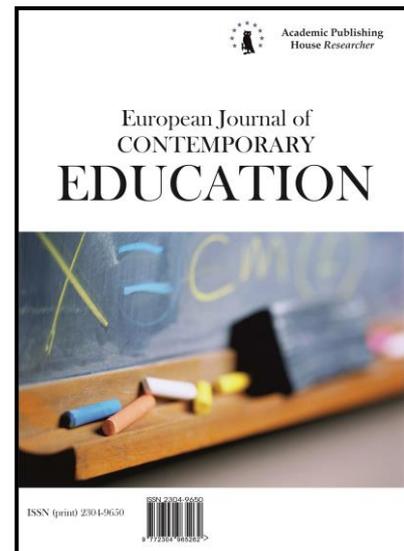




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## Students' Social-Perceptive Attitudes toward the Chosen Pedagogical Profession and the Correlation between these Attitudes and their Personal Characteristics

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### Abstract

This paper provides the findings from an integrated diagnostic assessment of first-to-fourth-year pedagogics students' social-perceptive attitudes toward the chosen profession and their personal characteristics linked with those attitudes. The authors have explored students' understanding of the reasons behind the choice of the profession and some of the key factors for the profession's attractiveness and unattractiveness and traced the dynamics of the intensity of their professional orientation. The work has investigated the correlation between pedagogics students' social-perceptive attitudes toward the pedagogical profession and their personal characteristics such as self-efficacy assessments, self-attitude, self-organization, perfectionism, tolerance of uncertainty, and perception of the time perspective.

The authors have found that among the key reasons behind students' choice of the pedagogical profession are their childhood dream to become a pedagogue, the profession's alignment with their character, and their pursuit of self-actualization goals through it. Their realization of the reasons changes from their childhood dream (first year) to alignment with their character (second year), to pursuit of self-actualization goals (third year), and to opportunity to spend their time usefully and understand better what they want to be (fourth year). That is, many high school graduates are not fully prepared for making a conscious, responsible choice of the pedagogical profession and tend to start conceptualizing the made choice only in their graduation year.

Among the key factors for the pedagogical profession's attractiveness are opportunity to self-improve, opportunity to work with people, and alignment with one's potential and character. The unattractiveness factors include low pay, emotional and physical strains, and the job's low social status.

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The degree of future pedagogues' professional orientation gradually increases from first to third years and decreases by fourth year.

There is a positive correlation between a high level of orientation toward the pedagogical profession and the following personal characteristics of students: a sense of their own self-efficacy; belief in the world's benevolence; realization of responsibility for their own actions in life and their personally significant choices; other-oriented perfectionism; tolerance of uncertainty; positive perception of the past and hedonistic and fatalistic perception of the present; global self-attitude (self-respect, self-affection, and self-interest); high degree of self-organization (goal-orientedness, perseverance, and orientation toward the present).

The study's findings indicate that school students ought to be purposefully prepared for the choice of the pedagogical profession. During the period of college preparation of pedagogues, special attention ought to be devoted to organizing on-the-job and pre-graduation practical training in the graduation year. Classes and practical sessions ought to incorporate training sessions on boosting self-efficacy and self-organization, fostering a positive self-concept and a positive perception of the world, and cultivating the ability to anticipate and relieve emotional tension.

**Keywords:** students' social-perceptive attitudes toward the pedagogical profession, reasons for the choice of the pedagogical profession, factors for the attractiveness of the pedagogical profession to students, future pedagogues' professional orientation, correlation between students' social-perceptive attitudes toward the pedagogical profession and their personal characteristics.

### **1. Introduction**

At present, a relevant issue in Russia is a lack of pedagogues in schools and kindergartens, while the nation's colleges are turning out large numbers of graduates with a Bachelor's degree in education. This is associated with a range of reasons both of a social (e.g., low pay, tough psychological working conditions, and the pedagogical profession' declining social status) and personal (e.g., one's involuntary choice of pedagogical disciplines when entering a college, one's unpreparedness to cope with the difficulties inherent in the pedagogical profession, one's inflated expectations with respect to pay) nature.

Oftentimes, prospective college students choose pedagogical areas of study "residually" (e.g., because they did not score sufficient points on the State Unified Exam required to enroll in a more prestigious field of study), based on parental advice, or because some of their classmates or buddies did.

Higher learning programs related to the Education and Pedagogical Sciences integrated group of training areas are oriented, for the most part, at theoretical preparation and do not teach students how to adapt their acquired theoretical psychological-pedagogical knowledge to real pedagogical situations, act under conditions of uncertainty, regulate their emotional states, relieve mental fatigue, and effectively organize themselves and their time. Little attention is devoted to fostering a positive self-concept, positive attitudes toward themselves, the world around them, children, and the pedagogical profession.

As a result, nearly half of all graduates from state-financed openings in Russian pedagogical colleges do not go on to work in schools after finishing college. Statistically, each year around 73,000 young pedagogues enroll in state-financed openings. The same number of students graduate, but only 30,000–34,000 end up working in a school ([Vasil'eva soobshchila..., 2019](#)). The nation is witnessing the aging of its pedagogical workforce, with young pedagogues (aged below 29 years) accounting for just 5.5 %. There is currently a shortage of pedagogical personnel (10–11 %).

Many young pedagogues leave the school after working there for a short period of time. This is due to not only low pay and psychologically challenging working conditions but also the fact that many college graduates turn out to be unprepared to cope with many of the issues they get to face during the period of adaptation in the school. For the most part, these are issues of a psychological, rather than methodological, nature.

Among those who continue to work in schools and kindergartens, many young pedagogues experience dissatisfaction with their professional choice, which may lead to professional deformations, emotional burnout, frustration, and health problems.

In this regard, of relevance is the study of the following aspects: key reasons behind high school graduates' choice of pedagogical areas of study in college; change in their realization of their

choice in different years of study; key factors for the attractiveness of the pedagogical profession to prospective pedagogics college students and graduates; change in the professional orientation of future pedagogues during the course of their study in college; students' personal characteristics that are positively correlated with a high degree of orientation toward pedagogical profession and how developing these characteristics can help boost their professional orientation and increase the share of pedagogics graduates who get employed in their college major and are satisfied with their professional choice. To explore these aspects, the authors conducted an integrated study of students' social-perceptive attitudes toward the pedagogical profession to identify some of the key correlations between these attitudes and students' personal characteristics. This paper provides a review of the study's progress and findings.

## **2. Discussion**

Professional self-consciousness (with students' social-perceptive attitudes toward their future profession and professional future forming an indispensable part thereof) is viewed in Russian research as a key factor for one's professional and personal development (Klimov, 1996; Derkach, Orban, 1995).

The period of study in college is a crucial component in the process of professionalization. This is a time when future specialists, aspiring to become a true professional, acquire the necessary knowledge, abilities, and skills and evaluate their Real Self and Ideal Self in the context of their future professional activity. This is when they develop the image of their future profession, the image of themselves in that profession, and a plan for actualizing their professional image.

The Russian literature offers a variety of approaches to defining the term 'image of a profession', including the following:

- a system that is comprised of intercomplementary components (Klimov, 1996; Platash, 2011);
- a personal education that develops as part of the process of one's professional making and development (Ziborova, 1999; Rybnikova, 2008);
- the way a person pictures their profession (Sosnovskaya, 2005; Kurbet, 2007).

Researchers tend to have the image of a profession incorporate the following two major components:

- cognitive, as the image cannot emerge without certain knowledge about a particular profession (Ziborova, 1999; Kurbet, 2007; Platash, 2011);
- motivational, which determines the mindfulness of a person's choice of the profession and their notions of the professional (Ziborova, 1999; Rybnikova, 2008; Platash, 2011).

A lot more rarely does the structure of this image incorporate the creative, emotional, and social components (Solodovnikov, 2004; Kurbet, 2007).

The role of professional notions and attitudes as regulators of professional activity has been explored in a study by T.V. Kudryavtsev and V.Yu. Shegurova (1983), a paper by L.M. Mitina, L.M. Brendakova, and I.V. Vachkov (2004), and several other works.

A number of works (e.g., Buyakas, 2005; Bykova, 2007; Klimov, 1996) present an argument that students' professional notions have a substantial effect on their professional development.

The image of a profession, including the pedagogical profession, has been a subject of interest for researchers around the world. Some of this research involves content analysis of the image of the profession in young teachers (Curry et al., 2016). Certain researchers have explored the effect of students' reading of critical literature in terms of shaping their personal world, the world of a beginning specialist (Saunders, 2012).

Researchers have not only explored beginning teachers' image of the profession but have brought forward various ways to develop and adjust it through counseling (Bickmore, Curry, 2013), improve the psychological climate in the school, conduct social-emotional workshops (Collie et al., 2012), and implement mentoring and induction programs for young teachers (Ingersoll, Strong, 2011; Mauer, Zimmerman, 2000; Strong, 2009; Villani, 2009). Programs like these could be adapted to the Russian education system, but this may require first exploring the mechanics of the image of the pedagogical profession in Russian students and beginning teachers.

Having examined a range of categories employed to describe a person's perception of their profession and of themselves in that profession (e.g., professional image, professional notions,

professional attitudes, Professional Self, professional orientation, and motives for professional activity), the authors drew the conclusion that the concept of one's social-perceptive attitude is what is aligned with the purposes of this study best.

In Russian science, the concept of one's social-perceptive attitude has been explored in-depth by T.D. Dubovitskaya (2016). Possessing high heuristic value, this concept calls for expanding the subject field for its application – more specifically, being taken out of the confines of interpersonal relationships and utilized to gain insight into and explore an individual's attitude toward a spectrum of social objects, including their profession and professional future.

### 3. Materials and methods

The authors carried out an integrated study of students' social-perceptive attitudes toward the pedagogical profession and the correlations between these attitudes and their personal characteristics. The study was conducted at Sochi State University. It engaged 178 first-to-fourth-year students ages 17–25 pursuing a Bachelor's degree in the following areas: Speech-Language Pathology, Psychology and Social Pedagogics, Foreign Language, Primary Education, and Preschool Education.

To determine students' **social-perceptive attitudes toward their future profession**, the authors employed the following three diagnostic assessment methodologies:

- Choice of Profession Questionnaire, drawn up by the authors based on an analysis of scholarly publications on student motivation for the choice of the profession. The questionnaire reflects the various reasons dealing with the social, material, and personal aspects of one's choice of the profession. The students were asked to list some of the more significant and insignificant reasons behind their choice of the pedagogical profession (a related field of study in college). Respondents were also asked to provide some of the more likely reasons behind the choice of the profession by their peers – this was done in an effort to circumvent the phenomenon of social desirability in answers. It was expected that the students would list certain reasons that they, for some reason, personally rejected or regarded as unacceptable and projected onto their peers.

- Methodology for the Study of Factors for the Attractiveness of the Profession (as modified by N.V. Kuz'mina and A.A. Rean). This methodology, along with factors for the attractiveness of the pedagogical profession, also covers factors related to students' rejection of the profession and its unattractiveness to them. This study treats both groups of factors as components of students' social-perceptive attitude toward their professional future that reflect the positive and negative expectations of future specialists. The methodology covers 11 factors for the attractiveness and 11 factors for the unattractiveness of the pedagogical profession.

- Methodology for Diagnostic Assessment of Students' Professional Orientation, developed by T.D. Dubovitskaya (Dubovitskaya, 2004), designed to assess the intensity of future pedagogues' professional orientation based on its levels (low (1–4 points), medium (5–14 points), and high (15–20 points)).

To assess the **correlation between students' social-perceptive attitudes toward their future profession and their personal characteristics**, the authors employed the following eight diagnostic assessment methodologies:

- General Self-Efficacy Scale (developed by R. Schwarzer and M. Jerusalem), designed to assess a person's sense of their own self-efficacy – their belief in their ability to behave in such a way that can lead to desired outcomes (success). Research has confirmed that high levels of self-efficacy have a positive social effect (e.g., better health (mental and somatic), greater achievements, and better social integration). The authors assumed that a high level of self-efficacy should facilitate boosts in the intensity of future pedagogues' professional orientation.

- Basic Beliefs Scale (adapted and re-standardized by M.A. Padun and A.V. Kotel'nikova), designed to gain an insight into an individual's implicit, global, and sustainable notions about the world around them and about themselves which influence their thinking, emotional states, and behavior (e.g., attitude toward the world's benevolence and people's kindness; attitude toward the degree to which the world is conceptualized, i.e. the degree to which events can be controlled and are fair; beliefs regarding a person's own value and their ability to manage events and control their luck). All of this is, one way or another, linked with a person's notions about themselves, their future, and their chosen profession,

which is aligned with the purposes of this study. In addition, as suggested by R.B. Burns, a positive self-concept is one of the key factors for a teacher's professional success.

– Multidimensional Perfectionism Scale (developed by P.L. Hewitt and G.L. Flett; as adapted by I.I. Gracheva), designed to measure the following three types of a person's perfectionism traits: self-oriented perfectionism, other-oriented perfectionism, and socially prescribed perfectionism. The authors assumed that students with high levels of orientation toward the pedagogical profession are characterized by all the three types of perfectionism, particularly self-oriented perfectionism.

– Tolerance and Uncertainty Questionnaire (developed by T.V. Kornilova). It is worth noting here that factors such as the acceleration of various processes in today's society, the continual modernization of education, the stochastic nature of pedagogical knowledge, and the need to adapt it to each specific pedagogical situation and each specific group of participants in educational relationships are raising the significance of tolerance of uncertainty for a present-day teacher. In foreign research, tolerance of uncertainty is construed as a person's ability to cope with the conflict and tension that may arise in a situation of duality, withstand the incoherence and discrepancy of information, face the unknown, and deal with uncertainty. Russian research has viewed tolerance of uncertainty as an integral personal characteristic that is reflected in a person's psychological resilience, their system of personal and group values, and their personal attitudes. The version employed in this study incorporates both construals.

– Zimbardo Time Perspective Inventory (as adapted by A.V. Syrtsova, E.T. Sokolova, and O.V. Mitina), aimed at assessing the system of an individual's attitudes toward the time continuum. In present-day society, which is increasingly characterized by larger timeframes required to receive an education, a crucial aspect in terms of choosing a profession is the time spent on mastering it. If, as evidenced by statistics, only half of all pedagogics graduates go on to work in a school, it turns out that many do not attach a lot of value to the time spent on mastering the profession. Alternatively, some may plan on employing the acquired knowledge and competencies in some other professions and areas of activity. Of interest is whether pedagogics students with a more intensive professional orientation tend to value personal time more and have a higher level of time self-organization.

– Self-Organization of Activity Questionnaire (as adapted by E.Yu. Mandrikova), designed to assess how students self-organize their time and gain an insight into characteristics of their activity such as conformity with the plan, goal-orientedness, perseverance, fixation, self-organization, and orientation toward the present.

– Self-Attitude Questionnaire (developed by V.V. Stolin and S.R. Pantileev), designed to explore three key types of students' self-attitude (a person's global, differentiated, and conative attitudes toward their Self) and their characteristics that are aligned with those. More specifically, the global self-attitude is characterized by self-respect, self-affection, self-interest, and a positive attitude expected of others. The authors assumed that a person's self-attitude, as a component of their social-perceptive attitude toward their professional future, determines the various aspects of that attitude.

Detailed descriptions of the above methodologies are provided in a work by T.D. Dubovitskaya, G.F. Tulinbaeva, and A.V. Shashkov entitled 'A Psychodiagnostic Methodology for Assessing One's Social-Perceptive Attitude: The Psychometric Characteristics and the Mechanics of Its Use' (Dubovitskaya et al., 2017).

The stimulus material was styled using Google Forms. It has been made available online at [https://docs.google.com/forms/d/e/1FAIpQLSeNcUoGWWG-p\\_hGbQ3rGuciKlyuo54561MtIr3jsL\\_gvBX-ahQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeNcUoGWWG-p_hGbQ3rGuciKlyuo54561MtIr3jsL_gvBX-ahQ/viewform?usp=sf_link).

The data was processed using methods of mathematical statistics in IBM SPSS v.20. The study employed Student's t-test and Pearson's r correlation coefficient.

## **4. Results**

### **4.1. Students' realization of the reasons behind their choice of the pedagogical profession and the dynamics of these reasons during the course of their study in college**

As the **most significant** reason behind their choice of the pedagogical profession first-year students cited 'having dreamt of working in this professional field since childhood' (M = 0.26). With second-year students, it was 'the profession being aligned with their character' (M = 0.63),

third-year students – ‘intention to reach, through this profession, their personal goals of self-actualization’ (M = 0.32), and graduate students – ‘opportunity to spend their time usefully and understand better what they want to be’ (M = 0.22) and ‘intention to reach, through this profession, their personal goals of self-actualization’ (M = 0.22).

As the **least significant** reason behind the choice of the pedagogical profession first-year students listed the same reason as in the first case – ‘having dreamt of working in this professional field since childhood’ (M = 0.47), as well as ‘material well-being’ (M = 0.1) and ‘parental advice’ (M=0.16). With second-year students, it was ‘parental advice’ (M=0.5), ‘opportunity to spend their time usefully and understand better what they want to be’ (M = 0.18), and ‘status in society’ (M = 0.16). With third year-students, it was “parental advice’ and ‘status in society’ (M = 0.32). With graduate students, it was “feeling equal to the job’ (M = 0.22), i.e. a reason reflecting their personal projection of themselves into the future profession, and ‘failure to score enough points on the State Unified Exam to pursue their desired profession’ (M = 0.22), i.e. an objective reason.

As the **most significant reason behind their choice of the profession by their peers** respondents cited ‘material well-being’ (first year – M = 0.54, second year – M = 0.68, third year – M=1, and fourth year – M=0.44). Among the projected reasons behind the choice of the profession first-year students cited the deliberately rejected reason ‘status in society’ (M = 0.58). With second-year students, it was ‘feeling equal to the job’ (M = 0.5). Third-year students were more radical about it – they felt that their peers’ professional choice was associated not only with ‘material well-being’ but also with ‘status in society’ (M = 0.68), ‘popularity and trendiness of the profession’ (M = 0.68), ‘parental advice’ (M = 0.68), and ‘lack of an alternative in the city’s colleges’ (M = 0.68).

**4.2. Student assessments of factors for the attractiveness and unattractiveness of the pedagogical profession**

With first-year students, the **most attractive factors** were ‘opportunity to work with people’ (M = 0.54), ‘the profession being aligned with their character’ (M = 0.44), and ‘the profession being aligned with their potential’ (M = 0.39). With second-year students, it was ‘good pay’ (M = 0.68), ‘opportunity to self-improve’ (M = 0.65), and ‘the profession being aligned with their character’ (M = 0.55). With third-year students, it was ‘opportunity to continually engage in creative activity’ (M = 0.68) and ‘opportunity to self-improve’ (M = 0.68). With graduate students, it was ‘opportunity to work with people’ (M = 0.44) and ‘opportunity to self-improve’ (M = 0.44).

Next, using methods of mathematical processing (t-test for independent samples) the authors compared the mean values for attractiveness factors for different years. Of particular interest is the comparison of the results for first- and fourth-year students (the start and end of their study in college). [Table 1](#) displays the results from the authors’ comparison of the mean values for factors for the attractiveness of the pedagogical profession to first- and fourth-year students based on Student’s t-test.

**Table 1.** Comparison of the Mean Values for Factors for the Attractiveness of the Pedagogical Profession to First- and Fourth-Year Students

Respondent-specified factors for the attractiveness of the pedagogical profession	Equality of means t-test	
	t	Significance (two-sided)
This profession is one of the most significant in society	-1.404	0.161
This profession provides the opportunity to work with people	1.671	0.096
This profession requires continual creativity	-5.971	0
Working in this profession is not exhausting	8.35	0
Working in this profession pays well (high salaries)	-0.97	0.333
This profession provides the opportunity for self-improvement	-2.138	0.033
Working in this profession is aligned with my abilities	0.938	0.349
Working in this profession is aligned with my character	3.789	0

This profession does not involve long working hours	-1.476	0.141
This profession provides the opportunity to attain social recognition and respect	-0.205	0.838

As evidenced from [Table 1](#), with fourth-year students, unlike their first-year counterparts, the most attractive factor is ‘opportunity to engage in creative activity’ ( $t = -5.971, p = 0.001, p \leq 0.01$ ) and ‘opportunity to self-improve’ ( $t = -2.138, p = 0.033, p \leq 0.05$ ). Fourth-year students appear to be firmly convinced that working in the chosen profession will not be easy, for none of the respondents listed ‘absence of fatigue’ as an attractiveness factor ( $t = 8.35, p = 0.000, p \leq 0.01$ ). Also, these individuals did not consider as attractive the factor of ‘the profession being aligned with their character’ ( $t = 3.789, p = 0.000, p \leq 0.01$ ).

The top three factors for the **profession’s unattractiveness** were ‘unsatisfactory pay’, ‘the job being fraught with fatigue’, and ‘the profession’s little significance in society’. However, the mean values for these factors appear to vary from year to year. First-year students were found to be concerned about ‘the profession’s little significance in society’ ( $M = 0.6$ ), ‘long working hours’ ( $M = 0.4$ ), and ‘considerable emotional and physical strains’ ( $M = 0.34$ ) and that ‘low pay’ and ‘having to work with people’ could have an additional stressful effect on them ( $M = 0.27$ ). With second-year students, it was ‘low pay’ ( $M = 0.72$ ), ‘emotional and physical strains’ ( $M = 0.48$ ), and ‘the profession’s little significance in society’ ( $M = 0.37$ ). With third-year students, who had already gotten a feel of the pedagogical profession via on-the-job training, it was ‘the profession’s little significance in society’ ( $M = 0.68$ ), ‘considerable emotional and physical strains’ ( $M = 0.65$ ), and ‘low pay’ ( $M = 0.35$ ). With graduate students, it was ‘low pay’ ( $M = 0.78$ ) and ‘emotional strains’ ( $M = 0.66$ ).

Using methods of mathematical statistics (the t-test for equality of means for independent samples) the authors compared the mean values for factors for the unattractiveness of the pedagogical profession to first-year and graduate students ([Table 2](#)).

**Table 2.** Comparison of the Mean Values for Factors for the Unattractiveness of the Pedagogical Profession to First- and Fourth-Year Students

<b>Respondent-specified factors for the unattractiveness of the pedagogical profession</b>	<b>t</b>	<b>Significance (two-sided)</b>
Working in this profession is of little significance in society	9.147	0
This profession requires working with people, but I am not good at that, so I am scared to go for it	7.048	0
Working in this profession is exhausting (emotionally and physically challenging)	-5.566	0
Working in this profession pays poorly (low salaries)	-9.377	0
Working in this profession is not aligned with my character	2.809	0.005
This profession involves long working hours	9.415	0
Working in this profession requires frequent contact with people	1.64	0.002

As evidenced from [Table 2](#), graduate students’ choices no longer include several factors which they viewed as unattractive in their first year (‘fear of working with people’, ‘the profession not being aligned with their character’, and ‘long working hours’). By fourth year, there is a decline in the significance of negative factors such as ‘the profession’s little significance in society’ ( $t = 9.147, p = 0.000, p \leq 0.01$ ) and ‘having to frequently come in contact with people’ ( $t = 1.64, p = 0.002, p \leq 0.01$ ). With that said, there is a boost in the significance of factors such as ‘emotional and physical strains’ ( $t = -5.566, p = 0.000, p \leq 0.01$ ) and ‘low pay’ ( $t = -9.377, p = 0.000, p \leq 0.01$ ).

**4.3. Dynamics of the intensity of future pedagogues’ professional orientation**

The authors compared the values for the intensity of professional orientation in students in different years of study ([Table 3](#)).

**Table 3.** Comparison of the Mean Values for the Professional Orientation of Students in Different Years of Study

Year of study	Equality of means t-test	
	t	Significance (two-sided)
First and second years	-9.52	0
First and third years	-11.772	0
First and fourth years	0.548	0.584

As evidenced from Table 3, second- and third-year students differ from their first-year counterparts in a greater degree of intensity of professional orientation (for second-year students  $t = -9.52$ ,  $p = 0.000$ ,  $p \leq 0.01$ ; for third-year students  $t = -11.772$ ,  $p = 0.000$ ,  $p \leq 0.01$ ). Students in their graduation year do not exhibit an expected increase in the intensity of professional orientation compared with their first-year counterparts – on the contrary, there is a decline in the level of their professional orientation. When they enter college, students exhibit a medium level of professional orientation ( $M = 8.39$ ), and as early as their second year they reach the lower limit of the upper level ( $M = 14.57$ ). In third year, the trend of the intensity of professional orientation increasing persists, with students, virtually, exhibiting the maximum level of intensity ( $M = 17$ ). In the graduation year, there occurs a sharp decline in the intensity of professional orientation – from 17 to 7.82 points.

**4.4. Correlation between students’ social-perceptive attitudes toward the pedagogical profession and their personal characteristics**

**4.4.1. Intensity of students’ orientation toward the pedagogical profession and their self-efficacy**

The intensity of pedagogics students’ professional orientation is positively correlated with their self-efficacy ( $r = 0.359$ ,  $p = 0.000$ ,  $p \leq 0.01$ ) (Table 4).

**Table 4.** Correlation between the Intensity of Students’ Professional Orientation and Their Self-Efficacy

Intensity of professional orientation		Self-efficacy scale
Inventory for determining the level of students’ professional orientation	Pearson correlation	0.359**
	Significance (two-sided)	0.000
** Correlation significant at the 0.01 level (two-sided)		

**4.4.2. Students’ orientation toward the pedagogical profession and their basic beliefs**

Students’ professional orientation is correlated with such components of their basic beliefs as ‘belief in the world’s benevolence’ ( $r = 0.356$ ,  $p = 0.024$ ,  $p \leq 0.05$ ) and ‘belief in control over their fate and life’ ( $r = 0.387$ ,  $p = 0.014$ ,  $p \leq 0.05$ ) (Table 5). Students with a high level of professional orientation tend to be convinced that the world is benevolent toward them and that they have every right and all necessary resources to take responsibility for their own actions in life and their personally significant choices.

**Table 5.** Correlations between Students’ Professional Orientation and Their Basic Beliefs

Basic beliefs	Link with the intensity of professional orientation	
Benevolence of the world around us	Pearson correlation	.356*
	Significance (two-sided)	0.024
Fairness	Pearson correlation	0.263
	Significance (two-sided)	0.102
“Me” image	Pearson correlation	0.212
	Significance (two-sided)	0.19

Luck	Pearson correlation	0.294
	Significance (two-sided)	0.066
Beliefs about control	Pearson correlation	.387*
	Significance (two-sided)	0.014
* Correlation significant at the 0.05 level		
** Correlation significant at the 0.01 level		

**4.4.3. Students’ orientation toward the pedagogical profession and their perfectionist tendencies**

Table 6 displays the correlations between pedagogics students’ professional orientation and their perfectionist tendencies.

**Table 6.** Correlations between Students’ Professional Orientation and Their Perfectionism Traits

One’s perfectionist tendencies		Self-oriented perfectionism	Other-oriented perfectionism	Socially prescribed perfectionism
Correlation between professional orientation and perfectionist tendencies	Pearson correlation	0.061	.100*	-.177**
	Significance (two-sided)	0.138	0.015	0
* Correlation significant at the 0.05 level				
** Correlation significant at the 0.01 level				

As evidenced from Table 6, the intensity of orientation toward the pedagogical profession is positively correlated with a variety of perfectionism such as other-oriented perfectionism ( $r = 0.1$ ,  $p = 0.015$ ,  $p \leq 0.05$ ). This means that the greater a student’s desire to be part of and their involvement with the pedagogical profession, the higher their requirements for what people around them do and how they act. Note that the power of one’s intention to become a pedagogue is by no means based on self-oriented perfectionism – most future pedagogues, regardless of the degree of their involvement with the profession, are not inclined to demand of themselves some extraordinary effort and extraordinary quality in terms of their work performance. A curious characteristic was detected in the negative correlation between a student’s orientation toward the pedagogical profession and the effect on them of socially prescribed perfectionism ( $r = -0.177$ ,  $p = 0.000$ ,  $p \leq 0.01$ ).

**4.4.4. Orientation toward the pedagogical profession and tolerance of uncertainty**

Tolerance of uncertainty, picked by the authors as one of the key factors influencing pedagogics students’ social-perceptive attitudes toward their professional future, is directly correlated with their professional orientation ( $r = 0.114$ ,  $p = 0.006$ ,  $p \leq 0.01$ ) (Table 7).

**Table 7.** Correlations between Students’ Professional Orientation and Their Tolerance/Intolerance of Uncertainty

Types of tolerance/ intolerance		Tolerance of uncertainty	Intolerance	Interpersonal intolerance of uncertainty
Correlation between professional orientation and tolerance	Pearson correlation	0.114**	-0.191**	-0.390**
	Significance (two-sided)	0.006	0.000	0.000
** Correlation significant at the 0.01 level				

Intolerance of uncertainty is negatively correlated with professional orientation ( $r = -0.191$ ,  $p = 0.000$ ,  $p \leq 0.01$ ).

Interpersonal intolerance of uncertainty, meaning an individual’s aspiration for clarity and control in interpersonal relationships and the possibility of discomfort arising in the event of uncertainty in relationships with others, is, too, negatively correlated with being oriented toward the pedagogical profession ( $r = -0.390$ ,  $p = 0.000$ ,  $p \leq 0.01$ ).

**4.4.5. Students’ orientation toward the pedagogical profession and their perception of the time continuum**

The authors’ comparison of the results from the Zimbardo Time Perspective Inventory and the methodology for diagnostic assessment of students’ professional orientation revealed a correlation between their positive perception of the time perspective and a high intensity of their professional orientation – the factor of their perception of a positive past is positively correlated with their professional orientation ( $r = 0.255$ ,  $p = 0.000$ ,  $p \leq 0.01$ ) (Table 8).

**Table 8.** Correlations between Students’ Professional Orientation and the Factors of Their Perception of the Time Continuum

Factors for one’s perception of the time continuum	Correlation link between students’ perception of the time continuum and the intensity of their professional orientation	
Factor of one’s perception of a negative past	Pearson correlation	-.206**
	Significance (one-sided)	0
Factor of one’s perception of a positive past	Pearson correlation	.255**
	Significance(one-sided)	0
Factor of one’s perception of a hedonistic present	Pearson correlation	.224**
	Significance(one-sided)	0
Factor of one’s perception of a fatalistic present	Pearson correlation	.213**
	Significance(one-sided)	0

Degree to which one is oriented toward the future	Pearson correlation	-0.011
	Significance(one-sided)	0.393
** Correlation significant at the 0.01 level (one-sided)		

There is, also, a positive correlation between one’s intensive professional orientation and the following two factors: the factor of one’s perception of a hedonistic present ( $r = 0.224, p = 0.000, p \leq 0.01$ ) and the factor of one’s perception of a fatalistic present ( $r = 0.213, p = 0.000, p \leq 0.01$ ). The factor of respondents’ perception of a negative past is negatively correlated with their professional orientation ( $r = -0.206, p = 0.000, p \leq 0.01$ ). The degree of their orientation toward the future was found to have no correlation with their professional orientation.

**4.4.6. Students’ orientation toward the pedagogical profession and their self-attitude**

Table 9 displays the identified correlations between students’ professional orientation, as one of the key characteristics of their social-perceptive attitude toward their professional future, and the components of their self-attitude.

**Table 9.** Correlations between Pedagogics Students’ Professional Orientation and their Self-Attitude

Types and characteristics of one’s self-attitude		Global self-attitude	Self-respect	Self-affection	Self-interest	Attitude expected of others
Correlation between professional orientation and self-attitude	Pearson correlation	0.315**	0.291**	0.275**	0.333**	0.364**
	Significance (two-sided)	0	0	0	0	0
** Correlation significant at the 0.01 level (two-sided)						

As evidenced from Table 9, the intensity of professional orientation is positively correlated both with global self-attitude ( $r = 0.315, p = 0.000, p \leq 0.01$ ) and with its specific components. There is a direct correlation link between professional orientation and self-respect ( $r = 0.291, p = 0.000, p \leq 0.01$ ), self-affection ( $r = 0.275, p = 0.000, p \leq 0.01$ ), self-interest ( $r = 0.333, p = 0.000, p \leq 0.01$ ), and attitude expected of others ( $r = 0.364, p = 0.000, p \leq 0.01$ ).

To substantiate the supposition about a link between the intensity of professional orientation and global self-attitude and its characteristics, the authors compared, using the t-test means comparison method, the data from the Self-Attitude Questionnaire methodology for groups with low and high levels of professional orientation (Table 10).

**Table 10.** Comparison of the Mean Values of the Self-Attitude Scales for Low and High Levels of Professional Orientation

Self-attitude diagnostic assessment scales	t	Significance (two-sided)
Scale S – Global self-attitude	-8.268	0
Scale I – Self-respect	-8.222	0
Scale II – Self-affection	-6.783	0
Scale III – Self-interest	-8.619	0
Scale IV – Attitude expected of others	-11.055	0

As evidenced from Table 10, virtually all components of a person's global self-attitude have statistically significant differences in students with low and high levels of professional orientation.

#### 4.4.7. Students' orientation toward the pedagogical profession and their self-organization of activity (time structuring)

Table 11 displays the identified correlations between students' professional orientation and the characteristics of their time structuring (the self-organization of activity test).

**Table 11.** Correlations between Students' Professional Orientation and their Self-Organization of Activity

Characteristics of time structuring	Correlation link between the characteristics of time structuring and professional orientation	
Conformity with the plan	Pearson correlation	-0.04
	Significance (two-sided)	0.34
Goal-orientedness	Pearson correlation	.273**
	Significance (two-sided)	0
Perseverance	Pearson correlation	.449**
	Significance (two-sided)	0
Fixation	Pearson correlation	-0.015
	Significance (two-sided)	0.718
Self-organization	Pearson correlation	-0.056
	Significance (two-sided)	0.18
Orientation toward the present	Pearson correlation	.214**
	Significance (two-sided)	0
Overall figure	Pearson correlation	.291**
	Significance (two-sided)	0
** Correlation significant at the 0.01 level (two-sided)		
* Correlation significant at the 0.05 level (two-sided)		

As evidenced from Table 11, the intensity of pedagogics students' professional orientation is positively correlated with such characteristics of time structuring (self-organization of activity) as goal-orientedness ( $r = 0.273$ ,  $p = 0.000$ ,  $p \leq 0.01$ ), perseverance ( $r = 0.449$ ,  $p = 0.000$ ,  $p \leq 0.01$ ), and orientation toward the present ( $r = 0.214$ ,  $p = 0.000$ ,  $p \leq 0.01$ ).

## 5. Conclusion

The study helped draw a set of conclusions, which are outlined below.

Many high school graduates are not fully prepared for making a conscious, responsible choice of the pedagogical profession and tend to start conceptualizing the made choice only in their graduation year. Students' realization of the reasons changes from 'their childhood dream' (first year) to 'alignment with their character' (second year), to 'reaching their self-actualization goals' (third 3 year), and to opportunity to spend their time usefully and understand better what they want to be (fourth year). The dynamics of consciously rejected reasons for the choice of the field of professional study, too, reveal a change in students' social-perceptive attitudes toward their

professional future – from ‘fulfillment of a childhood dream’ to ‘pursuit of material well-being’, as the most rejected reasons with first-year students, to reasons more objective and personally motivated, like ‘feeling equal to the job’ and ‘insufficient number of points scored on the State Unified Exam’, with graduate students.

Among the key factors for the pedagogical profession’s attractiveness to students are opportunity to self-improve, opportunity to work with people, and alignment with their potential and character. The unattractiveness factors include low pay, emotional and physical strains, and the job’s low social status.

Future pedagogues’ professional orientation gradually increases from first to third years and decreases by fourth year.

There is a positive correlation between a high level of orientation toward the pedagogical profession and the following personal characteristics of students: a sense of their own self-efficacy; belief in the world’s benevolence; realization of responsibility for their own actions in life and their personally significant choices; other-oriented perfectionism; tolerance of uncertainty; positive perception of the past and hedonistic and fatalistic perception of the present; global self-attitude; high degree of self-organization.

Students with a high level of professional orientation are characterized by increased levels of self-respect, self-affection, and interest in themselves and in their achievements and expect a good (personally positive) attitude toward themselves on the part of others. The positive, emotionally comfortable nature of picturing themselves in the profession and the intensity of their desire for and actions with regard to mastering it are correlated with a good attitude toward themselves and positive feelings toward their own self.

Students with a high level of professional orientation in the context of their social-perceptive attitude are characterized by a pronounced ability to structure time, more specifically an ability to concentrate on the goal (goal-orientedness), an ability and proclivity to exert their will to finish the job and order their activity (perseverance), and a willingness to live “here and now” (being oriented toward the present).

School students ought to be purposefully prepared for the choice of the pedagogical profession.

During the period of college preparation of pedagogues, special attention ought to be devoted to organizing on-the-job and pre-graduation practical training in the graduation year. Classes and practical sessions ought to incorporate training sessions on boosting self-efficacy and self-organization, fostering a positive self-concept and a positive perception of the world, and cultivating the ability to anticipate and relieve emotional tension.

Young pedagogues who are just starting work in a school ought to be invited to participate in mentoring programs and provided with tutoring support and support in resolving all kinds of potential psychological issues associated with the mental and emotional strains inherent in the job.

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