THE ROLE OF SOCIO-PSYCHOLOGICAL DETERMINANTS IN THE ACTIVITIES OF A HIGHER EDUCATION INSTITUTION'S DEPARTMENT HEAD

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Abstract

The article analyzes the role of socio-psychological determinants in the activities of department heads in higher educational institutions. The significance of these factors in the processes of collective management, communication, and influence is shown. Based on national and foreign experience, the classification of determinants and the need to take them into account in the process of personnel training are substantiated.

Keywords

head of the department, social function, psychological determinant, higher education, leadership, communication, team management, transformational leadership

Socio-psychological determinants in some cases manifest themselves not as independent factors, but as an interactive system. For example, if a leader has high emotional intelligence, they will be stress-resistant, have good relationships with the team, and have an innovative approach - which increases overall managerial competence.

Therefore, based on these determinants in the field of education and management:

– reflexive curricula,

– emotional experience training,

– intercultural communication classes,

– it is important to develop personal development strategies based on diagnostic tools.

Indeed, socio-psychological determinants perform an adaptive function between the internal psychological resources of an individual's activity in the

spheres of education and management and external social influences. Their scientifically-based analysis serves to ensure the quality of human capital in leadership and maintain socio-emotional balance in the educational environment.

Socio-psychological factors are an interdisciplinary category that represents a complex system of interrelationships between an individual's activity and the social environment. These factors play a crucial role in human behavior, decision-making processes, emotional attitudes, and interpersonal relationships. Various approaches to this concept exist in the fields of psychology, pedagogy, and management, forming complementary and interconnected theoretical foundations.

"Socio-psychological factors cannot be isolated from any sphere of an individual's activity. They determine the dynamic relationship between a person's social status, personal characteristics, and collective influences."

In psychology, socio-psychological factors are considered as a system comprising internal (emotional state, motives, cognitive schemas) and external (public opinion, social status, socio-cultural environment) factors that influence an individual's activity.

In management psychology, socio-psychological factors are shaped through the interrelationships between the leader and the team, organizational culture, leadership style, trust, and communicative environment. These factors influence the leader's decision-making, approach to problems, and team dynamics. Daniel Goleman emphasizes that a leader's emotional intelligence and social sensitivity are crucial determinants in successfully managing relationships with the work team.

As we all know, modern education and management systems are founded on processes related to interpersonal relationships, leadership, decision-making, organizational balance, and psychological environment. At the core of these processes lie socio-psychological determinants, which are complex factors influencing human activity. These determinants shape the effectiveness of an individual's performance through their emotional, cognitive, and social mechanisms.

Socio-psychological determinants influence activity as follows:

– through cognitive mechanisms: the individual's way of thinking, perception of the situation, self-awareness (introspection), and reflection, activity is selected and directed.

– through affective (emotional) influences: influences how a person behaves under the influence of emotional states that stimulate or limit activity.

– through motivational mechanisms: an individual's inner needs, value system, and motivated internal impulses determine the content and discipline of their activity.

– through social influences: organizational culture, community norms, social trust, and relationships within the community shape an individual's action strategy.

In the education system, socio-psychological determinants are reflected through the teacher's communication culture, empathy, level of trust in the educational environment, and personal-professional motivation. "The socio-psychological environment between the teacher and students in the educational process has a great influence on the development of the individual, the level of knowledge acquisition, and social success." In our opinion, socio-psychological determinants in management are actively manifested through the emotional intelligence, cognitive abilities, relationships with the team, and maintaining social balance in the organization of the leader.

Socio-psychological determinants influence not in isolation, but interconnectedly. For example, the reliable personal influence of a leader with high emotional intelligence improves team relations, which contributes to the effectiveness of the organization. Thus, determinants have an interactive and complex influence on activity. Also, socio-psychological determinants influence educational and managerial activity through the relationship between the internal mental resources of the individual and the social environment. A scientific understanding of the mechanism of their influence is crucial for increasing the professional effectiveness of managers, improving the educational environment, and supporting personal development.

Emotional intelligence (EI) is defined as a person's ability to understand, manage their emotions, coordinate them with the emotions of others, and act effectively in empathic and social relationships. The first scientific approach to this concept was proposed by Salovey and Mayer (1990), who defined EI as "the ability to perceive, understand, manage, and apply emotion."

Salovey & Mayer states that "emotional intelligence is an individual's ability to understand, evaluate, and manage their own and others' emotions, as well as to effectively apply this information in thinking and activities." According to Daniel Goleman, "Emotional intelligence is the ability of a person to feel themselves and others, to influence them, to establish relationships, and to adapt to the situation."

According to the Goleman model: the components of "emotional intelligence" are as follows

Self-awareness - the recognition and perception of emotions.

self-control - control of emotions, limiting impulsive reactions.

motivation - inner drive, aspiration, patience.

empathy - understanding the feelings of others.

social skills - the ability to communicate constructively, to work in a team.

Emotional intelligence (EI) develops such skills as overcoming stress, maintaining inner aspiration, and a constructive approach to problems by understanding and managing one's emotions. This ensures personal effectiveness and mental stability and improves relationships, facilitates stress management, helps resolve conflicts, increases leadership abilities, and serves to establish effective communication with students and the team.

Emotional intelligence enhances the ability to form empathy, understand the feelings of others, and communicate effectively with them. This is important in teamwork, leadership, student-teacher relationships. Based on the goal of our research work, for the heads of departments of higher educational institutions, emotional intelligence is a decisive competence in managing the team, creating an atmosphere of trust, resolving conflicts, and maintaining motivation. It also ensures an objective assessment of the situation and the adoption of a rational decision without emotional influence. This ability is very important in complex situations that arise in leadership and the educational process. Thus, emotional intelligence is not only emotional control, but also a vital and professional necessity that shapes personal stability, teamwork, leadership, and social responsibility.

Now, regarding the concept of psychological capital (Psychological Capital, PsyCap), it is a set of positive psychological resources available to an individual, which determines their activity, development potential, and ability to resist stress. Introduced into scientific discourse in 2004-2007 by Fred Luthans, Carolyn M. Youssef, and Bruce J. Avolio, this concept relied on four main components that determine the socio-psychological effectiveness of the individual:

Self-efficacy: According to Bandura's (1997) definition, self-efficacy is a person's belief in effectively performing a given task. This skill plays an important role in leadership in initiative, decision-making, and taking responsibility.

Hope: hope is the "ability to find the way" and "power of will" (agency + pathway) in striving towards a goal and achieving it. Snyder defines the term as "the ability to think strategically in terms of compromise."

Resilience: the ability of a person to recover after problems, stress, and sad situations, which is important as the ability of a leader to adapt to uncertain situations.

Optimism is a cognitive-emotional approach based on a person's positive expectations for the future. According to Seligman, optimistic individuals see failure as temporary and try not to influence their personal values.

Also, one of the determinants influencing management effectiveness is institutional trust. Institutional trust is a socio-psychological phenomenon

associated with a person's positive, trusting attitude towards a certain organization, system, or institution, its activities, decisions, rules, and leaders.

Institutional trust in a higher educational institution represents mutual trust between professors, researchers, students, and administration, fair relations, transparent decisions, and confidence in the future of the organization. The Head of the Department is the central figure in the formation of this atmosphere of trust. The Head of the Department acts not only as a scientific and organizational leader, but also as a leader who creates an atmosphere of trust and cooperation. His management style, communication culture, and fairness directly affect the level of trust.

In a department where there is institutional trust:

high level of cooperation between professors and teachers;

initiative and creative approach will be strengthened;

open discussion of problems;

academic freedom and the development of human relations;

Corruption cases will decrease.

The following theories are of great importance in understanding institutional trust: the sociocognitive theory of bandura: trust is formed in the interaction of the individual with the environment and the leader. If the head of the department creates a positive, supportive environment, then the professors and teachers will be more active and confident in their work. Institutional trust is developed through the following factors:

- transparency - open and understandable decision-making;
- justice - equal treatment of all;
- communication - listening to the opinion of employees;
- collective decision-making is the principle of "all together."

In conclusion, the effective activity of the head of the department in higher educational institutions is directly related not only to his organizational and scientific abilities, but also to socio-psychological determinants. Communication culture, strategies of influence, psychological maturity in managing the team, emotional stability, and personal charisma are the main elements of a leader's activity. As these determinants develop in the personality of the leader, the internal environment of the educational institution becomes stable and ready for innovative development. Therefore, taking into account socio-psychological determinants in the process of training managerial personnel in the education system is an urgent task.

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