
THE FEATURES OF PERSONAL READINESS OF HEADS OF VOCATIONAL EDUCATION INSTITUTIONS TO MANAGEMENT ACTIVITY IN TERMS OF DIGITIZATION OF EDUCATION SPACE

Nataliia Pinchuk¹, Ivan Pustovalov¹, Svitlana Kazakova¹, Nataliia Hordiienko¹

¹State Higher Education Institution "University of Educational Management",
Department of Management Psychology, 52 A, Sichovykh Striltsiv Str., Kyiv, 04053, Ukraine

Особливості особистісної готовності керівників закладів професійної освіти до управлінської діяльності в умовах цифровізації освітнього простору

Наталія Пінчук¹, Іван Пустовалов¹, Світлана Казакова¹, Наталія Гордієнко¹

¹Державний заклад вищої освіти "Університет менеджменту освіти",
вул. Січових Стрільців, 52 А, Київ, 04053, Україна

Abstract. The article highlights the problem of psychological features of personal readiness of heads of vocational education institutions to manage in the context of digitalization of educational space. The personal qualities of managers of vocational education, significant in the context of the introduction of digital technologies of vocational training, are highlighted. The results of an empirical study of the peculiarities of the manifestation of indicators of personal readiness of managers to manage in the context of digitalization are presented. Difficulties in the manifestations of entrepreneurial activity, in assessing their own effectiveness, the predominance of egocentric orientation, differentiated attitude to others depending on subjective, situational factors, limiting the focus on creating a creative digital educational environment in a large number of subjects. Insufficient general level of personal readiness of managers of the system of vocational education for management in the conditions of digitalization is stated. The necessity of development and approbation of the corresponding psychological support of administrative activity in the conditions of postgraduate education is actualized.

Key words: personal readiness, heads of vocational education institutions, management activities, digitalization, educational space.

Given the current global trends in the development of education, the difficult epidemiological situation, the introduction of quarantine restrictions, which stimulated the transition to distance learning and remote work of employees of educational institutions, increasing the level of digitalization of educational organizations has become extremely important.

At the same time, the issues of introduction of digital technologies in the practice of educational organizations of all levels as a result of the formation of digital society on the principles and principles of open education, creating a flexible personal educational environment in accordance with individual educational trajectory (V. Bykov [1], S. Semerikov [2], O. Spirin [3], V. Oliynyk [4]).

The digital educational environment itself is also actively developing, providing adults with an increasingly diverse range of electronic educational resources and digital learning tools, which radically changes the possibilities of education in general and vocational education in particular.

At the same time, the analysis of theoretical sources

and educational practice (O. Bondarchuk [5]) indicates the presence of psychological problems in the process of digitalization of educational space: 1) the need to develop motivation for distance learning, which involves higher activity, self-motivation and self-control of participants; 2) insufficient level of readiness to search, perceive, assimilate, process information with the help of digital learning technologies; 3) implementation of digital technologies and monitoring of its effectiveness taking into account the psychological characteristics and digital competence of participants in the educational process; 4) difficulty in determining and taking into account the psychological characteristics of students in the organization of education due to lack of direct contact with the teacher.

This necessitates the analysis of the characteristics of personal factors of readiness of heads of vocational education institutions to manage in the context of digitalization of educational space.

The personal readiness of the heads of vocational education institutions to manage in the conditions of digitalization of the educational space is a component

of their general psychological readiness for professional activity. Effective management of a vocational education institution in today's difficult situation involves taking into account both general (due to the general specifics of management work: informative saturation, diversity of management functions, strict requirements for individual professional qualities and professionalism, etc.) and specific (due to direct conditions) institution: dependence on the influence of inconsistent decisions and recommendations of higher education authorities, specific contingent of students, great responsibility for the results of activities in the uncertainty of their evaluation criteria, the excess of emotionally charged contacts with different categories of consumers of educational services, features (O. Bondarchuk [6], L. Karamushka [7], V. Pikelna [8]), etc.

At the same time, research in the field of vocational education is focused mainly on the development of students, but when it comes to training educators, attention is focused on improving teaching methods [9, 10, 11, 12, 13], but the issue of personal components is not covered enough, although in our opinion, they are decisive.

Thus, the psychological structure of personal readiness as a set of personal qualities of vocational education managers, important for management in the digitalization of educational space, consists of the following characteristics: entrepreneurship, self-efficacy, focus and constructive communication, active-positive attitude towards other people, and social creativity.

Entrepreneurship as a professionally important quality of the personality of the manager of any industry determines the effectiveness of management functions in changing, complex situations and is characterized by a set of such integrative psychological characteristics as the ability to take reasonable risk; innovative position in the introduction of new technologies; creative approach to problem solving; independence of judgments, opinions, actions; flexibility in choosing competitive management strategies; focus on achieving significant results, the desire for continuous self-development (L. Karamushka [7], O. Kredentser [14], S. Maksymenko [15], Y. Pachkovskyy [16], etc.), which, in our opinion, directly concerning the introduction of the latest digital technologies in the educational process.

An important indicator of personal readiness of heads of vocational education institutions to manage in the context of digitalization is their self-efficacy, ie the degree of assessment of their own efficiency, effectiveness in specific activities, their perception of their own competence [17, 18].

Based on the concept of self-efficacy A. Bandura [17], people who are aware of their own self-efficacy, make more effort to perform complex tasks than people who have serious doubts about their own capabilities. This assumption is confirmed in the works of modern researchers, which show the relationship of self-efficacy with career success, professional self-realization and professional and personal development

[6, 19, 20, 21].

Regarding another indicator of personal readiness – personality orientation – it should be noted that it characterizes the manager through his aspirations, beliefs, interests, values, worldview and determines his active and purposeful behavior [22, 23, 24]. That is, the orientation of the individual is a complex psychological property, which is a stable system of internal motivations and life goals of man, shows the motivating factors and the vector of his aspirations. Among the main lines of such analysis are the focus on the case, on communication and on themselves, and it is this hierarchy of focus determines the effectiveness of the manager [25].

The effectiveness of interaction in the process of implementing digital learning technologies is largely determined by the type of attitude of the head in relation to other people. After all, in conditions of uncertainty, constant change and high personal responsibility for the results of the educational organization, it is especially important that the manager shows an active-positive type of attitude to other people (according to F. Fiedler [26]), showing respect and acceptance of the inner world of each individual, thereby providing opportunities to realize their potential.

Management activity in the conditions of digitalization of educational space is closely connected with social creativity of the person which assumes existence of the general ability to self-actualization; the severity of social motivation, which reflects the individual's need for social contacts and motivational attitudes to communicate with other people; development of social imagination, which allows to model further steps in the situation of social interaction on the basis of feedback [27].

Thus, professionally important personality traits of heads of educational organizations, which constitute personal readiness to manage the implementation of digital learning technologies, are the basis for successful activities of managers of vocational education in the digitalization of the educational space.

Theoretical analysis of the researched problem allowed to realize the following, empirical, stage of research of psychological features of personal readiness of heads of establishments of professional education to management in the conditions of digitalization of educational space.

The study involved 230 heads of vocational education institutions from different regions of Ukraine, who underwent advanced training in CIPE SHEI «University of Education Management» during 2019-2020.

The following methods were used: theoretical (analysis and generalization of the results of theoretical analysis of the literature); empirical: Test for general abilities to entrepreneurship (GET TEST, adapted by Y. Pachkovskyy) [16]; Self-efficacy questionnaire (authors – M. Scherer, J. Maddux, modified by A. Boyarintseva) [28]; methods – «Determination of personality orientation» (authors – M. Kucher, V. Smekal) [29]; «Attitude to the neglected employee (who is given the least preference)» (Least Preferred

Coworker, LPC, author – F. Fiedler, adapted by S. Kalishchuk) [30]; «Determination of social creativity of the individual» (adapted by N. Fetiskin, etc.) [31], mathematical and statistical (search of primary statistics, analysis of variance ANOVA) Data processing was performed using the computer program SPSS (version 17.0).

We conducted an empirical study aimed at studying the psychological characteristics of the personal readiness of heads of vocational education institutions for management activities in the context of digitalization of the educational space. The logic of the analysis was carried out in accordance with the selected indicators of the studied readiness: entrepreneurship, self-efficacy, focus and constructive communication, active-positive type of attitude towards other people, social creativity [32].

The results of the empirical study revealed the predominance of the following entrepreneurial characteristics, significant in the context of new challenges of educational organization management in terms of digitalization of educational space: the need for autonomy ($M = 7.9$; $\sigma = 2.1$), which is manifested in purposefulness, and sometimes in stubbornness, independence in activity and decision-making; focus on reasonable, balanced risk ($M = 7.4$; $\sigma = 1.9$), which includes the ability to accept the consequences of their choices, see the benefits in mistakes, act in a situation of uncertainty, and the ability to be creative ($M = 7.1$; $\sigma = 1.4$), consisting of the sensitivity of managers to new experiences, prone to non-trivial problem solving. The least represented were the needs for achievement ($M = 6.8$; $\sigma = 1.7$) and determination and determination ($M = 6.7$; $\sigma = 1.9$), which indicates a lack of self-confidence, a tendency to rely more on external factors than on their own actions.

In addition, the distribution of heads of vocational education institutions depending on the level of their ability to entrepreneurship was revealed (Table 1).

Table 1. Distribution of heads of vocational education institutions by levels of ability to entrepreneurship

Levels of ability to entrepreneurship	Number of investigated, %
low	16,5
average	78,3
high	5,2

From the Table 1 it follows that the vast majority of respondents have an average level of entrepreneurial ability (78.3%), and a low level – 16.5%. Instead, only 5.2% of managers have a high level of entrepreneurial skills.

At the same time, according to the results of analysis of variance, a statistically significant relationship ($p < 0.01$) between the indicators of entrepreneurial activity and the age category of managers depending on gender, which showed that male leaders of the younger cohort (up to 45 years) have a more pronounced ability to entrepreneurship. Groups of senior men managers and women, regardless of age, show reduced performance. The presented results coincide with other studies that emphasize the

predominance of male models of entrepreneurial behavior, which negatively affects the perception of their own entrepreneurial abilities in women [33].

Thus, the identified ambivalence and insufficient level of development of entrepreneurial characteristics of heads of vocational education institutions can negatively affect the management of innovative development of the organization in general and the effectiveness of the implementation of digital learning technologies in particular.

The next stage of the study was aimed at determining the characteristics of self-efficacy of heads of vocational education institutions (Table 2).

Table 2. Features of self-efficacy of managers

Types of self-efficacy	Points, on average	σ
activity	7,4	0,9
social	6,4	1,3
general	6,9	0,9

As the data of Table 2, the level of activity self-efficacy of managers is slightly higher than social (7.4 and 6.4 points on average, respectively). Comparison of the results of other studies [34] allowed to state slightly lower indicators of self-efficacy in the studied heads of vocational education institutions, in contrast to the heads of secondary schools.

In addition, an insufficient level of self-efficacy of managers was revealed: 30.4% of respondents have a high level, 40.9% have a medium level, and 28.7% have a low level, which may indicate a low assessment of their own capabilities of the vast majority of managers in achieving their goals. Comparing one's own achievements with the successes, social norms and assessments of other people.

According to the theory of self-efficacy A. Bandura [17], this phenomenon was considered as a leading personal construct that forms a belief in their own success and effectiveness of actions in one or more activities. According to the researcher, even the presence of high personal potential does not automatically guarantee the achievement of high results if a person does not have faith in the ability to influence the events of his own life. Conversely, even with insufficiently high abilities, but high self-efficacy a person can achieve significant success. Therefore, of course, the development and maintenance of confidence in the self-efficacy of heads of vocational education institutions will positively affect their psychological readiness to overcome life's difficulties, frustrations and stresses that arise during management in the digitalization of educational space.

Further analysis of the results obtained by the method of M. Kucher and V. Smekal revealed the peculiarities of the orientation of managers.

Thus, it is established that in the hierarchy of orientation, on average, managers tend to focus on business (27.6 points on average), then on interaction (27.3 points on average), and then – on themselves (26.3 points on average), which coincides with the ideas of the authors of the methodology of the hierarchy of orientation, which increases the efficiency

[25].

At the same time, a detailed analysis of the methodology showed that such a hierarchy is not common to all managers (Table 3).

Table 3. The results of cluster analysis of indicators of personality orientation of heads of vocational education institutions

Personality orientation	Clusters		
	1	2	3
for business	30	27	27
for interaction	26	25	30
for themselves	24	29	25

As follows from the data given in Table 3, the first cluster (21.8%) consisted of managers with the optimal hierarchy of orientation («for business» – «for interaction» – «for themselves»), namely a high level of personality orientation. Such leaders are interested in constructive solutions to business problems, support the teaching staff and individual employees on the way to the goal, encourage them to express their opinions and beliefs, while taking responsibility for the case, trying to help solve problems together, able to defend their opinions and hear the position of others in order to achieve a common goal.

The second cluster (39.1%) includes respondents with a predominance of self-orientation, which indicates a low level of personality orientation of managers. Such managers are focused primarily on direct remuneration and satisfaction of their own needs, desires, interests, regardless of the current situation and needs of the institution. In the case of limitations of these opportunities may be anxiety, irritability and aggression. This category of managers is often focused only on themselves, their feelings and experiences, ignore the needs of the interests of subordinates and colleagues, try to impose their views on the team, tend to make hasty and unfounded conclusions about others, and so on.

The third cluster (39.1%) included managers with a predominance of interaction orientation and, accordingly, with an average level of orientation of their personality. Such leaders focus primarily on effective interpersonal interaction and joint activities, the interests of the teaching staff, which can sometimes interfere with the effective implementation of production tasks. Managers with such a focus are mainly focused on social acceptance, depend on the group and team, feel the need for support and commitment of others, as a result, may give in to pressure from the team or group of employees, regardless of their own ability to solve problems and solve production problems for the sake of maintaining friendly relations.

At the next stage of the empirical study, the peculiarities of the manifestation of the types of attitude of the heads of vocational education institutions in relation to other people were analyzed (Table 4).

Table 4. Type of installation of heads of vocational schools in relation to other people

Type of installation	Number of investigated, %
situational-subjective	44,3
functional and business	22,6
hidden-negative	17,4
neutral-indifferent	14,8
active-positive	0,9

As evidenced by the data in Table 4, the majority of heads of vocational education institutions found an insufficient level of positive attitude towards other people. Thus, the active-positive type of installation as a professionally important quality of specialists such as «person-person» is characteristic of only 0.9% of respondents. Representatives of this group show a friendly attitude to others, willing to notice first of all their positive qualities, which, in turn, creates an atmosphere of friendliness, mutual understanding and cooperation. This type of attitude is especially relevant in the situation of distance learning, limited direct contact of participants in the educational process to increase the level of psychological security of the digital learning environment.

At the same time, a significant number of managers (44.3%) are characterized by a situational-subjective type of attitude towards other people, which causes a tendency to differentiate their attitude to others depending on their own emotional state and feelings of acceptance by others; and also leads to sharp mood swings under the influence of situational factors and subjective factors. 22.6% of the surveyed managers have a functional-business type of attitude, which is manifested in a differentiated attitude towards people depending on their usefulness, when friendliness is shown only in relation to «necessary» people. Neutral-indifferent type of attitude towards other people was stated in 14.8% of respondents, and is manifested in secrecy, lack of sincerity to others, communication is formally polite, but emotionally alienated and superficial. Managers of latent-negative orientation (17.4% of respondents) show a tendency to notice and emphasize mostly negative traits, qualities in others, intolerance of these people, openly demonstrating their negative attitude, which obviously creates mutual hostility and hostility.

As the analysis of the results of the study showed the peculiarities of the type of attitude of heads of vocational education institutions to others, only 0.9 % of surveyed managers are characterized by a high level of attitude towards other people, 67.0 % – medium, and 32.1 % – low (Table 5).

Table 5. Distribution of heads of vocational education institutions by levels of type of attitude to others

Levels of attitude towards others	Number of investigated, %
low	32,1
average	67,0
high	0,9

Thus, the type of attitude towards other people is one of the problem areas in the context of personal readiness of heads of vocational schools for management activities in the context of digitalization of educational space.

It is clear that with this type of attitude of managers, the development of motivation for professional development of staff of educational organizations in general and the introduction of digital learning tools is quite problematic.

An important indicator of personal readiness of heads of vocational schools to manage in the digitalization of educational space in accordance with the author's approach is the social creativity of heads of vocational (vocational) schools, to determine which used the appropriate method of N. Fetiskin, etc. [31].

According to the results of empirical research, an insufficient level of social creativity was found in a rather large group of studied managers (Table 6).

Table 6. Levels of social creativity of heads of vocational schools

Levels of social creativity	Number of investigated, %
low	28,7
average	43,5
high	27,8

As evidenced by the data presented in table. 6, a low level of social creativity was found in 28.7%, medium – in 43.5%, and high – in 27.8% of respondents.

Thus, a significant number of heads of vocational education institutions are characterized by a lack of creativity in the social sphere, they have difficulty in constant social contacts and motivational attitudes to communicate with other people; limited in the manifestations of social imagination, which allows you to predict and model behavior in situations of interpersonal interaction based on feedback, etc. This may indicate certain limitations in creating a creative digital educational environment, on the one hand, due to the specifics of virtual interaction, and, on the other - due to the position that inhibits social interactions, because managers themselves are not able to show an example of creative interpersonal interaction.

Summarizing the results according to all methods, we identified the levels of personal readiness of heads of vocational education institutions to manage in the context of digitalization of educational space (Table 7).

Table 7. Distribution of heads of vocational education institutions by levels of personal readiness to manage in the context of digitalization of educational space

Levels of personal readiness	Number of investigated, %
low	16,6
average	63,0
high	20,4

As follows from the data given in Table 7, the personal readiness of the heads of vocational education institutions to manage in the conditions of digitalization of the educational space is insufficiently

formed.

Thus, a high level of such readiness was found only in 20.4% of the surveyed managers, who are characterized by high levels of entrepreneurial activity, self-efficacy, social creativity; predominant focus on business and communication, as well as an active-positive type of attitude towards other people.

The average level is set at 63.0% of managers, which are characterized by: mostly average indicators of entrepreneurial activity, self-efficacy, social creativity; predominant focus on interaction, situational-subjective or functional-business types of attitude towards other people.

A low level was found in 16.6% of respondents, who found low levels of entrepreneurial activity, self-efficacy, social creativity; predominant self-orientation, as well as neutral-indifferent or hidden-negative types of attitudes towards other people.

Thus, based on the results of empirical research, insufficient indicators of personal readiness of heads of vocational education institutions to manage in the digitalization of the educational process and its general, which highlights the need to develop and test a program of psychological support of their personal readiness in postgraduate education.

Substantiated content and components of personal readiness of heads of vocational education institutions (entrepreneurship, self-efficacy, focus and constructive communication, active-positive type of attitude towards other people, and social creativity), important for management in the digitalization of educational space.

The results of the empirical study revealed an insufficient level of indicators of personal readiness of heads of vocational education institutions to manage in the context of digitalization of the educational process, as well as the level of their readiness in general. Difficulties in the manifestations of entrepreneurial activity, in assessing their own effectiveness, the predominance of egocentric orientation, differentiated attitude to others depending on subjective, situational, useful factors, limiting the focus on creating a creative digital educational environment in a large number of subjects.

The necessity of development and approbation of the program of psychological support of personal readiness of heads of vocational education institutions to management in the conditions of digitalization of educational space in the system of postgraduate education is actualized.

References

1. V. Bykov, O. Spirin, O. Pinchuk, UNESCO Chair J. «Lifelong Professional Education in the XXI Century» 1, 27-36 (2020): doi:10.35387/ucj.1(1).2020. 27–36.
2. S. O. Semerikov, K. I. Slovak, M. A. Kyslova, *Rozvytok mobil'noho navchal'noho seredovyschcha yak problema teorii i metodyky vykorystannya informatsiyno-komunikatsiynykh tekhnolohiy v osviti* (Development of mobile learning environment as a problem of theory and methods of

- using information and communication technologies in education), 4(42). 1–19 (2014)
3. O. M. Spirin, T. A. Vakalyuk, *Informatsiyni tekhnolohiyi i zasoby navchannya* (Information Technologies and Learning Tools), 4(72). 226–245 (2019)
 4. *Tekhnolohiya zmishanoho navchannya v systemi vidkrytoyi pislyadyplomnoyi osvity* (Technology of blended learning in the system of open postgraduate education). gen. ed. by V. V. Oliynyk. (University of Educational Management, Kyiv, 2019)
 5. O. I. Bondarchuk, *Psykhologichna pidhotovka kerivnykiv osvity orhanizatsiy do diyal'nosti v umovakh zmin* (Psychological preparation of heads of educational organizations for activity in the conditions of changes: manual). (2014); ed. by O. I. Bondarchuk, 194 <http://lib.iitta.gov.ua/id/eprint/8298>
 6. O. I. Bondarchuk, *Sotsial'no-psykhologichni osnovy osobystisnoho rozvytku kerivnykiv zahal'noosvitnikh navchal'nykh zakladiv u profesiyniy diyal'nosti* (Socio-psychological bases of personal development of heads of general educational institutions in professional activity: monograph). (Naukovy svit, Kyiv, 2008)
 7. L. M. Karamushka *Psykhologiya osvity menedzhmentu* (Psychology of educational management). (Lybid, Kyiv, 2004)
 8. V. Pikelna, Dissertation, Kryvyi Rih Pedagogical Institute, 1993
 9. P. Grollmann, *European Educational Research Journal*, 7(4) 535–547 (2008)
 10. J. S. Rozendaal, A. Minnaert, M. Boekaerts, *Learning and Individual Diff.* 13(4), 273–289 (2003)
 11. I. Robertson, *Australasian Journal of Educ. Tech.* 24(4), 425–441 (2008)
 12. N. G. Nychkalo, *Neperervna profesiyina osvita u konteksti teorii lyuds'koho kapitalu* (Continuing professional education in the context of human capital theory) 246–259 (2017). <http://naps.gov.ua/ua/activities/publications/>
 13. L. M. Sergeeva, *Instytutsiyne osvitnye seredovyshche profesiynoho navchal'noho zakladu* (Institutional educational environment of a professional educational institution). 25, 112–117 (2015)
 14. O. V. Kredentser, *Treninh «Formuvannya pidpryemnyts'koyi povedinky v personalu osvity orhanizatsiy dlya efektyvnoho zabezpechennya orhanizatsiynoho rozvytku»* (Training «Formation of entrepreneurial behavior in the staff of educational organizations to effectively ensure organizational development»), 1(32), 218–227 (2011)
 15. S. D. Maksymenko, *Rozvytok konkurentozdatnosti personalu yak vazhlyva skladova orhanizatsiynoho rozvytku osvity orhanizatsiy* (Development of staff competitiveness as an important component of organizational development of educational organizations), VI International scientific-practical conf. on organizational and economic psychology «Psychological conditions for the development of competitiveness of the organization». (2009), pp. 8–12
 16. Y. F. Pachkovskyy, *Psykhologiya pidpryemnytstva* (Psychology of Entrepreneurship), (PTVF «Afisha», Lviv, 2001)
 17. A. M. Bandura, *Teoriya sotsial'nogo naucheniya* (Theory of Social Learning), (Eurasia, St. Petersburg, 2000)
 18. V. A. Yanchuk, *Vvedeniye v sovremennuyu sotsial'nuyu psikhologiyu* (Introduction to modern social psychology), (ACAP, Minsk, 2005)
 19. E. A. Mogilevkin, *Kar'yernyy rost: diagnostika, tekhnologii, trening* (Career growth: diagnostics, technologies, training: monograph), (Saint Petersburg, 2007)
 20. B. Y. Choi, H. Park, E. Yang, *Journal of Career Development*, 39(5). 443–460 (2012)
 21. A. F. De Noble, *Frontiers of entrepreneurship research*, 73–87 (1999)
 22. B. G. Anan'yev, *Psikhologiya i problemy chelovekoznaniya* (Psychology and problems of human knowledge), *Psychologists of the Fatherland: Selected Psychological Works: in 70 vol.* (NPO MODEK, Voronezh, 1996)
 23. L. I. Bozhovich, *Lichnost' i yeye formirovaniye v detskom vozraste* (Personality and its formation in childhood), (St. Petersburg, 2008) http://elib.gnpbu.ru/text/bozhovich_lichnost-i-ee-formirovanie_2008
 24. K. H. Khekkhauzen, *Psikhologiya motivatsii dostizheniya* (Psychology of achievement motivation), (Rech, St. Petersburg, 2001)
 25. G. V. Shchekin, *Prakticheskaya psikhologiya menedzhmenta: kak sdelat' kar'yeru*. Kn. 1: Kak delat' kar'yeru (Practical psychology of management: how to make a career. Book. 1: How to make a career), (KZUUP, Kiev, 1993)
 26. F. Fiedler, F. Gibson, and K. Barrett, *Leadership Quarterly*. 4(2), 189–208 (1993)
 27. A. A. Popel, *Razvitiye sotsial'noy kreativnosti kak otvet na sovremennyye vyzovy v oblasti trudoustroystva, w Sotsial'nyye innovatsii v razvitii trudovykh otnosheniy i zanyatosti v XXI veke* (Development of social creativity as a response to modern challenges in the field of employment), in *Social innovation in the development of labor relations and employment in the XXI century*; National Research University named N. I. Lobachevsky, 481–485 (2014)
 28. M. Sherer, *Psychological reports*. 51. 663–671 (1982)
 29. *Praktikum po psikhologii menedzhmenta i professional'noy deyatel'nosti* (Workshop on the psychology of management and professional activity), (Rech, St. Petersburg, 2001)
 30. S. M. Kalishchuk *Metodyka Freda E. Fidera ta virohidnist' zminy ustanovky osobystosti shchodo inshykh* (Fred E. Fiedler's method and the probability of changing the attitude of the individual in relation to others, in *Bulletin of the Kharkiv National ped. un-t named H. S. Skovoroda*, 48. 112–122 (2014)

31. N. P. Fetiskin *Sotsial'no-psikhologicheskaya diagnostika razvitiya lichnosti i malykh grup* (Socio-psychological diagnostics of the development of personality and small groups), (Publishing house of the Institute of Psychotherapy, Moscow, 2005)
32. S. V. Kazakova, dissertation abstract, Institute of Pedagogical Education and Adult Education named after I. Zyazyun, 2020
33. EIGE. (2017). Gender in Entrepreneurship. DOI: 978-92-9493-610-3.
34. O. I. Bondarchuk, The organizational and professional features of self-efficacy of managers of educational organizations in Problems of Modern Psychology : Collection of research papers of Kamianets-Podilskyi Ivan Ohienko National University, G.S. Kostiuk Institute of Psychology at the National Academy of Pedagogical Science of Ukraine, scientific ed. by S. D. Maksymenko, L. A. Onufriieva, Kamianets-Podilskyi: Aksioma, 27, 57–69 (2015)