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Professional Mobility of the Manager of a Secondary Education Institution as the Basis of His or Her Self-Development

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Abstract: The article provides a substantiation of the essence of the concept of «development of professional mobility of the manager of a secondary education institution». It is provided that the process of development of professional mobility of a school manager will be effective on the basis of its organizers and the public understanding the connection of such mobility, self-development of the specialist during life and professional mobility to strengthen the intellectual and educational environment of Ukrainian secondary education institutions. The purpose of the study was to find out the possibilities of identifying and influencing the educational manager's self-development traits by analyzing publications of scientific pedagogical journals made by different groups of authors in order to improve the professional mobility of the manager by means of training at a pedagogical university and institute of postgraduate pedagogical education. The article is empirical and is based on a secondary analysis of significant theoretical positions of Ukrainian and foreign authors. The research is based on the author's method of content analysis of pedagogical publications of two Ukrainian scientific journals with the addition empirical (questioning, observation, expert evaluation) and statistical (computer quantization of content, mathematical quantitative and qualitative data analysis) methods.
The study concludes that the proposed approach to the study of the content of pedagogical publications and the use of this data to improve programs for the development of professional mobility of managers of secondary education institutions, the construction of individual trajectories of their self-development.

Keywords: *manager of secondary education institution, competence, self-development, psychological and pedagogical research, quality of education.*

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1. Introduction.

Nowadays, the educational environment in the whole world can be described as volatile, unstable, risky, with reforms, changes, disputes and unpredictable results. Ukrainian people hope for better educational services; students and parents, the public need new approaches to organizing the educational process in secondary education institutions, and competent teachers and managers have to meet the educational needs of young people open to international communication and employment. The current state of affairs in education is a major factor that encourages every education manager to develop professional flexibility in management, to find ways to respond properly to innovations in education, to find oneself in new realities of life and relationships in the teaching staff and in the public.

Accordingly, the competent manager of the secondary education institution must respond quickly to changing educational processes and rebuild its activities in the wake of dynamic changes in the profession. However, he is often hampered by the drawbacks of his own professional mobility: self-doubt; closed to new; self-motivation for reproduction, not for experiment; lack of versatility of thinking; inability to move quickly from one mode of activity to another; failure to adequately evaluate their results; lack of commitment, critical thinking, readiness for self-discovery and self-education throughout life. Some aspects of solving this socially and pedagogically significant problem can be found in studies and publications of Ukrainian and foreign authors. We presented it as a literature review.

2. Problem statement

In the process of retrospective analysis, comparison and compilation of scientific sources, we find that at the end of the twentieth century in the research conducted in the US and Europe, scientists have begun to actively cover the problem of professional mobility of different categories of professionals. They confirmed the decisive role of professional achievements in the social status of a specialist's personality and his/her transition from one layer of society to another due to professional mobility.

The strategic directions for the 21st century education, published by The New Media Centers Horizon, talk about the global trends that education will take, one of them is «creating a flexible educational environment with a place for a creative start for the teacher» and mobility in training.

The issues of forming professional mobility as a person's ability to self-organize quickly and effectively, to change according to life and professional needs, to adapt to a particular professional environment and professional groups, to effectively work in the chosen field were raised by I. Gerasymova et al. (Gerasymova, 2019).

A number of publications by European researchers (Barman, & Konwar, 2011; Gerasymova et al., 2019; Ponea 2010; Şerbănescu, 2012; Serdenciuc, 2016) provides an opportunity to combine in the context of the chosen problem the understanding of the competence and mobility of the personality of the specialist, the importance of his innovative and research capabilities in the profession, the role of its influence on the quality of education and professional activity in the chosen field.

It has also been found out that scientists L. Sushentsev, G. Shevchuk, L. Dolnikov (Sushentsev et al., 2016), consider the professional mobility of the modern Ukrainian teacher as a condition of his competence and competitiveness in the market of educational services. N. Bilyk (Bilyk, 2019) generalized professional mobility as a determinant of social adaptation and creative self-realization of a teacher's personality. O. Hizhnyak (Hizhnyak, 2017) investigated the connection between the modernization of methodical forms of work in educational institutions and the professional mobility of modern educators. Pedagogical features of professional mobility taking into account individual factors of personality are reflected by R. Prima in the author's vision of the essence of professional mobility of future teachers; scientist has developed and experimentally tested the model and methodology of formation of professional mobility of elementary education teacher (Prima, 2010).

It is known that a manager is a person who administers a certain line of activity in an enterprise, institution, school, etc. Educational managers L. Kravchenko (Kravchenko, 2006) and N. Slyusarenko (Slyusarenko, 2016) include all persons who perform managerial functions within any pedagogical system (from the Minister of Education to the teacher). In the context of continuous professional training of education managers in accordance with the modern requirements L. Kravchenko focuses on the need to form a group of managers, united by the desire not only to enrich the professional culture and competence of specialist knowledge of management basics, but also to substantiate and prove the practical feasibility of using scientific management achievements in pedagogical activity.

Foreign and Ukrainian scientists argue that in order to mobilize staff and ensure the effective work of the teaching staff, the manager must be

able to: «analyze, synthesize, create conditions for team work, in particular, the leadership of the school as a team, to activate this work, to become involved in the work of the team, to listen, to take into account opinions, negotiate, delegate powers (set tasks, request a report), make decisions», – V. Zhigir (Zhigir, 2011) emphasizes. These leads, as L. Piletska is convinced, to the need for professional mobility as a complex organizational construct in the structure of the psychological profile of the individual, which manifests itself in the process of professional career and is inseparable from the socio-cultural environment of professional activity and interaction (L. Piletska, 2013). All the authors presented by us mainly talk about the need for practical techniques that help to identify the characteristics and qualities necessary for understanding the professional mobility of managers.

3. Research questions

We agree with the scientists that the development of professionally significant qualities and the transition of a person to a higher level of competence can be considered an important modern process of professionalization of the activity of a person. This is also the case with the manager of a secondary education institution.

At the same time, the understanding of the professional mobility of the manager of a secondary education institution as a factor of his/her self-development, as evidenced by the data of a retrospective and comparative analysis of a considerable number of sources, has remained so far out of the attention of Ukrainian and foreign scholars. We are particularly interested in reflecting these aspects in the publications of scientific journals of recent years, which, in our opinion, will become a way of innovative perception of the professional mobility of the selected category of professionals, both by themselves and by their immediate surroundings.

Today, there is no denying that the work of the head of a secondary education institution requires a new thinking related to the penetration of management theories and technologies in his management activities, so it is important to reorient the emphasis of management from educational processes on the development of human potential to ensure the dynamics and effectiveness of these processes, as well as the creation of a kind of «personnel policy» in each educational institution. The primary scientific concept here is the concept of forming an intraschool culture: the vision of the manager of his mission, awareness of the goals of the institution, the creation of an appropriate system of values, ensuring high motivation of

management actions based on professional competence, ability to research and self-analysis, mobility, critical thinking, adequate self-assessment.

Since the development of the professional mobility of the teacher is a phenomenon that integrates social and pedagogical experience, professional knowledge and skills, personal characteristics of the specialist, we support the author's hypothesis of M. Pavlenko, which certifies that the development of the professional mobility of the teacher is a factor of successful activity, an indicator of potential opportunities on the implementation of functional responsibilities and has its external manifestation in pedagogical competence, provides social and professional self-organization of the individual, openness to change and creative search, the ability to express themselves and self-creation, the willingness and ability to adapt to a specific professional environment (M. Pavlenko, 2017).

In this context, the structure of occupational mobility is mainly attributed to a complex of value-orientation qualities that reflects internal potentials: psycho-emotional sphere; the need-motivational sphere; value-motivational sphere; competence qualities; professional orientation of the individual; professional intentions; professional calling; professional interests; professional expectations; professional capacity (S. Sokolovsky, 2006).

Considering these positions as bases of research, specifying our scientific vision of the problem, we emphasize: for the analysis of personal qualities, which are crucial for the manager of the general education institution, their psychological, professional and social groups of such qualities are important, which integrity determines the fundamental importance of a systematic approach to the personality of the manager. There are also significant differences between the positive perceptions of the head of the educational institution by subordinates, senior management and state education management bodies in Ukraine: subordinates rely on the leader mainly in solving communicational issues, so the psychological qualities are considered more important for creating an atmosphere of interaction, while the authorities expect a successful leader to have an entire spectrum of qualities – from professional to purely psychological. Today, the greatest mobility is represented in the qualities expected of the head of education by public authorities. On the one hand, this can be seen as a manifestation of the fact that the educational space in modern Ukraine is changing rapidly and it is necessary to quickly adapt and develop to fulfill educational functions at the level of existing world and European requirements for the quality of secondary education. On the other hand, students, parents, and community see the modern manager of an educational

institution as a leader who professes the principles of humanity, tolerance, self-determination. The last phenomenon, together with the potential and real willingness to act in order to provide quality education of students, should contribute to the full dynamic development of the education institution in general, and to each of the participants of the pedagogical process in particular, updating the mobility of the manager as a personal-professional and community responsibility.

The scientific-theoretical positions mentioned in this section of the article became the basis for the formation of a theoretical hypothesis that the systematic analysis of scientific publications of modern scientific pedagogical journals will contribute to a better understanding of the phenomenon of professional mobility of the manager of the secondary education institution as a basis for self-development and finding out the specifics of its preparation at different stages of continuing education.

4. Research method

The new paradigm of Ukrainian education involves improving the training of a specialist within higher education, becoming him as a professional who not only has a deep knowledge of his profession, but is also professionally competent, capable of conducting psychological and pedagogical research of his own professional reserves. In this regard, at the present stage there is a need not only for highly qualified specialists who will be well-guided in educational management, independently find and analyze the necessary information, rationally use the knowledge to successfully solve professional problems and tasks, study the features of the latest management trends in education, etc., but will also share their achievements in the teaching press. We also consider important to discuss a number of topical issues on the pages of pedagogical publications, one of which, based on previous theoretical research and a broad questionnaire of pedagogical and public opinion, is the professional mobility of managers of secondary education institutions. Similar materials have been published, for example, at the Poltava National Pedagogical University named after V.G. Korolenko, where powerful publishing activities (brochures, booklets, mini-textbooks, articles, advisers, etc.) are carried out to help both future and existing professional manager. The following publications are in demand among educators: «Continuous Pedagogical Training of the Education Manager»; «Scientific bases of training of manager of education in system of continuous pedagogical education»; published since 2016, the scientific journal «Ukrainian Professional Education» with international distribution.

The group of authors of this article includes the editors-in-chief of the scientific journals «Ukrainian Professional Education» (Doctor of Pedagogical Sciences, Professor Lyubov Kravchenko, and «Image of the Modern Pedagogue» (Doctor of Pedagogical Sciences, Associate Professor Nadiya Bilyk) specially designed for presenting the materials of this article the author's method of content analysis of the content of the publications presented in the abovementioned editions in 2017-2019. For this purpose it was found out that «Ukrainian Professional Education» published 28 materials, and «Image of the Modern Pedagogue» – 39 materials, which can be analyzed in the context of the proposed problem. Such materials include mainly scientific articles, as well as reviews of monographs and dissertations, recommendations of national and international conferences, pedagogical readings, roundtables of scientists, students, teachers, and heads of schools concerning the professional mobility of the manager of a secondary education institutions.

At the present stage, pedagogical journalism provides pedagogical staff with the opportunity to cover their own pedagogical experience, to express critical comments, their opinions on the qualities needed for specialists in all fields, including managers of secondary education institutions. Development of pedagogical theory, comprehension of the accumulated experience, preparation of public opinion to the perception of innovative educational ideas are impossible without using such effective mechanism as pedagogical journalism is. To gather material, to process it, to present taking into account the peculiarities of the interested audience are the skills that are certainly relevant for the activity of all categories of teaching staff. They are important both to managers and to all those who wish to express an opinion on the educational output of individual leaders or their teams or educational structures.

In the proposed publication analysis methodology priority was given to the main content parameters:

I - the needs and tasks of professional training of future managers of education at a pedagogical university (authors of articles – scientists, teachers of relevant specialties, students of magistracy and doctoral studies, leaders of industrial practice, representatives of the public, customers of educational services, etc.);

II - results of professional development, presentation of personal vision of activity and experience of school managerss (authors – scientists, teachers of postgraduate pedagogical education and pedagogical universities, directors and deputy directors of schools, teachers, methodologists from the

relevant field of continuous education, representatives of the community, stakeholders, etc.).

At the same time, samples of authors' presentation of their own pedagogical experience, as well as analysis of practical results of training of the manager of secondary education in higher education and postgraduate education set the task of providing empirical data on the vision of professional mobility of the education manager by different categories of service providers – teachers, pedagogical community, parents of students, teachers of universities and institutes of postgraduate pedagogical education. Therefore, a working hypothesis has been formulated that such data, appropriately structured, can be obtained by the content analysis method of publications of scientific pedagogical journals that have reflected similar issues in recent years.

The following content parameters from the 69 materials analyzed were answered by:

Parameter I – more attention was paid to future school leaders;

Parameter II – author's positions and analysis of experience of existing executives are provided.

Another important aspect of the content analysis methodology was the elucidation of the professional mobility criteria for future and existing secondary education institution executives. Based on a systematic study of the professional mobility requirements of this professional category, as reflected in publications, the following criteria were selected:

- the self-determination of a person in the teaching profession and the duties of the manager (1);
- self-motivation for innovative activity in school management (2);
- the flexibility and versatility of professional thinking (3);
- ability to adequately evaluate the results of one's own activity, critical thinking (4);
- readiness for self-education in management (5);
- self-organization, possession of self-management technologies (6);
- the desire to lead the school as a team, the readiness for rapid changes in the educational environment (7).

5. Findings.

In the experimental study, the keywords were selected for each of the theoretically determined criteria:

(1) education manager; self-determination;

(2) self-motivation; innovative activity of the school manager;

(3) flexibility; versatility of thinking;
(4) adequacy of self-esteem; critical thinking of the manager;
(5) self-education of the school manager;
(6) self-organization; self-management technologies;
(7) team management; changes in the educational environment

The selection of criteria of the relevance of information of publications and keywords, which reflect the content of the professional mobility problem of managers of secondary education institutions in a concentrated way, made it possible to conduct a rapid search by computer of the necessary snippets and compare them by the selected parameters and criteria (Table 1).

Table 1 - Relevance of the selected content with the parameters and criteria of professional mobility of the manager of the secondary education institution (%, number of materials)

Criteria				**%**	
I – Professional training		**II – Postgraduate education**		**I**	**II**
(1) education manager; self-determination	**19**	(1)	**31**	70	74
(2) self-motivation; innovative activity of the school manager	**25**	(2)	**25**	93	60
(3) flexibility; versatility of thinking	**21**	(3)	**17**	78	40
(4) adequacy of self-esteem; critical thinking of the manager	**23**	(4)	**41**	85	98
(5) self-education of the school manager	**20**	(5)	**35**	74	83
(6) self-organization; self-management technologies	**25**	(6)	**15**	93	36
(7) team management; changes in the educational environment	**17**	(7)	**13**	63	31
TOTAL – 27 texts		**TOTAL – 42 texts**		39	61

From the data of Table 1 it is visible that in the materials on pedagogical education (this article in the journal «Ukrainian Professional Education») preference is given to such qualities of professional mobility of the manager of a secondary education institution as self-motivation, innovative thinking and activity, self-organization, possession of technologies of self-management; little attention was paid to the self-

determination of the education manager, his/her commitment to team management, and his/her readiness for rapid changes in the educational environment. In the future, the results of the analysis may provide more detailed recommendations to the organizers of professional training for managers of secondary education institutions of specialty «Management of educational institutions» in pedagogical universities for the individualization of the training process and for students for the construction of individual trajectories of self-development, the choice of the disciplines they choose independently.

At the same time, the content of journals related to postgraduate teacher education and lifelong learning (mainly these are articles of "Image of the Modern Pedagogue") observed the majority of content devoted to the qualities of professional mobility of education managers, such as self-determination, self-esteem, etc. However, with regard to the experienced manager of a secondary education institution, there is little material to address the hallmarks of his or her professional mobility, such as the flexibility and versatility of thinking, self-organization and possession of self-management technologies, team management, and readiness for rapid changes in the educational environment. This requires some research on the preparation of proposals for organizers of postgraduate training and lifelong learning.

6. Discussion

Our proposed methodology provides opportunities for analysis by organizers of training and education during life, other interested institutions of managers of secondary education institutions conditions and means of self-development of managerial competence in unity: knowledge about the essence and principles of the system and management of the institution of education, basic scientific schools, areas, educational processes in the world; knowledge of the basics of planning and forecasting the development of educational systems, social team management, pedagogical management functions; ability to evaluate the quality of organization and management of the educational institution on the basis of the requirements for certification of teaching staff; possession of organizational insight and psychological management techniques.

Publications emphasize that the manager of a secondary education institution will only be able to anticipate and manage changes when he or she is capable of continuous updating. He must be able to choose the right strategy and clear direction of development. Mobile managers are eager to

learn constantly, to improve their professional and management skills, to seek new frontiers in management theory and practice, and as a result, they are more in demand in secondary education institutions, as can be demonstrated, for example, by the popularity index of work experience materials of managers who can supplement this methodology in the process of its development.

7. Conclusions

So, researching the scientific basis and offering one of the first parts of the methodology of studying the aspects of professional mobility of the manager through the publication of scientific journals, we are based on the understanding of this mobility as an integrated entity, which involves the possession of a broad scientific outlook, a system of professional and pedagogical knowledge and ability to effectively apply it, the ability to move from one activity to another relatively easily to accomplish any tasks and quickly master changes in their field and related professional branches, to build and realize an individual trajectory of their further professional growth. Based on the above, we believe that the professional mobility of the manager is an integral dynamic quality of the individual, which ensures the success of its adaptation to changes in education and is the basis of its successful professional self-development, and its popularization in pedagogical publications promotes good management in general.

The development of professional mobility of the future manager will be effective under the conditions of scientific and technological support of the educational process in a pedagogical university, expanding the opportunities for students of relevant specialties not only to study materials of publications of scientific journals, but also to participate in publication of articles, abstracts of conferences and so on.

In these publications, future managers of secondary education institutions will have the opportunity to analyze in a professional context such categories as professional development, professional environment, professional needs and interests, professional adaptation, professional expectations and results, professional satisfaction, which guides them to the formation of values and professional competences in the chosen field of activity. Also important will be the encouragement and professional interest in increasing the professional mobility of every existing and future education manager, which will facilitate the prompt presentation in the press of the experience of competitive professionals in this category.

As the perspectives of this original study we see the development of the proposed methodology, complementing the spectrum of its analysis with

such, for example, moments as a more detailed examination of the sample in terms of the studied categories of authors of publications: separately – existing and future managers; teachers about managers; students – about the profession of education manager; community representatives – about educators and school managers, and more.

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