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A SET OF TECHNIQUES TO INVESTIGATION A PERFECTIONISM OF PERSONALITY OF SCIENTIFIC AND PEDAGOGICAL STAFF OF THE HIGHER SCHOOL

Grubi, T.V. A set of techniques to investigation a perfectionism of personality of scientific and pedagogical staff of the higher school. The article deals with the content and structure of a set of techniques to investigation a perfectionism of personality of scientific and pedagogical staff of the higher school. This set consists of such techniques: a work sheet with open-ended questions "Perfectionism in the Professional Activity of Scientific and Pedagogical Staff of Higher School" T.Grubi, "The Big Three Perfectionism Scale" M. Smith, D. Saklofske, J. Stoeber, S. Sherry, "The Differential Test of Perfectionism" A. Zolotareva, author's modification "The Self-Anchoring Scaling" F. Kilpatrick & H. Cantril, "The Dutch Work Addiction Scale" W. Schaufeli & T. Taris, "The Utrecht Work Engagement Scale" W. Schaufeli & B. Bakker. This set of techniques was worked out taking into account the specificity of professional activity of scientific and pedagogical staff of the higher school.

Keywords: perfectionism of personality, types of perfectionism, scientific and pedagogical staff of the higher school, a professor, a set of techniques, diagnostic tools.

Груби Т.В. Комплекс методик для исследования перфекционизма личности научно-педагогического персонала высшей школы. В статье представлен комплекс методик для исследования перфекционизма личности научно-педагогического персонала высшей школы. Указанный комплекс состоит со следующих методик: анкета с открытыми вопросами «Перфекционизм в профессиональной деятельности научно-педагогического персонала высшей школы» Т. В. Груби, «Большая трехмерная шкала перфекционизма» М. Смит, Д. Саклофски, И. Стоебер, С. Шерри, «Дифференциальный тест перфекционизма» А. А. Золотаревой, авторская модификация «Шкалы самоопределения» Ф. Килпатрик и Г. Кантрил, «Голландская шкала трудовой зависимости» В. Шауфели и Т. Тарис, «Утрехтская шкала вовлеченности в работу» В. Шауфели и В. Беккер.

Ключевые слова: перфекционизм личности, виды перфекционизма, научно-педагогический персонал высшей школы, преподаватель, комплекс методик, диагностический инструментарий.

Introduction. An investigation of the problem of perfectionism is the object of attention of many foreign and Ukrainian scientists. The desire of person to achieve high results can be explained by socio-economic and socio-cultural changes, constantly increasing requirements for employees at the labor market, a high level of competition, a cult of success and individual achievements.

The problem of investigation of perfectionism of scientific and pedagogical staff of high school is now becoming ever more relevant. This relevance is caused by the modernization and development of higher education, accession to the Bologna Process, accession to the European educational research environment etc. These changes require the usage of new technologies, new requirements for professional activity and, therefore, a quite natural question arises about the investigation of perfectionism of scientific and pedagogical staff of higher school.

Analysis of latest research and publications. The results of the analysis of theoretical literature demonstrate that currently there are about twenty questionnaires for investigation the perfectionism of personality. However, these questionnaires are based on various models of perfectionism which are significantly different from each other. These differences in the components of perfectionism generate difficulties in development of a diagnostic tool that would be based on a single, universally model of perfectionism of personality.

Most of questionnaires for investigation the perfectionism of personality are developed by foreign authors (J.Ashby[17],D. Burns [7],N. Garagnyan[1], I. Grachova [2],A. Zolotareva[4], D.Johnson&R.Slaney& [12], M.Smith, D.Saklofske, J. Stoeber, S. Sherry [18],R. Frost, P. Marten, C.

Lahart, R. Rosenblate [9], P. Hewitt, G. Flett [10], R. Hill, T. Huelsman, R. Furr, J. Kibler, B. Vicente, C. Kennedy [11] etc.).

Ukrainian researchers generally use adaptation of foreign questionnaires. However, in Ukraine there are own developments, which are already presented in scientific publications. O. Loza, based upon the author's concept of perfectionism, which consists of combination of high standards (positive aspect that reflects the desire to be perfect) and the polarization of thinking (negative aspect that characterizes the unacceptable attitude to mistakes) formulated a questionnaire "The scales of perfectionism", which consists of four clusters: hypo-perfectionists, constructive perfectionists, hyper-perfectionists, destructive perfectionists [6]. Questionnaire of I. Gulyas aimed to determine the depth of reflection, content of factors of formation and display perfectionism in the professional activity of future practical psychologists [3].

Objective. Based on the relevance and social importance of the problem, the objective of the study is to work out a set of techniques to investigate a perfectionism of personality of scientific and pedagogical staff of the higher school taking into account the specificity of professional activity.

Results and discussion. Based on the results of theoretical and practical analysis we came to conclusion that the investigation of perfectionism of personality of scientific and pedagogical staff of the higher school conveniently would be carried out with this design [5].

At the first, *exploratory, stage*, in our opinion, it is necessary to carry out a survey using the "open" questions. These "open" questions enable to reveal thoughts of respondents for understanding the essence of perfectionism of personality, as far as this problem is urgent, individual characteristics and organizational factors, which are caused the occurrence of perfectionism in professional activity, display features of perfectionism in the professional activity of scientific and pedagogical staff of the higher school etc. This step is necessary in order to find out how the problem of perfectionism as a desire of personality to perfection and by achievement of the results of its activities to the highest standards (moral, aesthetic, intellectual) in various spheres of life, is "alive" and "not farfetched" for scientific and pedagogical staff of the higher school. In addition, this step is necessary for highlighting the most important and the problem areas in this context and in this professional activity.

For this purpose, we developed a work sheet "**Perfectionism in the professional activity of scientific and pedagogical staff of higher school**", which consists of eight open-ended questions aimed at determining:

- understanding the essence of term "perfectionism of personality" (question # 1);
- peculiarities of demonstration of perfectionism in the professional activity of scientific and pedagogical staff of the higher school (question # 2);
- individual characteristics which have an influence on occurrence of perfectionism of personality (question # 3);
- organizational conditions which have an influence on occurrence of perfectionism in the professional activity of scientific and pedagogical staff of the higher school (question # 4);
- tools / methods of community's impact on the development of perfectionism of scientific and pedagogical staff of the higher school (question # 5);
- peculiarities of a positive or negative influence of perfectionism on scientific and pedagogical staff of the higher school (question # 6);
- organizational measures for increasing the level of perfectionism of professors, with the proviso that perfectionism has a positive effect on the professional activity of scientific and pedagogical staff of the higher school (question # 7);
- organizational measures for prevention perfectionism with the proviso that perfectionism has a negative effect on scientific and pedagogical staff of the higher school (question # 8).

The processing of the obtained results is planned to be carried out with the help of the *content analysis technique*, which makes it possible to determine the content-meaning responses of research participants to the each questions.

At the second, *main, stage*, a set of techniques to investigate a perfectionism of personality of scientific and pedagogical staff of the higher school will be used. The author, taking into consideration

the specific features of professional activities of scientific and pedagogical staff of the higher school, adapted this set. The set consists of a number of techniques that enable to investigate:

- 1) an orientation of perfectionism through the prism of object directivity and (self-)criticism "***The Big Three Perfectionism Scale***" M. Smith, D. Saklofske, J. Stoeber, S. Sherry [18];
- 2) a typology of perfectionism "***The Differential Test of Perfectionism***" A. Zolotareva [4];
- 3) a self-determination in professional activity "***The Self-Anchoring Scaling***" F. Kilpatrick & H. Cantril [13];
- 4) a work addiction "***The Dutch Work Addiction Scale***" W. Schaufeli & T. Taris [16];
- 5) a work engagement "***The Utrecht Work Engagement Scale***" W. Schaufeli & B. Bakker [15].

Let's describe the contents and main parameters of these methods.

1. "***The Big Three Perfectionism Scale***" (BTPS) M. Smith, D. Saklofske, J. Stoeber, S. Sherry [18]

The questionnaire was developed taking into account weak points already existing techniques for investigating perfectionism of personality. The BTPS was developed for providing an analysis of multidimensional perfectionism. The BTPS is a questionnaire, which consists of 45 items for measuring three global perfectionism factors (rigid perfectionism, self-critical perfectionism and narcissistic perfectionism), comprised of 10 core perfectionism facets. Scales constructed using facets assuage theoretical confusion, reduce the possibility of committing core content, and afford greater reliability and precision in assessment [18].

The BTPS's first global factor is "*Rigid perfectionism*". The authors of BTPS deliberately borrowed the label of the subscale from the same name "The Personality Inventory for DSM-5"; the items were specifically written to capture the rigid insistence that one's own performance must be flawless, perfect, and without errors. Rigid perfectionism consists of two facets: "*self-oriented perfectionism*" and "*self-worth contingencies*". "*Self-oriented perfectionism*" refers to the belief that striving for perfection, as well as being perfect, are important. "*Self-worth contingencies*" refer to the tendency to base self-worth on self-imposed perfectionistic standards

The BTPS's second global factor is "*Self-Critical Perfectionism*". The authors of BTPS operationalized self-critical perfectionism following the model proposed by Dunkley, Zuroff, and Blankstein [8] in which self-critical perfectionism subsumes four facets: "*Concern over mistakes*", "*Doubts about actions*", "*Self-criticism*", and "*Socially prescribed perfectionism*". "*Concern over mistakes*" is the tendency to have overly negative reactions to perceived setbacks and failures. "*Doubts about actions*" reflects uncertainties about performance. "*Self-criticism*" measures the tendency to engage in harsh self-criticism when performance falls short of perfection. "*Socially prescribed perfectionism*" denotes a tendency to perceive others as demanding perfection.

The third BTPS global factor is "*Narcissistic perfectionism*" was operationalized following Nealis et al.'s model [14]. Narcissistic perfectionism is comprised of four facets: "*Other oriented perfectionism*", "*Hypercriticism*", "*Entitlement*", and "*Grandiosity*". "*Other-oriented perfectionism*" is the tendency to hold unrealistic expectations for others. "*Hypercriticism*" involves harsh devaluation of others and their imperfections. "*Entitlement*" refers to the belief that one is entitled to perfect or special treatment. "*Grandiosity*" denotes a sustained view of oneself as perfect or superior to others. While narcissistic perfectionism is often discussed in theory, the authors of BTPS offer the only self-report measure designed specifically to assess individuals who believe they are perfect, superior to others, and justified in holding unrealistic expectations (i.e., narcissistic perfectionists). In the BTPS, narcissistic perfectionism is distinguishable from currently available measures of narcissism given that other oriented perfectionism, hyper-criticism, entitlement, and grandiosity directly reference either perfection or highly related concepts. Moreover, narcissistic perfectionists tend not to perceive a discrepancy between the actual and ideal self which likely fosters a sense of grandiose entitlement and potentiates excessive criticism of others [18].

2. "***The Differential Test of Perfectionism***" A. Zolotareva [4]

The technique was developed by Russian scholar A. Zolotareva in an attempt to find out a new approach to the investigation of ambivalent nature of perfectionism of personality.

The questionnaire consists of 24 items, which are equally distributed in two scales "normal perfectionism" and "pathological perfectionism."

The original technique represents the idea about the existence of two types of perfectionism: "normal", which reflects the positive impact and "pathological", which leads to negative consequences [4].

Normal perfectionists strive to realistic standards and after the achievement of these standards, have feeling of satisfaction and increased self-esteem. Normal perfectionists are more inclined to pursue perfection without compromising their self-esteem, and derive pleasure from their efforts; establish for their selves' high but achievable standards, and are characterized with flexibility

Pathological perfectionists strive for unrealistic goals and feel dissatisfied when they cannot reach them. They establish for themselves overestimated and unrealistic standards, which do not consider a mistake; they do not feel that something is done quite well and as a result, they can not experience pleasure from their activity.

3. The author's modification "*The Self-Anchoring Scaling*" F. Kilpatrick & H. Cantril

The technique consists of eight questions and picture, in which ten rundles are illustrated. Author's modification lies in the fact that respondents are suggested to describe "the best or perfect fulfilment of the professional activity of the professor of high school." The upper, tenth rundle corresponds to the best way of coping. Then respondents are suggested to describe "the worst fulfilment of the professional activity of the professor of high school". The bottom, first rundle corresponds to the worst way of coping. After that, the respondents are asked to indicate on which rundle, in their opinion they are now. In addition, some questions are offered: "On which rundle were you two years ago?" and "What do you think, on which rundle will you find yourself in five years?". Then the respondents are asked to consider their results and write the information they got, using this technique [13].

We believe that the usage of this technique is very appropriate for investigation the perfectionism of personality, because the presence of open questions does not limit the choice of the respondents and provides self-examination of fulfilment of the professional activity of scientific and pedagogical staff of the higher school.

4. "*The Dutch Work Addiction Scale*" W. Schaufeli & T. Taris [16]

Based on the definition of addiction to work or workaholism as an irresistible inner drive to work very hard; as a combination of working compulsively and excessively W. Schaufeli et al. developed "The Dutch Work Addiction Scale". It is a new scale, which has been made by two evaluation tools that have been most used to date – the WORKBAT (Workaholism Battery) and the WART (Work Addiction Risk Test).

W. Schaufeli et al. characterized an addiction to work as an extreme activity in and devotion to work (with people even working outside working hours, at weekends and on holidays), compulsion to work (inability to delegate), disproportionate involvement with work (people relating their self-esteem to their work), and focusing on work to the detriment of their daily lives (poor interpersonal communication) [16].

Based on these representations, W. Schaufeli et al. have developed a scale consisting of 10 items, combined in two subscales "Working Excessively", when an employee does not know the measure, making many things simultaneously and feels guilty when not working and "Working compulsively" when something inside a person makes him work diligently and constantly, when a person devotes himself fully into work.

5. "*The Utrecht Work Engagement Scale*" W. Schaufeli & B. Bakker [15]

W. Schaufeli et al. characterized a work engagement as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Rather than a momentary and specific state, engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behavior.

The scale UWES consists of 17 items, which are divided into three subscales:

- *Vigor* is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties.

- *Dedication* refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge.

- *Absorption* is characterized by being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work [15].

Vigor is assessed by the six items that refer to high levels of energy and resilience, the willingness to invest effort, not being easily fatigued, and persistence in the face of difficulties. *Dedication* is assessed by five items that refer to deriving a sense of significance from one's work, feeling enthusiastic and proud about one's job, and feeling inspired and challenged by it. *Absorption* is measured by six items that refer to being totally and happily immersed in one's work and having difficulties detaching oneself from it so that time passes quickly and one forgets everything else that is around [15].

In addition, with the help of the author's profile such "internal" socio-demographic factors of micro-level: age, gender, marital status, children, religiosity, etc. will be explored; and "external" factors of mezo-level: term of existence of high school, form of ownership, rating the university according to the degree of popularity, the number of subordinate employees etc. will be also explored.

Using simultaneously standardized techniques and questionnaires with open questions allows us to maximize the accuracy of the information.

Conclusion. The usage of described set of techniques to investigation a perfectionism of personality will detect the psychological characteristics of professional activity and individual personal traits that determine the development of perfectionism of personality of scientific and pedagogical staff of the higher school.

The prospects for further research will be directed at the screening and working out of techniques to investigation organizational factors that have an influence on perfectionism of personality of scientific and pedagogical staff of the higher school.

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Грубі Т.В. Комплекс методик для дослідження перфекціонізму особистості науково-педагогічного персоналу вищої школи. У статті представлено комплекс методик для дослідження перфекціонізму особистості науково-педагогічного персоналу вищої школи. Зазначений комплекс складається з шести методик. Авторська анкета «Перфекціонізм у професійній діяльності науково-педагогічного персоналу вищої школи» досліджує розуміння сутності перфекціонізму особистості, індивідуальні особливості та організаційні чинники, що обумовлюють виникнення перфекціонізму в професійній діяльності викладачів ВНЗ, особливості прояву перфекціонізму в професійній діяльності

науково-педагогічного персоналу вищої школи тощо. «Велика тривимірна шкала перфекціонізму» М. Сміт, Д. Саклофскі, Й. Стоєбер, С. Шеррі розглядає перфекціонізм як багатовимірний конструкт, який складається з трьох шкал: «жорсткий перфекціонізм», «самокритичний перфекціонізм», «нарцисичний перфекціонізм», причому кожна шкала опитувальника поділяється ще на декілька субшкал. «Диференційний тест перфекціонізму» А. А. Золотарьової досліджує співвідношення «нормального» та «патологічного» типів перфекціонізму. Авторська модифікація «Шкали самовизначення» Ф. Кілпатрік і Г. Кантріл передбачає самоаналіз викладачів ВНЗ щодо якості виконуваної професійної діяльності. «Голландська шкала трудової залежності» В. Шауфелі, Т. Тарріс досліджує «надмірність у роботі» і «зацікленість на роботі». «Утрехтська шкала залученості в роботу» В. Шауфелі та В. Беккер досліджує «енергійність», «відданість» та «заглибленість» у професійну діяльність.

Ключові слова: перфекціонізм особистості, види перфекціонізму, науково-педагогічний персонал вищої школи, викладач, комплекс методик, діагностичний інструментарій.

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Дзюба Т.М.

МАТЕМАТИЧНА ВЕРИФІКАЦІЯ КРИТЕРІАЛЬНОЇ ВАЛІДНОСТІ МЕТОДИКИ ДОСЛІДЖЕННЯ РИЗИКІВ ПРОФЕСІЙНОГО ЗДОРОВ'Я

Дзюба Т.М. Математична верифікація критеріальної валідності методики дослідження ризиків професійного здоров'я. У статті представлено результати математичної верифікації критеріальної валідності авторської методики дослідження ризиків професійного здоров'я за суб'єктивним критерієм. Здійснено детальний опис об'єму та репрезентативності вибіркової сукупності. Детально проаналізовано інтроспективні самозвіти досліджуваних на прямих запитаннях анкети, що виступили суб'єктивними критеріями валідизації. Аргументовано значущість розробки психодіагностичного інструментарію та необхідність дослідження його валідності. Зроблено висновок, що міцність виявлених зв'язків коливається від помірно слабких до дуже сильних із перевагою кореляцій вище за середню силу.

Ключові слова: професійне здоров'я, ризики професійного здоров'я, психодіагностичний інструментарій, валідність, критеріальна валідність, суб'єктивні критерії валідизації.

Дзюба Т.М. Математическая верификация критериальной валидности методики исследования рисков профессионального здоровья. В статье представлены результаты математической верификации критериальной валидности авторской методики исследования рисков профессионального здоровья по субъективному критерию. Детально описаны объем и репрезентативность выборочной совокупности. Проанализированы интроспективные самоотчеты исследуемых на прямые вопросы анкеты, выбранные в качестве субъективных критериев валидности. Аргументирована значимость разработки психодиагностического инструментария и необходимость исследования его валидности. Сделан вывод о том, что выявленные связи колеблются от умеренно