

The Role of the Teaching Staff Organizational Culture in the Formation of the Pedagogical College Educational Environment

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Abstract. The role of the organizational culture of the teaching staff in the formation of the educational environment of the pedagogical college is revealed in the article. The main prerequisites for the formation of a favorable educational environment, in particular, the teaching staff organizational culture development in the pedagogical college, are defined. It is determined that the main task of the head of the college is: to consider first of all the necessity of changes and to define their essence; to carry out reorganization by influencing the psychology of workers, to achieve their awareness of the need for change, to form a positive attitude towards these changes; to search for like-minded people and engage them in cooperation; to neutralize opponents of change; to pin down the changes that have been made.

Keywords: *organizational culture of the teaching staff, educational environment, formation of educational environment, pedagogical college.*

Introduction. Modernization of the education system is a priority task of modern development of Ukraine. The leading role in this process belongs to the development of the educational sphere, on the quality of which depends the result of realization of the goals of educational reforms and the place of Ukraine in the world community.

The basis of the modern Ukraine's strategy of youth policy in the field of education is orientation towards universally recognized values, traditions, moral standards. Implementation of the social and educational policies for youth on the basis of the National Action Plan for Youth has not yet received the necessary development, it has not touched the real-life practice of pupils and students.

Organization and management of the process of development of the social institute of education is at the initial stage of modernization, so the proper integration of family, public and state education, that effectively withstands aggressive information environment, is not ensured. In the educational sphere of the country there is a shortage of various, interesting for youth social and labor goals, which allow to master the competencies of the society.

Teachers should be equipped with new technologies of education, which allow to form the values and moral qualities necessary for the citizen of Ukraine, because the educational environment of the pedagogical college forms the moral potential of the college student.

Brief review of publications on the topic. Studies of modern scientists E. Bondarevska, E. Iliin, M. Kagan, A. Petrovskiy, V. Ryndak and others are devoted to the problem of development and formation of personality potential. Organizational culture issues have been accumulated in the fields of management, philosophy, psychology, sociology, etc. These are, in particular, the works of O. Babych, I. Zhyvotova, G. Kolesnikov, V. Kolpakov, Y. Semenov, G. Hayet and others.

The aim of the article is to find out the role of the teaching staff organizational culture in the formation of the pedagogical college educational environment.

Materials and methods. The methodological basis of research is the theory of scientific cognition, provisions on the unity of processes, interplay and interdependence of the phenomena of objective reality; on the unity of theory and practice. In the process of research, a set of

methods was used, namely: general scientific (analysis, synthesis, generalization, comparison), which became the basis for substantiation of the initial theoretical provisions of the research; specific scientific (historiographic analysis – to outline the features of interpretation of the selected problem in the scientific literature; systems analysis that made it possible to establish the relationship between the teaching staff organizational culture and the educational environment of the pedagogical college; terminological analysis – to study the sources on the issue of formation of the pedagogical college educational environment and the essence of the teaching staff organizational culture; structural-logical analysis – to find out the importance of the teaching staff organizational culture in the formation of pedagogical college educational environment.

Results and their discussion. The educational environment of the college is characterized as a set of material and spatial-material factors, social, personal, interpersonal conditions that are interconnected, complementary and enriching each other, created by all pedagogical staff of the education institution and affecting each student. Educational environment is a system that consists of many components and solves the problem of developing the moral potential of a college student and self-realization of the future specialist on the basis of free choice of activities [5].

On the basis of analysis of scientific literature on the issue under investigation we can state that development of the student's moral potential in the college educational environment is based on the following principles:

- activity,
- continuity,
- integrity and systematization,
- humanism and reflection.

It should be stressed that the outlined principles reflect the result of the student's moral potential development.

According to O. Sakhno, the effectiveness of the student's moral potential development in the educational environment of the college is ensured by a set of pedagogical conditions, which includes the following positions: intrapersonal mechanism of formation of the general competencies of the college student; development of the

student's moral potential is carried out in the created educational environment on the basis of integration of educational and extracurricular activities that reflects the interests of the student, as well as the specifics of the youth subculture; it is initiated to achieve high student involvement in socially significant extracurricular activities that promotes the subject's self-realization in accordance with moral values [5].

Generalization and systematization of the studies of domestic and foreign scholars gave grounds to state that for the formation and development of a favorable educational environment in society such measures are necessary:

- positive dynamics of strengthening the institute of education;
- generalization of constructive practices; increase of educational potential;
- creating in society important preconditions for radical changes in the education of the younger generations;
- designing a new model of education in the education system;
- creating an innovative strategy for the development of education;
- defining goals, objectives, content, forms, methods of educational process based on the requirements of the strategy;
- improving the educational potential of the educational disciplines of the pedagogical component, etc.), as well as real problems (formation of personality-value attitudes in children);
- formation of civil identity;
- developing skills to confront the ideology of extremism, nationalism, xenophobia;
- formation of the structure of individual motivation, value system, moral attitudes of youth, etc.

It is well known that the college environment is a multidimensional, interconnected system which key elements are mutually influenced. Let us turn to the organizational culture of the college teaching staff as a leading factor in shaping the educational environment.

One of the varieties of culture is organizational culture, which has two manifestations: static and dynamic. As I. Hroshev rightly notes, the static form of organizational culture reveals its existing level, which ensures its further development, and the dynamic form manifests itself in the development of the ability to respond to changes occurring in the environment and surroundings, to improve themselves in accordance with environmental conditions, using the acquired system of management decisions that meet higher (constructive, heuristic, creative) levels of culture formation [2].

Formation of any internal change of colleges, including organizational culture, has its own peculiarities. For example, W. Knorring, pointing out that organizational culture occupies a special place in the internal environment, identifies two ways of its creation and development: unconscious and purposeful [3].

Ukrainian researcher O. Bondarchuk emphasizes, the unconscious process of forming organizational culture is an intuitive or spontaneous reaction aimed at resolving conflict situations in the pedagogical team on "here and

now" principle, combating gossip, without diagnosing the deep mechanisms and causes of their origin, which consists in the analysis of values, norms, models of labor behavior of the participants of the educational process. Notwithstanding this leads to the rapid disappearance of symptoms of the problem, but does not solve its causes, which are in conflict with the values, norms of employees. Attempts to improve the social and psychological climate of the staff, to suspend staff turnover by means of material incentives for employees or punish the most conflicted employees are also not effective enough in the formation of organizational culture, which is caused by the lack of awareness of the essence of organizational culture, mechanisms of its formation [1].

In addition, purposeful process of organizational culture formation means comprehensive diagnostics of the main components of value, normative, motivational subsystems of the organizational culture in the educational establishment and subsystems of labor behavior, analysis of the results of diagnostics and their awareness by the manager and team, determination of the desired organizational culture and implementation organizational culture based on various forms and methods [1].

According to E. Shane, a special role in the formation of organizational culture of the education institution is given to the head. Organizational culture and leadership in education are interconnected, because when we talk about organizational culture, we mean the culture of a leader. An organization is a kind of leader's creation, i.e., as in any creation, it reflects the author's personal culture, his/her views and mistakes. Therefore, the state of organizational culture development in a modern education institution depends on the level of the head's organizational culture development [6].

In the context of our study we consider it necessary to stress that since the head of the college primarily manages the teaching staff, the traditional methods of teaching, knowledge and skills development are not sufficient. A team is a group of people characterized by their organization and cohesion in achieving common goals of activity, determined by socially useful motives.

It is well known that a team can achieve far better results than any of its members individually. However, many staff teams do not manage to reach at least 50 % of their potential, preventing effective teamwork and professional satisfaction, as well as causing conflicts, misunderstandings and separation of each member of the team. This impedes the development of the college, an effective leadership that involves a collegial approach, namely: people co-ordinate work, define tasks, come up with ideas, plan activities and, despite the difficulties, bring things to a close. The teaching staff is a strong incentive factor in supporting and encouraging development of the organizational culture.

Therefore, depending on the level of the teaching staff organizational culture development, each college head will plan his or her own management activities, choose effective ways and methods of leadership for the purpose of staff development, and therefore – the institution, and each employee in particular. When it comes to establishing positive relationships with subordinates, the manager should treat the members of the staff directly and honestly. If he uses power to manipulate people and humiliate

their dignity, the result will be an atmosphere of mistrust and contempt for the leader; such a group of people is difficult to call a staff. Thus, the main tool in the development of the team should be trust, i.e. an atmosphere when people say what they think, they are not afraid to express their thoughts.

Referring to the example of the Lebedyn Pedagogical College we must note that the study of the organizational culture of the teaching staff was provided with the following forms of work:

- observation of the work and behavior of teachers (fulfillment of tasks and responsibilities, activity in community work, relations with administration and within the staff of each member);
- questioning and testing (individual characteristics of each; psychological climate in the team, the performance of each member of the team and the institution as a whole);
- conversation (interests and needs of subordinates, attitude to work, etc.);
- attending classes (attitude to work, communication with students, effectiveness of teaching);
- monitoring of the teachers' organizational culture.

The College has always been led by highly qualified, experienced, creative executives like L. Kirdishcheva whose main achievement was creation of an atmosphere, in which every teacher freely realizes his or her own creativity, searches for non-standard solutions to pedagogical tasks, introduces pedagogical innovations and sees his student as a major partner, is proud of his own achievements. Under the leadership of L. Kirdishcheva, Lebedyn Pedagogical College has constantly taken prize places in the regional sports competition among students.

During the years of L. Kirdishcheva's work as a head, the staff has increased the effectiveness of educational and learning processes, which provided high quality education and is certified in the expert evaluations of the Ministry of Education and Science of Ukraine, Department of Education and Science of Sumy Regional State Administration.

Therefore, according to T. Lemberg, study the level of the teaching staff organizational culture development involves, first of all, the study of the performance of the staff for a certain period and interpersonal relationships in it, the attitude of teachers to their own work, satisfaction with its effectiveness, etc. The high level of development of the organizational culture of the team implies: integration (its cohesion), self-confidence of its members, motivation, common interests and needs, lack of negative selfish manifestations, high efficiency in work, favorable psychological climate [4].

Conclusions. Thus, we can state that among the basic prerequisites for the formation of a favorable educational environment is development of organizational culture of the college teaching staff, which depends on actualization of adequate tasks by the head of the institution, as well as determining the priority of their implementation in the teaching staff. It is determined that in this context the main task of the leader is to: consider first of all the necessity of changes and determine their essence; to carry out reorganization by influencing the psychology of employees, to achieve their awareness of the need for change, to form a positive attitude towards these changes; to search for like-minded people and engage them in cooperation; to neutralize opponents of change; to pin down the changes that have been made.

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