

Educational, Engineering and Medicine Personnel: The Impact of Deviant Patterns on Image and Business

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Abstract – Based on the empirical study conducted using the Khitrova “Business Situations” test, which is a modification of the Rosenzweig drawing association test, the features of frustration reactions were revealed. The comparative empirical study including 310 teachers, doctors, and engineers from Astrakhan city institutions (Russia) was conducted. The revealed trends of teachers and doctors made it possible to describe the image of a typical modern representative of the socio-economic profession. The results will form the basis for training courses regarding specialists, in effective behavioural strategies in frustrative situations with the goal, which comprises changing unproductive strategies and frustration reactions in business.

Keywords – “Business situation” test, Deviant behaviour patterns, Educational Personnel, Professional management.

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1. Introduction

In the process of intensive communication and interaction with specialists, they are required to observe high morality. However, in any area of professional activity, a violation of professional norms by specialists, manifested in deviant patterns of behavior, takes place.

It is emphasized in the article that the normative reactions to frustration are extrapersistent and intropersistent, in order to reach the solution the solution of the problems. The interpersonal reaction, which is manifested in joint activities to overcome professional difficulties is optimal (ideal) in a situation of frustration. Extraggressive and expunitive, ego-defensive reactions of the tested specialists of socio-economic professions can be considered as deviant patterns and deviations from the professional norm, since they disagree with the requirements of professional ethics and the expectations of society.

Professional success is due to the application of constructive strategies of behaviour and overcoming the problems by a person. Non-constructive strategies lead to deprofessionalization, which means the mismatch between the expectations (requirements) of society and the capabilities (abilities) of a specialist, if the latter is dominated by the passive coping strategies, the motivation to avoid failure, deformation, destruction, and deviation in the workplace. The manifestations of deformation-destructive tendencies are especially dangerous for the representatives of socio-economic professions, since the development and progress of societies depend on the quality of their work.

The *purpose* of the study: According to a comparative empirical study of the representatives of socio-economic and non-socio-economic professions,

unproductive reactions to frustration in the business sphere were identified regarding teachers and doctors. In order to identify the deviation patterns, and be able to reduce the quality of work and the competitiveness of representatives of socioeconomic professions, a comparative empirical study was conducted among teachers, doctors, and engineers in the city of Astrakhan (Russia).

The *hypothesis*: Teachers and doctors in situations of frustration, caused by the difficulties in the process of work, can show unproductive reactions to frustration as the deviant patterns deviating from professional ethical norms.

2. Research background: Frustration reactions of the specialists

The Rosenzweig test is used to identify gender differences in reactions to adolescent frustration [1]. Frustration reactions are studied as the teacher's professional styles [2], the strategies for coping with age (Sinha 2010).

A study conducted by Nangla [3], with a purpose of studying avoidant, defensive (impulsive, intropulsive, extrapulsive) and attaining styles (impulsive, intropulsive, extrapulsive, interpersive), revealed that 43.75% of the tested female managers use defensive (protective) styles, and 40.63% use intropulsive (attaining) styles, optimal for managers. Nangla [3] enriched Rosenzweig's theory and introduced into the typology of reactions to frustration the interpersistent style (co-persistent), which is the most productive style with reference to solution the problems on the basis of cooperation.

Khitrova (1992) modified the Rosenzweig test and continued to study the frustration reactions as a prerequisite to the effective resolution of conflict situations, and the implementation of management activities. Observing the behaviors of managers and engineers, she identified intolerant reactions to frustration, which predict the inefficiency of the activity. However, those reactions that deviate from the professional norms and requirements of deontology have not been singled out from the frustration reactions.

The professional norm is a system of typical requirements and regulations, acting as a regulator of the specialist's relations with the subjects of labor. At the same time, ethical codes, professional standards, and professionograms contain the requirements regarding profession for the individual-typological and personal qualities of specialists.

Thus, a profession requires a teacher to have a high degree of responsibility, tolerance, mental stability, and emotional balance; the availability of communicative and oratorical abilities; the desire for

empathy [4]. Being a doctor requires tolerance and consistency, goodwill, attentiveness, responsibility, accuracy, optimism, and readiness to provide medical assistance to those in need at any time [4], [5]. Klimov [6] drew attention to the importance of the ability to listen, hear and understand another person, the meaning of self-possession as a skill to keep balance, which is required from the representatives of "person – person" professions. But the problem is that the professionograms do not specify the regulatory reactions which the specialists should demonstrate, and the optimal strategies of behavior in situations of frustration the representatives of socioeconomic occupations should currently possess. Moreover, in their research, the scientists did not set the goal to identify the deviation patterns among the frustration reactions of specialists.

Scientists describe such deviations in the workplace as white-collar crime, theft and fraud, defamation by the employees regarding the property of an organization [7], [8], sabotage, absenteeism (truancy and tardiness), verbal and physical aggression, psychological violence (mobbing, bossing, bullying), sexual harassment (harassment) [9], [10], [11]. One of significant reasons is claimed to be racism [12]. The less harmful are differential treatment [12], [13], ethnic and host national identification [14].

Robinson and Bennet [15] classified the workplace deviations, and identified four types of them: production and political (insignificant, minor), property and aggressive-personal (significant, major). They attributed production and property deviations to organizational deviations, political and aggressive personal deviations to interpersonal (interpersonal) deviations. Muafi [16] noted that the political deviations of employees are due to the violation of the rules comprising official ethics and subordinate relations, as well as the conflict between the norms and beliefs of a person. Maysak [17] described the structure of non-criminal deviations in the profession leading to the destruction of the specialist's personality.

Professional deviations are often associated with a stressogenic nature of organizational and professional environments, and unproductive coping of specialists [18],[19], age-related changes in behavior management strategies [20], personal-professional deformations and destruction, physical, intellectual exhaustion and burnout [21],[22], with professional degradation, impairment of psychological and occupational health, psychological alienation from the profession due to intensive load on the personality of a specialist, the "wear" of some professionally important qualities and the reduction of labor motivation [23], [24].

Thus, rational planning and effective implementation of activities are hampered by the stagnation of a specialist. It complicates the adequacy of its assessment and control, reduces the criticality of the actions performed assessment by a specialist. Stagnation refers to the professional identity crisis, which refers to the loss of professional characteristics – norms, roles, and personal status. A specialist ceases to be aware of his or her belonging to a certain profession and professional community; a breakdown of professional characteristics and a violation of professional identity and professional alienation occur. The crisis of professional identity is also characterized by a negative assessment of the profession, a conscious departure from a professional group, rejection of responsibility, a desire to get rid of the professional functionality, and the study of professionally relevant modern information.

Ermolaeva defined this form of psychological resistance with regard to professional development as professional marginalism. It manifests itself in the inconsistency of the specialist's behavior with the regulatory requirements of the organizational and professional environment, in the form of actions and decisions deviating from the purpose of the profession. The main sign of a specialist marginality is the inadequate level of his or her professional activity, which does not meet social expectations [25]. If a person does not strive for full-fledged self-realization, then society will receive a marginal specialist.

Notwithstanding the educational space, designed to promote the development and self-development of the individual, often becomes a source of psychological and even physical danger to its subjects. Thus, the cause of didactogenic disorders, phobias, school neurosis, and disadaptation of students, is often a teacher who manifests ineffective and even destructive interaction with students.

Belyakova [26] revealed that deviations among teachers manifest themselves in different forms, from flattering and “lipping” to pedagogical violence, which means that any intentional actions or inaction towards a child, result in violation of child's rights and freedoms, health, intellectual and emotional well-being, creation of the conditions hindering

child's physical and mental development, leading to didactogenic disorders, phobias, school neuroses and other manifestations of disadaptation. Psychologically abusive behavior can take the form of pedagogical aggression (humiliation, intimidation, isolation, and exploitation), refusal of emotional response, rejection and psychological harassment (bullying). If teachers physically injure, insult and corrupt a child, then these are active deviant actions; if they do not oppose violence to ensure the safety of children, this is passive assistance or criminal inaction, considered as a deviation from the social and professional norms. Deviation patterns and non-normative qualities of doctors include ineffective communication with patients, colleagues and management, lack of initiative, lack of independence in decision-making, dissatisfaction with work [27], manifestations of cynicism and emotional callousness, loss of professional identity.

Thus, in order to help and establish communicative professions, humanism should act as an imperative in action; however, in practice, socio-economic professionals can have a whole range of reactions: from conformism to situational or total ethical nihilism, by which the immorality, perceived violation of professional norms and even crime are introduced into the business sphere. Therefore, communication styles, behavioral and specialist speech patterns, reactions to frustration as a person's disposition, should be the main features in the analysis of behavior.

3. Methods

Regarding the process of analyzing the specialists' frustration reactions and identifying deviant behavioral patterns, the projective test “Business situations” [28] was used – the Khitrova modification of the Rosenzweig drawing association test [29]. This test consists of 20 drawings depicting the situations of frustration in the business sphere. The answers of the subjects to different situations can increase the reliability and predictive value of the indicators due to the principle of aggregation of multiple reactions.

Since the analysis and description of the results are related to the use of Rosenzweig's specific terminology, it is advisable to match these terms (Table 1) according to their place in Rosenzweig's typology of reactions [30], [1].

Table 1. Directions of reactions in the “Business situations” test: obstacle-dominance (OD), ego-defensive (ED), need-persistence (NP); Extraggresion (E),

| | E | I | M |
|-----------|--|--|---|
| OD | Extrapeditive OD_E’ – obsession with the experience of external obstacles, barriers and hindrances in achieving the goal | Intropeditive – OD_I’ – fixation on the obstacle as favorable and beneficial for the subject himself | Impeditive – OD_M’ – obstacles are not recognized or denied |
| | Extrapunitive – ED_E – external accusatory, repressive reaction: someone or something outside is accused | Intropunitive – ED_I – the subject blames only him/herself | Impunitive – ED_M – responsibility and punishment are denied, because the situation is inevitable |
| | Extrapersistent – NP_e – it is indicated that someone must solve the problem | Intropersistent – NP_i – the subject persists in achieving the goal and resolving a frustrating situation | Impersistent – NP_m – the belief that the situation will be resolved by itself without much stress |
| ED | ED_E external accusatory reaction with active denial of one’s own guilt and responsibility | | |
| NP | | | |

Intraggresion (I), Imaggression (avoided); M)

The interpretation of the obtained results was carried out using the methods of mathematical data processing in the statistical package SPSS Statistics. The application of the Kolmogorov-Smirnov criterion to the results obtained under the “Business situations” test allowed the authors to identify the data series corresponding to the normal and anomalous distribution laws. In the case of normal data distribution, a parametric method of statistical analysis – one-way analysis of variance (ANOVA) and the Scheffer test – was used to confirm the differences reliability in average values. For anomalous data distribution, nonparametric methods were used: the Kraskal-Wallis test for comparing three groups, the Mann-Whitney test for pairwise comparisons.

Sample description

Initially, the total sample size was 312 people: the experimental group consisted of teachers and doctors as representatives of socioeconomic occupations; the control group included engineers as representatives of non-socioeconomic professions. However, checking for compliance with the normal distribution law (Kolmogorov-Smirnov criterion) showed that data distribution differs from the normal law in the group of doctors. In the group of doctors, 2 respondents were removed, whose age (70 and 71 years) resulted in “upwards excursion”, after which the sample size

as a whole was 310 people. In all three groups of subjects, the distribution of data began to comply with the normal law at a significance level of $p = 0.05$. (Indicator of Kolmogorov-Smirnov criterion in the group “Teachers” $D = 0.200$; in the group “Doctors” $D = 0.077$; in the group “Engineers” $D = 0.051$). The composition of the study participants is presented in Table 2.

Table 2. The composition of the study participants

| Professional group | Teachers | Doctors | Engineers | |
|----------------------------------|----------|---------|-----------|-------|
| Total, people | 90 | 101 | 119 | |
| Females, people | 85 | 69 | 94 | |
| Males, people | 5 | 32 | 25 | |
| Age, years | Average | 43.8 | 42.1 | 41.3 |
| | Median | 44.5 | 41 | 40 |
| | Mode | 46 | 41 | 35 |
| | Min-max | 22-66 | 27-64 | 25-57 |
| Working experience, years | Average | 22.5 | 18.4 | 18.5 |
| | Median | 23.5 | 18 | 18 |
| | Mode | 26 | 15 | 17 |
| | Min-max | 2-48 | 1-40 | 1-35 |

It should be noted that in the sample aggregate of teachers and doctors, the number of males and females, as well as the number of urban and rural specialists reflects the features of the general aggregate of these professional groups in the Astrakhan Region, Russia.

4. Results and discussion: a comparative study

As suggested by Lukin [29], the initial analysis should deal separately with general trends regarding the fields of aggression and types of fixation (Formula 1), and then in each group of subjects three most pronounced complexes of reactions according to Formula 2 should be compared (Table 3).

Table 3. Analysis of the complexes of the reactions of subjects (percentiles)

| Groups of subjects | Fields of aggression | | | Types of fixation | |
|--------------------|----------------------|------|------|-------------------|------|
| | E | I | M | OD | NP |
| Teachers | 43.5 | 24.8 | 32.5 | 24.3 | 33.9 |
| Formula 1 | E>M>I | | | ED>NP>OD | |
| Formula 2 | E>ED>NP | | | | |
| Doctors | 37.7 | 30.4 | 31.9 | 20.3 | 39.2 |
| Formula 1: | E>M>I | | | ED>NP>OD | |
| Formula 2: | E<ED>NP | | | | |
| Other | 36.2 | 32.0 | 31.8 | 22.8 | 39.6 |
| Formula 1: | E>I>M | | | NP>ED>OD | |
| Formula 2: | E<ED<NP | | | | |

An analysis of trends in the severity in the fields of aggression, makes it possible to note the dominance of extraggresion over intro- and imaggression in each of the three groups. Among teachers and doctors, there is a predominance of ego-

defensive reactions (accusing, extrapunitive) over peditive and persistive ones. At the same time, the studied engineers have the most pronounced persistent reactions, which indicate their focus on overcoming obstacles. Moreover, in comparison with representatives of other professions, teachers are less likely to resort to self-incriminating reactions, but more often to accusing aggressive reactions.

Formula 2 (Table 3) makes it possible to state that teachers are dominated by extraggressive, intolerant reactions, while defensive ego-defensive strategies prevail among doctors, and engineers and have the most pronounced need-persistive reactions, which indicates their preference for resolving strategies.

It should be noted that data validation of all test scales for their compliance with the law of normal distribution showed that the comparison of average values is possible only using the ED and NP scales, and the rest of the test scales due to the anomalous distribution of data was used to compare the medians.

For the purposes of the analysis, Table 4 presents only those indicators of the three groups, among which there were significant differences according to the Kruskal-Wallis criterion.

Table 4. The composition of the study participants

| | Teachers | Doctors | Engineers | Level of differences (P) |
|------|----------|---------|-----------|--------------------------|
| OD_I | 0.0 | 0.0 | 0.5 | .001 |
| OD_M | 2.0. | 1.0 | 1.5 | .01 |
| ED_M | 1.0 | 1.0 | 1.0 | .01 |
| NP_i | 2.0 | 3.0 | 3.0 | .001 |
| N_m | 3.0 | 4.0 | 3.5 | .001 |
| E | 42.5 | 40.00 | 37.5 | .001 |
| I | 25.0 | 30.00 | 32.5 | .001 |
| ED | 41.8 / | 40.4 / | 37.6 / | .05 |
| NP | 40.0 | 42.5 | 37.5 | .05 |
| | 32.5 | 40.0 | 40.0 | |

The results by groups differ significantly in five of the eleven types of reactions, in two of the three fields of aggression (E, I), and also in two of the three complexes of reactions (ED, NP). This allows us to conclude that professional affiliation determines the specificity of the specialists' reactions in situations of frustration.

The results of pairwise comparisons of groups of tested specialists are presented in Table 5.

Table 5. Table of paired comparisons by the Mann-Whitney U-criterion

| Compared groups | Teachers-Doctors | Teachers-Engineers | Doctors-Engineers |
|-----------------|------------------|--------------------|-------------------|
| OD_I | 0.0 | 0.0 | 0.5 |
| OD_M | 2.0. | 1.0 | 1.5 |
| ED_M | 1.0 | 1.0 | 1.0 |
| NP_i | 2.0 | 3.0 | 3.0 |
| N_m | 3.0 | 4.0 | 3.5 |
| E | 42.5 | 40.00 | 37.5 |
| I | 25.0 | 30.00 | 32.5 |
| ED | 41.8 / 40.0 | 40.4 / 42.5 | 37.6 / 37.5 |
| NP | 33.9 / 32.5 | 39.2 / 40.0 | 39.6 / 40.0 |

Significant differences in test scales were revealed only between the Teacher-Doctors and Teacher-Engineers groups. Since the frustration reactions of teachers are significantly different from the frustration reactions of doctors and engineers, therefore, the professional group of teachers can be considered specific in comparison with the representatives of other professions.

It has been revealed that self-incriminating (intropeditive) reactions (OD_I') are less used by teachers and doctors, which may indicate a reduced reflection and/or an undeveloped propensity for problem analysis of the situation. Engineers are more inclined to rethink and to process emotionally the situations of frustration. Consequently, the representatives of socioeconomic professions are less inclined to perceive the situations of frustration as advantageous and beneficial for personal development, which reduces the ability of the individual to coping and hardiness as a whole.

It was also revealed that the teachers under study reliably more often manifest impeditive reactions (OD_M'), in which the difficulties of the frustrating situation are not realized, not noticed or even reduced to their complete denial (for example, "We will survive!", "Hit or miss", "Who hesitates is lost"). On the one hand, this allows characterizing teachers as self-confident and even risk-averse individuals who do not make efforts to fulfill group requirements. On the other hand, disregarding the obstacles often helps to alleviate experiences by postponing the decision making. It is also possible that Russian blind trust in sheer luck may be the result of chronic fatigue of teachers, and unconscious psychological defense as a result of intensive communication and interaction with the subjects of professional activity. Truly tolerant reactions are focused to an adequate assessment of the situation and the search for a successful way out of the state of frustration.

Impunitive, non-accusatory reactions (ED_M) are often used by teachers. (For example, "life is not all beer and skittles"). This conciliatory self-defensive type of reaction may evidence some emotional and personal detachment, the devaluation of conflict

situations, which teachers face very often in the nature of their activities.

Intropersistive reactions (NP_i) are less often used by teachers, but engineers are more likely to seek a concrete way out of a difficult situation. (For example, “I will once again try to resolve this issue”). The reduced focus on self-resolution of difficulties can be associated with both a lack of responsibility and an underestimation by teachers, and doctors, regarding their own skills, in overcoming frustration. At the same time, it is the coping strategies that are a resource of stress resistance; they provide frustration tolerance of the personality and constructive coping with stress (“No pains, no gains”).

Impersistive reactions (NP_m) prevail among doctors and are less often used by teachers. Consequently, doctors can postpone solutions to problems “for later” and believe in the possibility of resolution of frustration situations without much effort (for example, “Time will tell!”).

The complex of extraggressive reactions (E) is more significantly expressed among teachers than by doctors and engineers. This suggests that in a situation of frustration, teachers may demand higher standards in an aggressive manner, which may be a sign of personality-professional deformations of an authoritarian type, as well as a manifestation of psychological defenses due to the depletion of stress-resistance resources. Often, extrapunitive reactions of teachers are related to the need in order to make demands on both children (on the learning process and on the behavior of children) and their parents (on monitoring homework). However, teachers can transfer such behavior to other life situations, which require reflection and timely psychocorrection.

The complex of intraggressive reactions (I) is less pronounced among teachers, which indicates that they are less inclined to see the sources of problems in themselves. On the other hand, teachers may underestimate the degree of their stubbornness and the benefits of problem situations that underlie the development of tolerance, responsibility and, consequently, personal growth.

The complex of ego-defensive (ED) reactions is more pronounced in the group of teachers, which may indicate over-exertion and an internal ego-defensive position due to the depletion of internal resources and personal vulnerability.

The complex of permissive-type (NP) reactions “sinks down” among teachers, but is more pronounced among doctors and engineers, which is a sign of an adequate response to the frustration. It is possible that the dominance of extrapunitive and self-defense reactions among teachers is not conducive to the development of attaining strategies, which

indicates a shift of responsibility and greater proneness to conflict.

The results of the correlation analysis between work experience and the “Business situations” test scales are given in Table 6.

Table 6. The results of the correlation analysis between work experience and “Business situations” test scales

| Groups | Scales | | NP _i | NP _m | M | |
|--------|----------------------------|-------------------------|-----------------|-----------------|--------|--|
| | All | Correlation coefficient | | | | |
| | | Level of significance | | | | |
| | Socionomic professions | Correlation coefficient | | -0.192 | -0.155 | |
| | | Level of significance | | 0.01 | 0.05 | |
| | Non-socionomic professions | Correlation coefficient | | -0.2 | | |
| | | Level of significance | | 0.01 | | |

The analysis of correlation coefficients (according to Spearman) between work experience and “Business situations” test scales showed that in socionomic professions, a great work experience contributes to the reduction of impeditive (M) and impersistive reactions (NP_m). It is likely that with the increase in work experience, teachers and doctors may more frequently resort to accusatory reactions and not show persistence in resolving stressful situations. It has also been revealed that the work experience is negatively related to engineers’ introspection reactions, which can lead to shifting the responsibility to other people. Thus, with the growth of experience among specialists, the manifestation of productive reactions to frustration decreases, and the number of unproductive reactions increases. This fact should form the basis for training the specialists in productive reactions in conjunction with frustration and improvement of constructive coping. It should be emphasized that professional experience makes it possible to learn interpersistive reactions that are ideal in helping professions and communicative-type professions, since they are based on cooperation and are collaboratively persistent in resolving the difficulties [16], [31].

5. Findings

The frustration tolerance of representatives involved in socionomic professions is a professionally important personal quality, which manifests itself in a cognitive assessment of the frustration situation, in a conscious choice of an adequate response to frustration in the business sphere from the “personal arsenal”, as well as personal responsibility for one’s choice, in accordance with professional norms and expectations of society.

The comparative analysis makes it possible to conclude that there are the intolerant reactions of teachers and doctors in the situations of frustration. During the experiment, teachers and doctors were intolerant in comparison with engineers. The predominance of extrapunitive reactions in them is a manifestation of repressive-accusatory tendencies, which can be considered as a deviation from the professional norm. With the growth of working experience length among specialists, the manifestation of productive reactions to frustration decreases and the number of unproductive reactions increases.

The reduction of intropunitive reactions in favor of extrapunitive and ego-defensive reactions among teachers may indicate a lack of the reflexive abilities, a reduced sense of duty, denial of problems, and shifting the responsibility for their resolution to others.

The inclination to intropunitive and impersistive reactions observed among doctors may reflect the ambivalent tendencies: unstable self-esteem or overestimation of business skills, as well as feelings of guilt, remorse of conscience with a lack of responsibility or weak will to resolve the situations of frustration.

Since the revealed features of the reactions comprising frustration of a modern typical representative of the socio-economic profession differ from the requirements of professional ethics and the expectations of society. They can be considered deviating patterns deviating from professional norms.

Irresponsible (impunitive) and need-persistent (persistent) reactions are the manifestation of the normative behavior of the representatives of socio-economic professions, since they serve to overcome barriers in the communicative sphere and achieve professional goals. In this case, the optimal (ideal) reaction to frustration should be an intersistive one, implying joint persistence in a constructive resolution of the problematic situations and the achievement by each specialist of socially approved and personally significant norms.

The Khitrova "Business situations" projective test serves not only to identify the sustainable patterns of behavior, but also to predict the behavior of an individual in the business sphere. On the basis of the stimulus test material (projective pictures), it is possible to develop intellectual efforts among the specialists in order to effectively resolve situations of frustration, as well as a moral focus on the observance of professional norms. An urgent task of organizational training among the representatives of socio-economic professions should be training respecting intersistive reactions aimed at jointly persistent problem-solving.

6. Conclusion

The professionograms of teachers and doctors should be supplemented by a description of constructive frustration reactions and regulatory strategies of behavior in the business sphere. This will serve as the development of effective communication, the prevention of occupational deformities, the timely correction of behavior, the minimization of professional conflicts with the subjects of professional activity and the preservation of occupational health.

The results can be extrapolated to representatives of the professions studied by the authors living in other regions and countries, and the discussion based on empirical results in scientific publications will be of great interest to scholars and practitioners from various countries of the world.

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