant level, this indicates that under favorable working conditions, the teacher will adapt quite successfully and stay in this field of work, continuing to accumulate skills and abilities. This indicates that after the first 5 years of experience, the teacher already has the necessary tools to successfully overcome the problems that can accompany professional development. But still the majority of this group (40%) have problems with adaptation even with this length of experience.

Among teachers working experience from 15 to 30 years, the largest part has a significant level of adaptation (68.75% of teachers). The percentage of teachers with a low level of adaptation falls sharply, in contrast to teachers with up to 5 years of working experience and teachers with 5 to 15 years of working experience, and is 18.75%.

Among the teachers with more than 30 years of experience the dominance of teachers with high and significant levels of adaptation to professional activity (their representation in this group is 33.3%, respectively) was determined. There is a strong tendency towards increased disadaptation among this group of teachers, which can probably be explained by the onset of professional burnout and "anticipation" of retirement accompanied by an emotional outburst. It can be said that with so much experience, a teacher, on the contrary, may encounter a whole range of factors, some of which may not be among their colleagues with less working experience. The teaching profession, like all other fields, is constantly undergoing change, and the way a teacher worked at the beginning of his or her career and what tasks the educational system set for him or her can be dramatically different from the working conditions and factors that are in place now.

Therefore, there is a tendency of both improvement of adaptation indicators and increase of maladapted teachers under the influence of work experience (Blahoy R., 2021).

In the course of further analysis of the formation of adaptation the factors that can cause disadaptation in different periods of professional development of a teacher were identified (the list is given on the basis of the questionnaire proposed by N. Dmitrieva). According to N. Dmitrieva these factors include: attitude towards the educational institution, relations between teachers, satisfaction with working conditions, satisfaction with one's position in the team, attitude towards work, attitude towards students, attitude towards management and the team in general. The expressiveness of these factors indicates the sources of disadaptation. Analyzing the factors that affect adaptation in different periods of professional development of a teacher it was decided to use the distribution into three groups according to the level of negative attitude to the factor that leads to disadaptation, each factor has three levels of influence, the lower the score, the more expressive is the negative influence. Thus, from 0 to 3 points - defined as a high level of influence, from 4 to 8 - medium, from 9 to 12 - low level of influence. In Fig. 3 only the groups with a *high level of influence*, which were distributed by their experience and were presented as a percentage of the total number of teachers in their category of experience, because it reflects the ratio of teachers with a high influence on the adaptation of each factor from the total number of teachers with a certain category of experience.

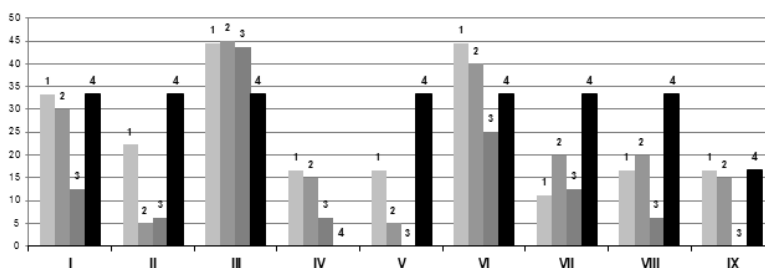


Fig. 3 - Representation of factors that prove to be maladaptive at different periods of a teacher's professional development (n = 60;%)

Note: 1 - group of teachers with up to 5 years of experience, 2 - group with 5-15 years of experience, 3 - 15-30 years, 4 - experience more than 30 years; I - scale "Attitude towards educational institution", II - scale "Relations between teachers", III - scale "Satisfaction with working conditions", IV - scale "Satisfaction with their position in the team", V - scale "Attitude towards work", VI - scale "Attitude towards students", VII - scale "Attitude towards the management", VIII - scale "Attitude towards the collective", IX - scale of insincerity.

Distribution of factors according to their degree of influence on the adaptation of teachers to professional activity allows us to see that in the group of up to 5 years of experience the influential factors of disadaptation are satisfaction with working conditions and attitude towards students. The attitude to the students can be conditioned by the attitude of students to the teacher and their behavior in general.

Reasons for dissatisfaction with working environment can be as salary, lack of necessary tools to conduct classes, disruption of vacation and sick leaves, and overall workload. These factors indicate that novice teacher, after entering the profession, encounters a large number of students and student groups and teams who have varying levels of academic achievement in school and interest in learning. Also of great importance is the status of the teacher that is formed with the students. Students who respect the teacher are more likely to be more interested in listening to the lesson, being cooperative, and completing the teacher's assignments. It is worth noting that the factors of attitude towards students and satisfaction with working conditions are highly influential in all experience groups, which indicates the absence or low level of relationship between teaching experience and the maladaptive influence of these factors on teachers. This can be explained by the fact that educators with different years of teaching experience must constantly adapt to the changes that occur throughout the years of student teaching and to the changes associated with the emergence of new students, a new generation that is different from the previous one. The low level of

adaptability in all groups of experience, indicates factors related to the specific nature of the work of the teacher. The need to process a large amount of information throughout the school year, this includes checking workbooks, preparing for new lessons, filling out lesson journals and other documentation, the need to organize or conduct school events, prepare students for Olympiads and other events. Lowered attitude towards the team and the head at the beginning of a teaching career is partly due to lack of experience in this area, and the need to enter a new, often already formed team of teachers, although it should be noted that these factors have many nuances and can be a cause of disadaptation even for teachers with experience. But with time and experience these factors either partially or completely stop influencing the adaptation of the teacher.

Analysis of the results showed that the most favorable factors for adaptation in the studied sample can be called the relationship between teachers, satisfaction with their position in the team and attitude towards the work at all stages of professional development. A long working experience and constant improvement of the teacher's skills increases his or her importance as a professional and allows him or her to fully convey the necessary knowledge to the students. In addition, with years of work in the team of teachers, status and authority increase, relations between teachers become more open, and the support and help of colleagues strengthens professional relationships in the team.

The results of the group of teachers with 30 years of experience attract attention, namely, that one-third of this group showed that almost all of the studied factors become stressors and annoyances for them. These interesting results require further empirical research.

So, it was determined that the most disharmonious at the beginning of professional formation are the factors of satisfaction with working conditions and attitude towards students, the first of which does not lose its influence throughout the entire professional path.

At stage IV of empirical research the level of psychophysiological professional disadaptation of teachers was analyzed. During the formation of a specialist there are certain

dynamic changes that have both positive (for example: adaptation) and negative features (such as disadaptation). A number of factors can trigger these dynamic changes, such as a change of workplace, a transfer to another position, a change in training technology, a change in needs, and the like. These influences may differ in duration, intensity and strength. Disadaptation manifestations should include: decreased productivity, interest, violation of discipline (these are psychological manifestations), as well as deterioration of health, mood, decreased activity, increased anxiety and fatigue (these are physiological manifestations). In the context of studying the chosen topic, it is appropriate to pay attention to the level of psychophysiological professional disadaptation (PPD) already at the first stages of the novice teacher and determine the features of its manifestations (for example, given in the methodology of N. Dmitrieva). The results of this diagnostics are presented in Fig. 4-5.

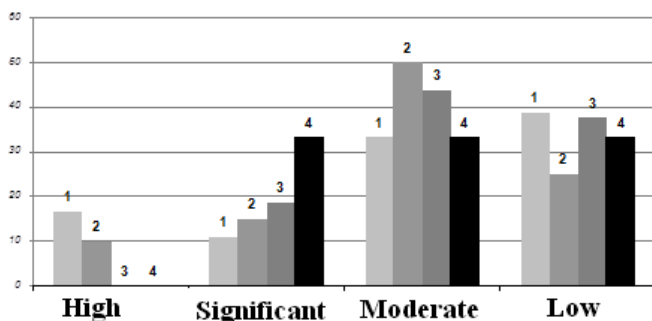


Fig. 4 - Representation of the levels of psychophysiological professional disadaptation of teachers depending on the length of working experience in an educational institution (n = 60;%)

Note: 1 - group of teachers with up to 5 years of experience, 2 - group with 5-15 years of experience, 3 - 15-30 years, 4 - more than 30 years of experience

The data obtained suggest a significant predominance of low (38.89%) and moderate (33.3%) levels of PPD among novice teachers.

Teachers with 5 to 30 years of experience were more likely to have a moderate level of PPD.

And teachers with 30+ years of experience evenly covered as many as three levels, from low- to pronounced PPD.

We also note that the number of persons with a high level of psychophysiological professional disadaptation with the acquisition of experience, and, accordingly, a certain experience, decreases; but with pronounced disadaptation, on the contrary, increases over time.

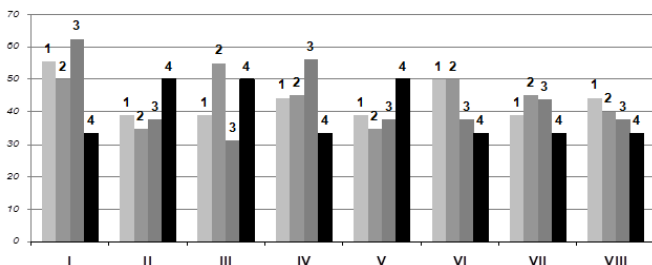


Fig. 5 - Representation of manifestations of psychophysiological professional disadaptation of teachers in different periods of professional development of a teacher (n = 60;%)

Note: 1 - group of teachers with up to 5 years of experience, 2 - group with 5-15 years of experience, 3 - 15-30 years, 4 - experience more than 30 years; I - "Emotional Disturbance" scale, II - "Deterioration of Individual Mental Processes" scale, III - "Reduction in General Activity" scale, IV - "Feeling of Fatigue" scale, V - "Somato-vegetative Disorders" scale, VI - "Sleep-Wake Cycle Disorder" scale, VII - "Social Interaction Features" scale, VIII - "Decreased Motivation to Activity" scale

During the analysis of the representation of manifestations of psychophysiological professional disadaptation of teachers in different periods of professional development of a teacher, it was decided to use the distribution into three groups according to the level of disadaptation impact, each factor has three levels of impact,

the lower the score, the more expressive is the negative impact. Thus, from 0 to 3 points - was considered as a high level of influence, from 4 to 8 - medium, from 9 to 12 - low. Fig. 5 shows only the results of respondents with a *high level* of individual demonstrations of psychophysiological professional disadaptation of teachers.

So, novice teachers are dominated by such negative manifestations as emotional excitement, feeling of fatigue, violation of the sleep-wake cycle, reduced motivation for activity, which indicates a large workload of novice teachers, and their state of adaptation in the first years of work.

Over time, as the results of the group with 5-15 years of experience show, the state on the factors of emotional excitement, feeling of fatigue, sleep-wake cycle and decrease in motivation to activity improves and leads to successful adaptation after 5 years of teacher work on these factors, although sleep-wake cycle violation still takes place in professional adaptation of the teacher. It should also be noted that compared to novice teachers, teachers with 5 to 15 years of experience have a higher index in the factor of decrease in total activity.

The group with 15 to 30 years of experience shows a decrease in the negative manifestation of sleep-wake cycle disorder, features of social interaction and a decrease in overall activity compared with the previous two groups. Which indicates a further improvement in adaptation to these factors in teachers after 15 years of work in education. But the indicators of the feeling of fatigue and emotional excitement increases compared to the previous groups.

In the group with 30 years or more of experience, we can see low, compared to other groups, indicators of emotional excitement, the sleep-wake cycle, features of social interaction and reduced motivation for activity. High levels have indicators of deterioration of individual mental processes, decreased general activity and somato-vegetative disorders. Compared to other groups, these factors indicate better professional adaptation than in other groups, but unfavorable course of other processes in the mental state of the teacher with 30 years of experience.

In general, we note that such factors as emotional anxiety, sleep-wake cycle disorder, peculiarities of social interaction and decrease of motivation to activity show a tendency to decrease their influence on teachers' adaptation, and such factors as deterioration of certain mental processes, decrease of general activity, feeling of fatigue and somato-vegetative disorders, on the contrary, with the experience only gain their influence. The explanation for the first tendency is the acquisition of professional competences, and for the second one - deterioration of the general physical state of health (somato-vegetative disorders) and reduction of endurance.

V stage - organization and carrying out the study of the state of neuro-mental health of teachers. Identification of the level of neuro-mental adaptation of teachers to professional activity was carried out by establishing the level of mental health through the presence and expressiveness of some psychiatric symptoms in the representatives of the studied sample. The results of the researched can be arranged on a multidimensional adaptation scale, the extreme categories of which are absolute (ideal) neuro-mental health and probable morbid neuro-mental state. An in-depth analysis of responses can help elucidate the nature of deviations (socially or personally determined factors). The results of the study of the neuro-mental adaptation of teachers are presented in Fig. 6.

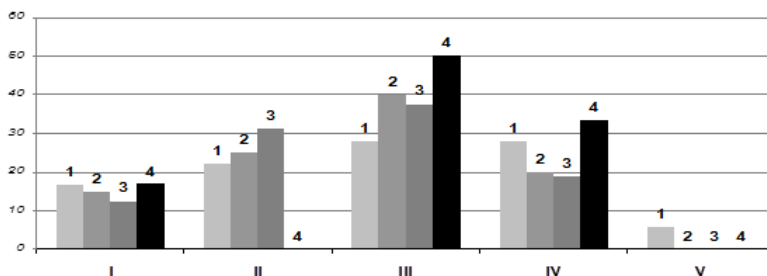


Fig. 6 - Distribution of teachers by state of mental health (n = 60; %)

Note: 1 - group of teachers with up to 5 years of experience, 2 - group with 5-15 years of experience, 3 - 15-30 years, 4 - experience over 30 years; I - healthy, II* - almost healthy with favorable

prognostic signs; III * * * - almost healthy with unfavorable prognostic signs, IV - mild form of deviation, V - obvious pathology.

The state of mental health of teachers and the absence or presence of problems with it, is a characteristic that allows us to talk about their socio-psychological adaptation from the side of their own psychological personalities. For example, among the teachers with up to 5 years of experience one teacher (5.55%) has obvious pathology, which can be a weighty factor to understand the presence of problems with psychophysiological level and the presence of a high level of social and psychological disadaptation for this teacher. It is worth noting that a significant impact which takes effect on the mental health of teachers is social, political, economic and, very relevant at this period of time, the epidemiological situation in Ukraine. The need for many institutions to switch to distance learning has led to a number of new working conditions and the emergence of a large number of changes in the very process of teaching students. The lack of contact of teachers as it is in the educational institution and the same lack of contact as in the classroom with students leads to a partial isolation of the teacher from the usual and understandable process of learning in the educational institution. Most often, among all suggested questions in the group of examinees with up to 5 years of experience, the following characteristics of conditions were chosen: 1) Insomnia, sleep disturbance; 2) Rapid fatigue, feeling of tiredness; 3) Fears about the possible development of serious illness; 4) Decreased, bad or depressed mood; 5) Indifference to everything around. The fact that these questions were most often chosen indicates unfavorable factors for successful adaptation of sleep and fatigue, one of the root causes of which could be quarantine conditions and the presence of the epidemic in general. This is also very clearly indicated by educators' fears about the development of a severe illness, which COVID-19 disease might be and the further development and complication of the disease. Indifference to everything around and a lowered or depressed mood indicates that while being in a constant state of stress a teacher spends a lot of energy to maintain her/his

condition, and falls into a state of apathy to the constant news that comes about the epidemiological situation and other unfavorable news of the social sphere of life of a teacher, which have an impact directly on him/her and his/her surroundings. Teachers with up to 5 years of experience and with a state of mental health in the category "healthy" was 16.67%, among this category the following statements about their mental health were most often selected: 1) Fears about the possible development of serious illness; 2) Insomnia, sleep disorders; 3) Mood changes without apparent reason.

The presence of the same statements in the groups with low and high levels of mental health further draws attention to the epidemiological factor that is added to the range of factors that teachers encounter in the early stage of professional adaptation. In each group with different teaching experience, similar statements were selected among those who had the "healthy" and "nearly healthy with favorable prognostic signs" categories. These were: 1) Insomnia, sleep disorder; 2) Mood changes for no apparent reason; 3) Rapid fatigue, feeling of tiredness; 4) Fear of developing severe illness.

Among the categories "Almost healthy with unfavorable prognostic signs", "Light form of deviations", "Obvious pathology", the following statements were chosen most often: 1) Insomnia, sleep disturbance; 2) Mood changes for no apparent reason; 3) Rapid fatigability, feeling of tiredness; 4) Fear of being alone in a room or on the street; 5) Lowered, bad or depressed mood; 6) Indifference to everything around; 7) Fear of developing a serious illness.

Thus, during the study of neuro-mental adaptation of teachers to professional activity by assessing the level of their mental health, the following was found:

- there is a distribution of the sample according to the law of normal distribution among all groups in terms of length of service;
- in all groups in terms of length of working experience the vast majority have almost healthy teachers with unfavorable prognostic signs;
- the state of the teacher's mental health, and through it the neuro-mental adaptation to professional activity is influenced by

social factors, in particular in Ukraine continues for a long time anti-terrorist operation, worsening epidemiological situation, increased morbidity and mortality, imposed preventive measures on vaccination.

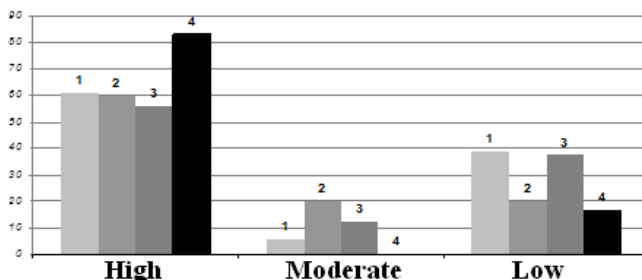


Fig. 7 - Representation of the levels of teachers' work satisfaction depending on the length of experience in the educational institution (n = 60;%)

Note: 1 - group of teachers with up to 5 years of experience, 2 - group with 5-15 years of experience, 3 - 15-30 years, 4 - more than 30 years of experience

Among the teachers with up to 5 years of experience with a low level is represented by 38.89% of teachers. Compared to the groups of 5-15 years of experience (20%); 15-30 years of experience (37.5%); 30+ years of experience (16.67%), beginning teachers show the lowest level of job satisfaction. Work dissatisfaction is manifested in disinterest in the processes taking place in the school, unsatisfactory working conditions, team, leadership and students. Then with a small difference follow teachers with 15 to 30 years of experience, indicating the presence of factors that affect not only novice teachers. Among teachers with a high level of work satisfaction, we can identify teachers with 30 years of experience (83.33%), which is an indicator of improvement in the situation with work satisfaction. A high level of satisfaction may be a manifestation of an even and coherent work process for teachers with a long experience, with their professionalism and extensive experience in the work team of pedagogical institutions.

At the 4th stage of the empirical research the profiles of differently adapted novice teachers were compared. At this stage of the analysis and interpretation of the empirical data obtained, first of all, the specifics of the relationship between the level of socio-psychological adaptability and the factors that affect the adaptation of novice teachers were identified. Conducting an analysis of the factors that affect teacher adaptation it was decided to use the distribution into three groups according to the level of influence of the factor that leads to disadaptation, each factor has only three levels of influence, the lower the score, the more expressive is the influence. Thus, from 0 to 3 points - high level of influence, from 4 to 8 - medium, from 9 to 12 - low. Fig. 8 shows only the results of respondents with a *strongly pronounced influence*, which were distributed according to a certain level of socio-psychological adaptation and were presented as a percentage of the total number of novice teachers. Already by the logic of the diagnostic methodology it is clear that the studied factors cause the formation of a low level of adaptation and disadaptation. The most influential were such factors as attitude to the educational institution, satisfaction with working conditions, and attitude towards students. A low indicator of attitude toward students reflects the presence of problems among novice teachers with finding contact with students, perhaps with the ability to gain authority and the ability to manage the class and students.

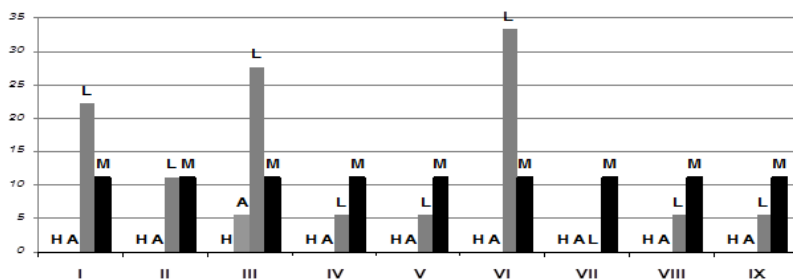


Fig. 8 - Representation of factors influencing the adaptation of novice teachers (n = 18;%)

Note: H (high) - high level of adaptation, A (average) - average, L (low) - low, D (disadaptation) - disadapted; I - scale "Attitude towards educational institution", II - scale "Relationship between teachers", III - scale "Satisfaction with working conditions", IV - scale "Satisfaction with own position in the team", V - scale "Attitude towards work", VII - scale "Attitude towards students", VII - scale "Attitude towards the management", VIII - scale "Attitude towards the collective", IX - scale of insincerity.

The presence of these problems may be a consequence of lack of experience or a low level of necessary knowledge in psychology and educational theory. The presence of a low level of satisfaction with working conditions suggests that a novice teacher getting into a new place of work and having a certain idea about the conditions of this work may, in the absence of previous experience in this area, be disadapted.

Also, these teachers were found to have insufficient sincerity when answering questions, which may be due to high anxiety, low self-esteem, which in turn influenced other results.

It was found that only one disadaptive factor manifested itself in the group of novice teachers with an average level of disadaptation is - dissatisfaction with working conditions.

Table 1
Characteristics of manifestation of psychophysiological professional disadaptation (PFPD) among novice teachers with different levels of socio-psychological adaptation (SPA) (n = 18)

SPA \ PFPD	High	Moderate	Low
High	X	X	-0.200
Moderate	X	0.500	-0.800
Low	1.000	1.000	X

When identifying the manifestation features of psychophysiological professional disadaptation among novice teachers with different levels of socio-psychological adaptation, the

following results were obtained. No results were obtained for some scales due to the absence of novice teachers with appropriate levels for both indicators. Such scales were marked with (X).

The low level of socio-psychological adaptation and the high level of psychophysiological professional disadaptation among novice teachers has a direct correlation. Disadaptation is of great importance and influence on the novice teacher and has the following manifestations: anxiety, bad mood, apathy, violation of social interaction, etc.

The low level of socio-psychological adaptation and the average level of psychophysiological professional disadaptation among novice teachers has a direct correlation. Which indicates that the presence of even an average level of disadaptation can have a direct adverse effect on the socio-psychological adaptation.

The average level of socio-psychological adaptation and the average level of psychophysiological professional disadaptation among novice teachers has a direct and significant correlation. This complements the preliminary results and indicates a pronounced effect of disadaptation on the level of socio-psychological adaptation.

The average level of socio-psychological adaptation and the low level of psychophysiological professional disadaptation among novice teachers has an inverse and noticeable correlation.

The high level of socio-psychological adaptation and the low level of psychophysiological professional disadaptation among novice teachers has an inverse and weak correlation. Which indicates an insignificant effect of disadaptation on novice teachers with a high level of socio-psychological adaptation.

In determining the manifestations of psychophysiological professional disadaptation among novice teachers, a distribution of three levels of influence of each of the factors was used, with a maximum score of 12. Thus, from 0 to 3 is significant, from 4 to 8 - average, from 9 to 12 - insignificant influence or its complete absence. Taking this into account, the data was described only for teachers with a *significant influence*, which were allocated to the

appropriate groups according to the level of socio-psychological adaptation (Fig. 9).

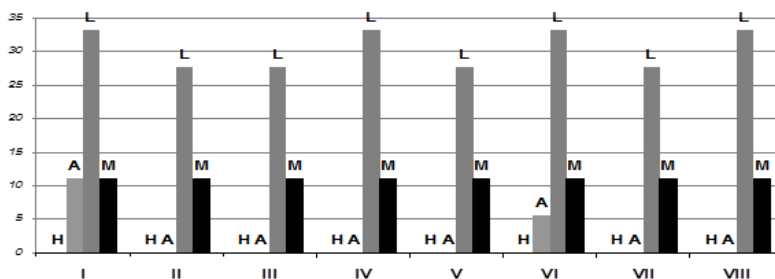


Fig. 9 - Representation of manifestations of psychophysiological professional disadaptation of novice teachers (n = 18;%)

Note: H (high) - high level of adaptation, A (average) - average, L (low) - low, D (disadaptation) - disadapted; I - "Emotional Disturbance" scale, II - "Deterioration of Individual Mental Processes" scale, III - "Reduction in General Activity" scale, IV - "Feeling of Fatigue" scale, V - "Somato-vegetative Disorders" scale, VI - " Sleep-Wake Cycle Disorder" scale, VII - "Social Interaction Features" scale, VIII - "Decreased Motivation to Activity" scale

Among novice teachers with disadaptation the most influential factors are emotional disturbances, feelings of fatigue, violation of the sleep-wake cycle, and decreased motivation for activity. The indicators of deterioration of individual mental processes, somato-vegetative disorders and features of social interaction are not as distinctly influential, but compared to other groups of novice teachers they have the highest score, so these factors are also notable for the disadapted teachers. By pointing out the high scores of all beginning teachers with disadaptation, we can talk about the possible presence of problems with adaptation in professional terms, and the need to pay increased attention to teachers with disadaptation.

Novice teachers with a low level of socio-psychological adaptation, among the mental manifestations have unfavorable indicators in the form of decreased motivation to work, disorders of the sleep-wake cycle, feelings of fatigue and emotional disturbances.

Novice teachers with an average level of socio-psychological adaptation also have high indicators of emotional disturbance, disorders of the sleep-wake cycle, as compared to the previous groups.

The next step was to study the state of mental health of novice teachers (Fig. 10).

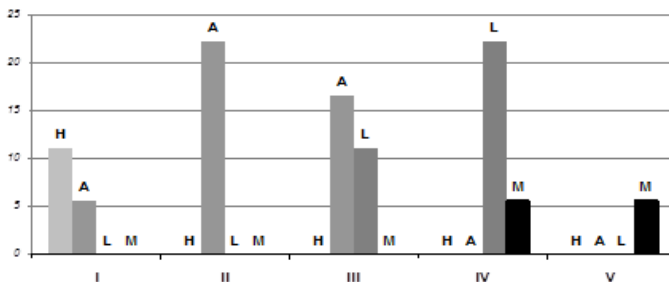


Fig. 10 - Distribution of novice teachers by state of mental health (n = 18;%)

Note: H (high) - high level of adaptation, A (average) - average, L (low) - low, D (disadaptation) - disadapted; I - healthy, II* - almost healthy with favorable prognostic signs; III** - almost healthy with unfavorable prognostic signs, IV - light form of deviation, V - obvious pathology.

Among novice teachers with disadaptation 5.56% of those studied have obvious mental state disorders (pathology) and the same number of light form of deviations, which indicates very unfavorable results of mental state and the presence of a wide sector of disadaptive factors that lead to the impossibility of successful socio-psychological and professional adaptation. Unfortunately, the formalism with which medical preventive examinations take place in our time and the absence in general of professional selection on medical indicators lead to the fact that "teachers" with various forms of mental disorders continue to come in education, which has a very negative impact on the mental health of pupils and students (especially in preschool and primary classes).

Novice teachers with low levels of adaptation mostly have a light form of mental state disorder (22.22%). 11.11% of the sample is almost healthy with unfavorable prognostic signs. This indicates a possible correlation between the low adaptation level and the light form of mental health disorders.

Among the group of novice teachers with an intermediate level of adaptation there is a distribution into almost healthy with favorable prognostic signs (22.22%), almost healthy with unfavorable prognostic signs (16.67%), and healthy (5.56%).

All of studied novice teachers, which were attributed to the group with a high level of socio-psychological adaptation, turned out to be mentally healthy.

Consequently, there is a general trend, which is related to the fact that the worse the state of mental health of the novice teacher, the worse is his or her adaptation to professional activity (or longer, or the quality of adaptation suffers).

The next step was to study the work satisfaction of novice teachers (Table 2).

The high level of socio-psychological adaptation and the average level of work satisfaction among novice teachers has an inverse and noticeable correlation. The presence of favorable working conditions for a novice teacher leads to his or her rapid and comprehensive deepening into the sphere of the occupation. His or her attitude towards work has a significant influence on whether or not a novice teacher decides to work in this field in the future. The work environment at the first workplace also plays an important role in a novice teacher's adaptation.

The average level of socio-psychological adaptation and the high level of work satisfaction among novice teachers has a direct and noticeable correlation. Taking into account the previous scale, we can talk about the same high correlation between the average indicator of one and the high indicator of another.

The average level of socio-psychological adaptation and the average level of work satisfaction among novice teachers has a direct and significant correlation.

The average level of socio-psychological adaptation and low level of work satisfaction among novice teachers has a direct and prominent correlation. This can be interpreted as the fact that a novice teacher may have an average level of socio-psychological adaptation, which is provided by other factors, but in the presence of long-term dissatisfaction with work, a deterioration of adaptation in the future is possible.

The low level of socio-psychological adaptation and low level of work satisfaction among novice teachers has a direct and noticeable correlation.

Further we shall establish the measure of correlation of such indicators as socio-psychological adaptation of novice teachers with psychophysiological professional disadaptation and work satisfaction using Spearman's rank correlation coefficient (Table 3).

The correlation analysis allowed us to establish a statistically significant relationship between the level of psychophysiological professional disadaptation and socio-psychological adaptation, which has an inverse and strong character. That is, the lower the level of psychophysiological professional disadaptation, the higher becomes the level of socio-psychological adaptation.

Table 3

Results of correlation analysis of socio-psychological adaptation (SPA) with psychophysiological professional disadaptation (PFPD) and job satisfaction among novice teachers

Job satisfaction \ SPA	High	Moderate	Low
High	X	- 0.500	X
Moderate	0.500	0.500	0.500
Low	X	X	0.579

According to State Statistics Service, staff turnover in education in Ukraine in 2014 was 13.5%. Among the reasons that lead to staff turnover among novice teachers, the main one is disadaptation.

Considering the identified level of adaptation of novice teachers, there is a need to explore and implement new approaches to their entry into the profession. As a first step on our part, we consider it appropriate to provide the following **recommendations** to novice teachers:

- Improving their professional skills and abilities;
- a conscious attitude towards the choice of the path in their professional career, to pay attention when hiring to whether the requirements and skills coincide with the institution in which the teacher wants to start his/her teaching career;
- to monitor one's psychological state at the beginning of one's work as a teacher, and to assess objectively one's state for the probability of the appearance of disadaptation processes which with time can deepen and contribute to the deterioration of one's psychological state and, if necessary, to turn to a specialist
- to listen to and analyze the advice of more experienced colleagues, not to avoid opportunities to join cooperation with colleagues and hold discussions with them; if necessary and if possible, to seek advice or help from colleagues in dealing with work issues;
- if possible, to take part in extracurricular activities, courses, etc., which enhance the level of professionalism of the teacher, and contribute to his/her professional adaptation.

To summarize the improvement of the system to combat professional disadaptation and increase the level of socio-psychological adaptation of novice teachers in Ukraine favorable areas can be defined as the following:

- improving the social and professional status of teachers and the prestige of the teaching profession (reviewing state policy regarding teacher status, improving the system of remuneration, supplementing social protection measures, forming and disseminating a positive image of teachers in the media, improving working conditions);

- introduction of a support system (school internship and probationary year, supportive supervision, material incentives that will encourage teachers to grow professionally, social benefits);

- introduction of a system that should support teachers before formal employment (provision of necessary information, use of web resources);

- adopting the best international practices of professional pedagogical adaptation, especially those used in eastern schools (e.g., the Japanese approach);

- developing among novice teachers a conscious and mature desire to improve their pedagogical skills both at the beginning and throughout their teaching career.

Conclusions and prospects for further research. The results obtained allowed us to draw the following conclusions.

1. Professional adaptation of the teacher is determined by his/her readiness for professional activity, the ability to perform tasks and functions on the basis of mastered professional knowledge, skills and abilities, professional qualities, as well as motivation to carry out effective work activity.

2. During the empirical study of the characteristics of adaptation of novice teachers to professional activity it was determined that most of them are divided into teachers with a significant and low level of socio-psychological adaptation. The most influential on the formation of adaptation were such factors as attitude to the educational institution, satisfaction with working conditions and attitude towards students.

3. The characterization and comparison of the profiles of differently adapted beginner teachers was specified. It was found that novice teachers with a *significant level* of socio-psychological adaptation are characterized by such psychophysiological disadaptive factors as emotional anxiety and violation of the sleep-wake cycle. Novice teachers with a *low level* of socio-psychological adaptation demonstrated a wider range of psychophysiological disadaptive factors, among which are dominating emotional anxiety, feeling of fatigue, violation of the sleep-wake cycle and decreased motivation to work. For novice teachers with *significant disadaptation* is

characterized by a moderate impact of all psychophysiological disadaptive factors. Statistically proved significant relationship between psychophysiological professional disadaptation and socio-psychological adaptation, which has an inverse and strong character.

We also compared novice teachers by state of mental health, which showed a direct correlation between the level of adaptation and this factor. Therefore, we consider it appropriate to introduce measures to maintain mental health of future teachers already during teacher training.

Comparison of novice teachers with different levels of adaptation according to the manifestation of work satisfaction also confirmed a direct relationship between these mental phenomena.

4. To understand the differences in the process of professional adaptation, a comparative analysis of novice teachers and teachers with experience was made, based on which the following was determined.

It was found that teachers with 15 years of experience and more become the most adapted. The fact of increasing the phenomenon of disadaptation among teachers with 30 years of experience and more was determined to be interesting and requires further study.

Among the disadaptation factors for all of the teachers studied we have detected dissatisfaction with working conditions and attitudes towards students. The latter requires urgent psychological correction, because it dominates in all age groups.

It has been proved that with age the negative influence of psychophysiological factors on psychological adaptation to professional activity mostly decreases. Thus, novice teachers have a significantly higher level of emotional anxiety, decreased motivation for activity and a feeling of fatigue, compared to their experienced colleagues. Let us also note that the number of persons with a high level of psychophysiological professional disadaptation decreases with the acquisition of experience and, accordingly, a certain experience; but the number of persons with a pronounced disadaptation, on the contrary, increases with time.

Our study revealed an increase in work satisfaction depending on the length of experience of a teacher.

Based on the analysis of the results of the study a number of methodological recommendations for the formation of professional adaptation of novice teachers have been developed.

The prospects for further development of the topic are to study the impact of forms of professional training on the formation of professional adaptation of teachers and to improve the methodological aspects of this process; to analyze and determine the conditions of effectiveness of the formation of professional adaptation of teachers.

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