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MAIN INDICATORS OF CASE-STUDY OF ZHYTOMYR SECONDARY SCHOOLS

The topicality of the research lies in the fact that in modern society there are processes of reformation, encouraging search of new mechanisms of education management. Due to this fact the issue of motivation of pedagogical workers becomes topical, because a large number of school teachers have to choose, whether to go abroad or stay at a home with such problems as:

- undervaluation of highly skilled work;
- depreciation of labour values;
- the loss of prestige of the profession of a teacher
- job transformation from the basics of life into the way of survival.

Thus, in present conditions in Ukraine, the problem of individual motivation arises, which leads to the effective activities of secondary schools teaching staff and significant results of work of teachers' work [3, p. 89]

The aim of the paper is to state the main reasons and motives for teachers to stay working in the field of education.

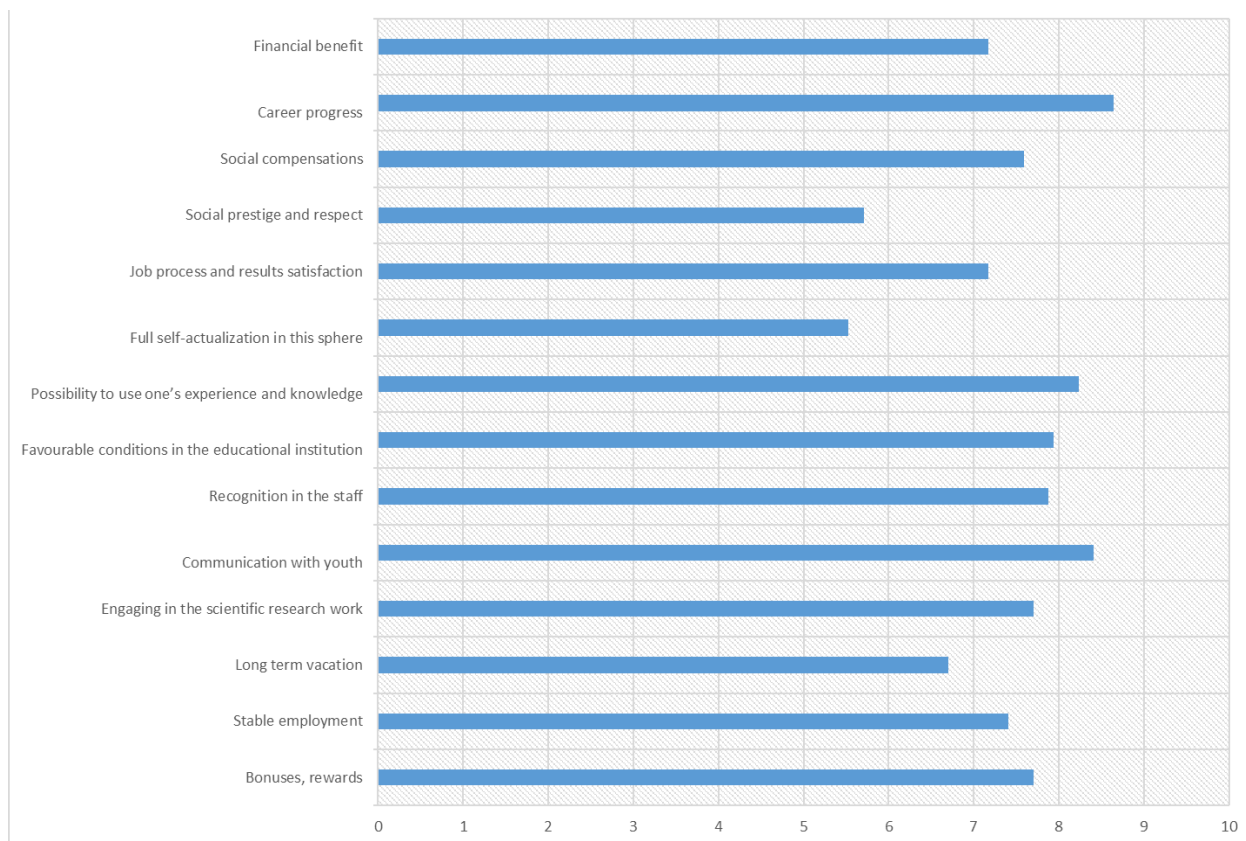
Many foreign and domestic scientists of management like: V. Vroom, F. Herzberg, D. MacGregor, D. McClelland, A. Maslow, I. Batkaeva, E. Ilyin, A. Kolota, E. Utkina, V. Yadov etc. studied the problem of motivation and of creating motivational mechanism that takes an important place in management [1, p. 132].

The following hypotheses are put forward:

- 1) teachers work at secondary educational institutions because they enjoy the job and see their progress only in this sphere;
- 2) employees have to work because they have a long vacation, social package and stable employment.

The survey was conducted among the teaching staff of secondary schools of Zhytomyr in March 2017 to determine the level of motivation, self-awareness prospects and readiness for professional development.

100 people of different age, status and specialty took part in the questionnaire: school directors, head teachers, teachers, educators and others. Respondents had to answer 15 questions, indicating the degree of importance for each person, on a scale from 1 to 10. The average percentage was determined from each question listed in the chart.



The questionnaire results showed that the main motives of professional development for secondary school teachers are stability of employment - 62, 5% and job process and results satisfaction- 56.3%. Basically, it can be said that these teachers want to deal with innovations; they are happy to do their job, which allows disclosing new sides of their personality, acquiring new skills and abilities.

Teachers do not see their further career exactly at school comprise the group of the least motivated. This is due to the fact that teachers understand the real situation today. People of age occupy the most positions in school management and do not intend to leave them. This fact makes career growth for younger generations very difficult at schools [2, p. 87].

Such factors as the availability of long-term vacation and opportunity to receive social compensation can be considered medium indicators.

The data obtained helps to define the level of professional competence of the teacher, the degree of satisfaction with his/her job and the ability to professional growth, understanding his/her motives of work in secondary educational institutions.

Conclusion. The research gives an opportunity to conclude that each of the teachers has its own individual motives of work in secondary educational institutions. Most teachers work in secondary educational institutions because they love their profession and the process of communication with younger generation. But a large number of teachers stay at schools due to "stability" in the future, long vacation and social compensations.

Thus, we cannot reject or confirm one of the two hypotheses, because there is an equal number of school teachers who work by calling and those working for some other reasons.

LITERATURE

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