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MOTIVATION SYSTEM FEATURES FORMATION OF PEDAGOGICAL STAFF DEVELOPMENT

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ОСОБЛИВОСТІ ФОРМУВАННЯ СИСТЕМИ МОТИВАЦІЇ РОЗВИТКУ ПЕДАГОГІЧНОГО ПЕРСОНАЛУ

У статті висвітлюється актуальність проблеми формування системи мотивації розвитку педагогічного персоналу. Автори акцентують увагу на потребі створення якісної системи мотивації персоналу в закладах освіти. Наголошено на важливості в сучасних умовах створення належної мотиваційної основи, що буде здатною спонукати педагогічних працівників до ефективної професійної діяльності та надання якісних освітніх послуг. У статті частково описано застосування інноваційних форм та методів стимулювання педагогів, які сприятимуть високій результативності роботи. Автори аналізують основні завдання системи мотивації професійної діяльності педагогів на рівні стратегії розвитку закладів загальної середньої освіти. Виз-

начено пріоритетні умови для розвитку системи мотивації педагогів, охарактеризовано важливий показник співвідношення та вагомості впливу мотивуючих і підтримуючих факторів зовнішнього та внутрішнього середовища.

Дослідники стверджують, що мотиваційна сфера в управлінні закладами освіти є необхідним елементом загальної системи менеджменту, надзвичайно мобільною та динамічною структурою. Обґрунтовано значення створення для мотивації розвитку педагогів сприятливого середовища, що забезпечуватиме атмосферу натхнення.

Ключові слова: система мотивації розвитку, педагогічний персонал, мотиваційні фактори, заклад освіти, освітній менеджмент.

Мета: обґрунтувати теоретичні аспекти формування системи мотивації розвитку педагогічного персо-

налу в сучасних умовах реформування.

Summary. The article highlights the urgency of the problem of forming a system of motivation for the development of teaching staff. The authors emphasize the need to create a quality system of staff motivation in educational institutions. Emphasis is placed on the importance in modern conditions of creating an appropriate motivational basis that will be able to motivate teachers to effective professional activity and the provision of quality educational services. The article partially describes the use of innovative forms and methods of stimulating teachers, which will contribute to high productivity. The authors analyze the main tasks of the system of motivation of professional activity of teachers at the level of strategy of development of general secondary education institutions. The

priority conditions for the development of the system of motivation of teachers are determined, the important indicator of the ratio and importance of the influence of motivating and supporting factors of the external and internal environment is characterized.

Researchers claim that the motivational sphere in the management of educational institutions is a necessary element of the overall management system, is an extremely mobile and dynamic structure. The authors substantiate the importance of creating a favourable environment for motivating the development of teachers, which will provide an atmosphere of inspiration.

Key words: development motivation system, pedagogical staff, motivational factors, educational institution, educational management.

The aim of study: to substantiate the theoretical aspects of the formation of a system of motivation for the development of teaching staff in modern conditions of reform.

General problem setting. The motivational sphere in the management of educational institutions is a necessary element of the general management system and it is an extremely mobile and dynamic structure. To motivate the development of teachers, it is necessary to create an environment that provides an atmosphere of inspiration. The dynamic growth of professionally important competencies will effectively provide conditions for improving the efficiency of general secondary education, achieving a high level of competitiveness in the market of educational services in the context of sectoral reform.

The development of the system of motivation of the staff of general secondary education institutions remains quiet relevant today, despite the sufficient analysis and elaboration by scientists and practitioners of this problem. This situation is due to the fact that theoretical studies of the peculiarities of the formation of the system of motivation of staff development of general secondary education institutions are not

implemented in practical decisions.

Therefore, the problem of forming a quality system of staff motivation has become important, as it is necessary to implement the objectives of current personnel policy, which faced the general secondary education institutions (*School management, 2019*). This is possible only if the appropriate motivational basis is created that will be able to motivate employees to effective professional activities and the provision of quality educational services (*Bobrovsky, 2019, p. 53*). Because an important role in personnel management should be given to motivation. It is a question of application of innovative forms and methods of stimulation of pedagogical workers which will promote high efficiency of their work.

Analysis of researchers and publications. Motivation is a determining factor, because motives act as:

- direct professional interest and awareness of the importance of the acquired knowledge,
- the desire to assert itself and develop,
- the opportunity to test and show their abilities,
- to determine their own place in the hierarchy of social relations in the teaching staff,
- obtain the approval of the management of the general secondary education institution.

In the "Encyclopedia of Education" motivation is interpreted as "a system of determinants, causes, incentives, motives that motivate a person to work" (*Kremin, 2008, p. 528*). According to E. Chernyshova, "in order for general secondary education institutions to be able to provide themselves with highly qualified staff, it is necessary to pursue an active personnel policy and to develop and implement a purposeful, effective system of motivation of teachers; the most important stage in this process will be the conceptual vision of approaches to active personnel policy and the development of innovative components of a purposeful system of staff motivation" (*Chernyshova, 2013, p. 13*). Scientists who study the problems of

development of the system of motivation of the staff of general secondary education, consider it as "a kind of mechanism that stabilizes the system of motivation to the new requirements of society" (*Redko, 2015, p. 32*).

Such a methodological approach requires the introduction of modern models of the motivation system, which are able to develop it to the level of world standards and form a more democratic. The German philosopher A. Schopenhauer in the article "Four principles of sufficient reason" first used the scientific category of "motivation". Today there are many theories of motivation, so each educational organization chooses the one that best fits its general principles of management; because today every employee wants to see a certain reward for the work done, which will be an incentive for her in the future. The American scientist D. Atkinson was one of the first to propose a general theory of staff motivation (*Atkinson, 1990*).

A review of domestic and foreign scientific special literature indicates the unconditional interest of researchers in the field of personnel management to study this problem. The founders of the theory of motivation are considered to be A. Maslow, F. Herzberg, D. McGregor, whose works gave rise to research projects on this issue. Problems of staff motivation are presented in the works of modern scientists, such as: V. Bondar, M. Vynogradsky, G. Dmitrenko, A. Kolot, O. Kuzmin, E. Chernyshova, G. Shchokin and others.

The concept of motivation system is closely related to the problem of quality personnel management in the organization (*McGregor, 2006*). One of the most important components of management is motivation, namely the system of tools and means of motivation, which is characterized by a set of interrelated activities that stimulate each individual employee or workforce as a whole to solve individual or joint problems of general secondary education.

Outline of the main research material. It is possible to put into operation an organized system to

achieve the necessary performance indicators only through specific means of influencing the governing body or a certain person, if we consider in our case the features of the management of general secondary education. It is necessary to implement effective tools to influence the structural elements of the system of staff motivation development so that it functions effectively (*Vishnevskaya, 2016, p. 142*). One of such tools is the system of motivation of staff development of the educational institution. In order for an organization to be able to effectively move towards the realization of certain development goals, the management of general secondary education institutions must not only ensure the process of planning and organizing the activities of educational institutions, it is necessary to apply effective levers to motivate employees in accordance with the strategy. Thus, according to the eminent American scientist A. Maslow, a person gets real pleasure only in the process of realizing the satisfaction of their own needs, it is then that she becomes herself (*Maslow, 2003*). The creation of something new in a person, growth and development of personality motivates to achieve goals and contains such components of the system as "motives, interests, needs, hobbies, motivational attitudes of personal and professional development or clearly defined dispositions, ideals, etc." (*Maslow, 2003*).

According to researchers, the motivation of employees of general secondary education is a process of motivating teachers to achieve strategic goals of the organization, in particular, the result of building an effective system of motivation is the provision of quality educational services. The key mechanism for the emergence of motivation is the emergence of stable causal relationships between the actions or inaction of employees of the educational institution and, accordingly, the reaction of the heads of general secondary education institutions to them.

An effective system of motivation for the development of educational workers has a decisive influence on the

results of personnel policy, respectively, is the basis for important management processes in the field of personnel management, namely: internal transfer, promotion, remuneration, awarding the title, teacher certification, moral incentives etc. At the level of the strategy of development of general secondary education institutions, the system of motivation for the development of professional activity of teachers performs, in our opinion, the following tasks:

- will help increase the efficiency of general secondary education institutions;
- will help to achieve the best indicators in the process of self-improvement of pedagogical workers taking into account their personal needs, will encourage the desire for professional growth.

At the level of tactical goals of educational management, development motivation will contribute to:

- increasing interest in the results of work;
- increase job satisfaction, identify obstacles and rational ways to overcome them;
- accumulation of professional experience in improving and building strategic plans for future activities in the field of education;
- formation of realistic strategic goals for the development of general secondary education institutions.

The system of motivation for development acts as a prerequisite for improving the efficiency of the educational institution as a whole, respectively, is an important task for managers in the field of education (*Hoi, 2020, p. 132*). An approach to active personnel policy and development of components of a purposeful system of motivation can become a system-forming factor that will solve the problem of creating a system of motivation for the development of pedagogical staff (*Kosenko, 2019*).

The way to effective professional activity of employees of modern educational institutions lies through the understanding of their motivation (*table 1*). Only knowing what drives them, what motivates them to work,

what motives underlie their actions, you can try to develop an effective system of forms and methods of management of such a system of staff motivation in educational institutions. To do this, it is necessary to determine the features of the emergence and influence of external and internal factors that form various motives, what is the mechanism of their implementation and how motivation affects the overall management process in educational institutions.

In today's changing environment, there are many different ways to influence the motivation of employees in general secondary education, and the range of their use is constantly growing. For the development of the system of motivation of teachers the indicator of the ratio and importance of the influence of motivating and supporting factors of the external and internal environment is important, namely:

- among the supporting factors, scientists highlight financial security, working conditions, safety and reliability and confidence in future prospects of professional activity;
- among the motivating factors are the responsibility and authority of the teacher, professional recognition, professional growth, achievements and authority.

According to the analysis, if both groups of factors are absent, professional activity loses its attractiveness; when there are only supporting factors, dissatisfaction with work is minimal; the presence of only motivating factors, namely, when the specialist likes the job, but he cannot afford it; in the case where both groups of factors are present, the work brings maximum satisfaction (*Olijnyk, 2010, p. 4*). It is logical to assume that over time and, accordingly, as the influence of external and internal factors changes, motivating and supporting factors will usually change, influencing to some extent the formation of a system of motivating staff development in general secondary education. Since this process is continuous, it can be argued that personnel management systems, which are defined by scientific schools of management, characterize the

Table 1

Influence motivational factors on staff management in general secondary education institutions

Motivational factors of influence	The essence of the influence of motivational factors
High salary level	The need to have a high salary, a variety of material rewards, a set of benefits and allowances
Comfortable working conditions	The need to have quality working conditions and a comfortable environment for educational activities
Activity of social contacts	The need to communicate with the environment, the desire to have friendly relations with fellow teachers and parents of students, etc
Relationship with colleagues	The need to systematically form and maintain long-term stable relations with colleagues and the public
Professional recognition	The need for the environment to positively assess professional achievements and successes (performance)
The desire to achieve development goals	The need to set promising strategic goals for the development of professional skills, the desire to achieve these goals
Power and influence on the educational process	The desire to manage the learning process, the desire for healthy competition and influence
Diversity and systematic implementation of transformations	The need for positive qualitative changes, the desire to be constantly ready for action, active citizenship
Creativity and innovation	Desire to be a creative worker, open to new ideas, willingness to implement pedagogical innovations
Self-improvement and professional self-development	The need for self-improvement and development of professional pedagogical skills
Curiosity and social usefulness of educational activities	The need to have a socially useful job, civic activity

* Source: author's own development

motivation of an individual employee in different approaches, depending on the scope.

Scientists single out such a feature in educational institutions that during the formation of the system of motivation in general secondary education, the peculiarities of the use of certain tools of material and moral stimulation become relevant (Bobrovsky, 2019, p. 53). The basis is

an objective system of criteria for evaluating the professional activity of teachers, in particular, the tools of material and moral incentives. Scientists have identified the main directions and objectives of the formation and implementation of a system of staff motivation in general secondary education:

- professional achievements (to provide employees of educational

institutions with maximum opportunities to perform responsible tasks of organization development, to stimulate personal proposals and initiative);

- system of personal participation in the process (to give employees the opportunity to participate in the implementation of projects and share the joint results of educational institutions, which is a common

success);

- continuity and priority of training and self-development (orientation of teachers-employees on strategic planning of personal career and professional growth);

- commitment to the values of the organization (to enable employees to see the benefits of working in general secondary education);

- corporate culture in educational institutions (to create a positive atmosphere of cooperation and collegiality in general secondary education institutions, which will help increase the motivation for educators to enjoy professional activities);

- appropriate remuneration for personal results (to provide fair remuneration in accordance with the "value" of job responsibilities and individual professional activities, which aims to systematically encourage professionals in the field of education to achieve positive results);

- motivation by organization and management (to create comfortable conditions for effective and efficient work in general secondary education institutions, to systematically introduce innovative tools and methods of motivation management, to use foreign experience);

- professional recognition (develop an evaluation system, publish the results of the activities of employees of educational institutions and give timely and adequate assessment, encourage professional development).

On the basis of the conducted researches the basis of the task concerning formation of system of motivation of development of the personnel in establishments of general secondary education is defined:

1. Involvement of staff in active professional activities implies the following: the developed system of motivation must be competitive in terms of certain values of the best professionals in general secondary education.

2. Incentives for professional development require educational institution managers to use effective levers to form a team of employees, and it is also necessary to take care of improving the effectiveness of their

activities.

3. Personal and collective responsibility, defined powers of teachers, which provides for the following: employees of educational institutions receive not only tasks, but also certain rights to make independent decisions on their implementation.

4. Activity control, which includes a rationally developed system of staff development motivation, which allows general secondary education institutions to create a control system and effectively manage costs, while ensuring the availability of the necessary components.

5. Maintaining a high-quality staff of teachers, which is an important factor in competition, as a result of the influence of internal and external factors of educational institutions.

Professional achievements of teachers in general secondary education institutions are usually stimulated according to the current legislation of Ukraine with the help of intangible tools of motivation, such as: badges, Certificate of Merit, gratitude, etc. It should also be noted that in the generally defined rules of incentives, the system of motivation provides for moral and material types of incentives. More influential and effective, meaningful and convincing in today's market conditions are precisely defined material incentives. In such cases, the interest of general secondary education institutions is determined by optimizing the cost of financial resources for the implementation of tools to motivate teachers, and the personal interests of professionals, on the contrary, are determined directly to obtain a certain material benefit. Therefore, outlining a system of measures to find ways to stimulate the motivation of teachers in general secondary education, in our opinion, will provide a positive result.

At the legislative state level, the motivation of employees in general secondary education institutions is provided on the basis of the Unified tariff grid of categories and coefficients. It is this order that determines both the amount of salary depending on the level of competence and the types of material incentives.

The analysis of legislative documents on determining the amount of wages allows us to say that in accordance with the available categories and coefficients, there is virtually no material motivation for development. The development of an active personnel policy in general secondary education institutions and the introduction of effective components of a holistic system of staff development motivation can ultimately stop the constant outflow of promising young professionals in education and improve the quality of educational services in Ukraine.

In our opinion, the motivation process involves a preliminary analysis of the main criteria, namely: what is most important for teachers in general secondary education (material or moral incentives), to offer these important tools in exchange for the desire for professional development and development. Research conducted by the University of Iowa has shown that in search of innovative mechanisms to increase interest in achieving the goals of the organization cannot be seen that monetary incentives give the greatest results in improving performance, almost twice the effects of the declaration of purpose, or enrichment of the content of work; because money is a key incentive, no other incentive or motivation mechanism is more effective.

Employee commitment or loyalty should be achieved through: satisfaction, dedication and availability of alternatives. According to experts in the field of education, based on their scientific results and analysis in general secondary education, and not only in the opinion of the head of the institution, you can get an objective assessment, identify factors and reasons that hinder effective work on forming a system of motivation and its implementation. It should be borne in mind that any detail in communication (which, at first glance, may seem unimportant and insignificant) is sometimes a defining element that will form a holistic system of teacher motivation. The professional activity of teachers will be effective and efficient in the case when the

management of the educational institution will contribute to the formation of a quality system of motivation that will take into account the peculiarities of professional activity in general secondary education institutions. Material or moral aspects of building a motivation system, which are relevant today and motivate a particular employee to self-improvement, tomorrow may contribute to the formation of the reverse process in the motivational mechanism, as the influence of external and internal factors is extremely dynamic in market conditions.

There are no standard approaches to the formation of a system of motivation in educational institutions that would be equally effective in influencing different employees. That is why most heads of educational institutions experiment with different tools of motivation, trying to find the most appropriate in accordance with the conditions of teachers in general secondary education. The analysis of scientific sources makes it possible to highlight the features of the implementation of the system of motivation of staff development in general secondary education, which will meet the modern requirements of employees in the field of education, which helps to interest employees and has a positive impact on future efficiency.

The process of implementing a system of staff development motivation involves the creation of favorable conditions (tangible or intangible) for the disclosure of professional opportunities for teachers in general secondary education. Important components of the motivation system are identified: the creation of appropriate working conditions and comfortable rest, the widest use of a flexible system of compensation and benefits that allow

to preserve human resources in general secondary education. The main task in the process of developing such a system is to study the most important components of motivation, as an effective motivation system must be multifactorial, have a specific focus on a group of employees or an individual teacher, constantly improved and supplemented with innovative tools under current legislation. Thus, the system of motivation provides proper professional activity, promotes professional development of teachers.

Conclusions and perspectives for further research. The formation of positive motivation of teachers in general secondary education will be successful if the implementation of a system of motivation for staff development is effective; continuity will be carried out, the humanitarian and cultural orientation of the national education system, variability, problems, personal significance of teachers and their professional activities, self-realization and self-affirmation of specialists, organizational and methodological support for employees in general secondary education will be provided.

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