

Organizational conditions for successful professional activity (views of pedagogical community)

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Abstract. The article shows the results of theoretical conceptualization and empirical testing of organizational conditions of successful professional activity of teachers in modern Russia on the example of the territories of the southern region. Based on a theoretical review of the scientific literature on the interpretation of organizational conditions, the variables for testing the significant and latent characteristics in the empirical part of the study were formulated. An electronic survey of educational community representatives of the Stavropol Territory by random sampling was conducted. A total of 243 people from the scientific and pedagogical staff of North Caucasus Federal University, Stavropol State Agrarian University, and Stavropol State Pedagogical Institute took part in the survey. The database of the survey was subjected to statistical analysis in the program SPSS (version 24). The results of the study are the basis for the development of programs to improve organizational conditions of scientific and pedagogical staff of universities, increasing their effectiveness and solving important economic problems of personnel training in the region. Taking into account the request of the professional pedagogical community for optimizing organizational conditions will enable the university administration to make reasonable managerial decisions in the field of personnel policy.

1 Introduction

In accordance with Article 163 of the Labor Code of the Russian Federation, normal working conditions include a production environment (mode of production) characterized by: serviceable condition of premises, facilities, machinery, technological equipment, equipment; timely provision of an employee with technical and other documentation necessary for work; timely provision of materials, tools, other means and items necessary for work performance, their timely provision to the employee; working conditions that meet the labor safety requirements

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Organizational conditions of teaching activities should be focused on the fullest satisfaction of the needs of both students and teachers. In this regard, the authors of the article Wilf-Miron R., Kittany R., Saban M., Kagan I., Saban M. show how educational organizations become an important place for healthy lifestyle activities [1]. The article shows the importance not only of teachers' readiness to demonstrate the role model of healthy lifestyles, but also the organizational conditions of professional activities. They should promote the involvement of the broadest possible number of the team in healthy lifestyle activities, as one of the indicators of the overall well-being of the employee's personality.

The success of professional pedagogical activity depends not only on the qualification characteristics of the staff, but also on the organizational conditions that ensure the quality of basic and auxiliary processes. The authors of the study Maya-Jariego I., Muñoz-Alvis A., Polo-Vargas J.D., Palacio-Sañudo J.E., deCastro-Correa A.M. based on empirical materials of the survey of teachers show a certain influence of working conditions of teaching staff on the amount of training activities performed [2]. One of the important conclusions is also the organization of work on the implementation of educational programs. Thus, the management of educational processes and organizational conditions of teachers' professional activity have a great influence on their motivation and performance [3-19].

Already at the stage of higher education, researchers consider the formation of a commitment to sustainable development as an important aspect of learning. The authors of the article ZúñigaSánchez O., MarúmEspinosa E., AcevesÁvila C.D. show that the foundations of sustainable development of territories are laid not only through the content of educational programs, but also through the organized activity of teachers in the educational environment of the university [3]. Thus, the educational environment of the university, as part of the organizational conditions of teachers' activities, is important not only for the success of the current activities of employees, but also for the development of sustainability at the municipal and regional level through the competences of graduates. And the educational organization itself becomes a role model of organizational activity conditions for graduates of educational programs.

The authors of the study Montecinos C., Cortez M., Valenzuela J.P., Zett I., Zoro B. demonstrate the importance of social conditions for successful work of the teacher [4]. Social conditions as an important aspect in the activity of educational organization have an indirect relation to organizational conditions, but provide effective communications between different groups of participants of the main and auxiliary processes, including between managers and performers. It is important in terms of understanding (feedback) about what organizational conditions are not enough and what the staff needs for successful implementation of professional activity [20]. Timely informing managers about the need to increase the organizational conditions of activity gives the opportunity to improve and optimize the organizational conditions in accordance with the request of the personnel.

Currently, the relevance of the development of digital resources of the educational organization for the successful performance of professional tasks of teachers is increasing. The author of the research [5] Nerland M. defines those factors of successful educational process along with well-organized feedback with the personnel, readiness for professional development and well-developed digital infrastructure and work organization in general. Thus, in a modern educational organization teachers need to be provided with such organizational conditions, which provide labor motivation and professional development. The authors of the article [8] Chen Y., Xu Y. also speak about the improvement of knowledge process organization in the enterprise as an important factor of organizational environment for motivation of professional development. In the organizational environment it is important to have institutionalized procedures and a structural unit responsible for the process of professional development of personnel through increasing

accessibility to knowledge bases. The relevance of such an approach was voiced in the conclusions of a number of other studies [9, 12, 16].

The work of educational organizations during the COVID-19 pandemic affected the overall work capacity of teachers. The authors of the article [6] Kyrönlahti S., Neupane S., Nygård C.-H., Juutinen S., Mälikangas A. analyze the factors of influence on working capacity of teachers on the example of the study organized in Finnish higher education system. Regression analysis established relationships of demographic factors, perceived stress, musculo-skeletal pain, work functionality at home, and organizational support and developed 6 different work ability profiles. Importantly for our study, for 25% of the pandemic home educator participants in the study, it was organizational support that was highly relevant for not decreasing work capacity [17-19].

The well-being of teachers is a hot topic of research and is considered, among other things, as a result of the created organizational conditions in the educational organization. So the authors of the article [7] Cann R.F., Sinnema C., Daly A.J., Rodway J., Liou Y.-H. based on the evaluation of the well-being of 559 teachers in 12 New Zealand schools show the importance of individual, group and organizational factors. The most significant according to the authors' conclusions are organizational factors, which ensure high life satisfaction and prosperity of members of the teaching team. Organizational factors of professional success are also among the priority factors in a number of publications [10, 11, 14, 15].

Thus, the review of publications confirms the relevance of the study of organizational conditions of successful professional activity. The discussion of the problem field in the scientific community covers the following areas:

- providing an institutional basis for the organizational conditions of a teacher's activity;
- development of effective communications in the educational organization to optimize feedback on the staff's requests for changes in the organizational conditions;
- improving the digital infrastructure of the educational organization;
- achieving ergonomics of organizational conditions and the ability to demonstrate commitment to healthy lifestyles to teachers and students.

The relevance of the study of organizational conditions of successful professional activity is important not only for the teachers themselves, but also for students. During the training period, they gain their primary experience of the organization in terms of management of work processes and organizational conditions that support them.

2 Materials and methods

Based on a theoretical review of the scientific literature on the interpretation of organizational conditions the variables to test the significant and latent characteristics during the organization and conduct of the empirical part of the study were formulated. In May-June 2022 an electronic survey of representatives of the pedagogical community of the Stavropol Territory on a random sample was conducted. A total of 243 people from the scientific and pedagogical staff of the North Caucasus Federal University, Stavropol State Agrarian University, Stavropol State Pedagogical Institute took part in the survey. The database of the survey was subjected to statistical analysis in the program SPSS (version 24). The survey questionnaire used 15 variables that characterize teachers' competencies represented in the current organizational environment of higher education institutions: amount of teaching load; amount of teaching and methodological work performed; practice of teaching load distribution among faculty members in the department; workload distribution during the academic year; requirements for individual work planning; condition of classroom facilities; condition of working equipment for quality classes; possibility to

independently The survey participants evaluated each variable (organizational conditions) in terms of its importance for the successful work of a teacher in an educational organization of higher education. The evaluation was given on a five-point scale, where 1 point - the condition requires significant improvement; 5 points - the condition in the organization is provided at a high level and does not require improvement.

3 Results and discussion

The use of factor analysis allows modeling organizational conditions of professional activity, the most acceptable for successful work of teachers of higher education by the example of the results of the survey of 243 people from among scientific and pedagogical staff of North Caucasian Federal University, Stavropol State Agrarian University, Stavropol State Pedagogical Institute. Determination of the full explained variance by the results of statistical processing of the expert survey database in the program SPSS Statistics (version 24) showed that it is65.885% and is determined by3 components. The data are presented in Table 1.

Table 1. Complete explained variance of organizational conditions of successful professional activity for a university teacher.

Com pone nt	Initial eigenvalues			Sums of squares of the extraction loads			Sums of the squares of the rotation loads		
	Total	Dispersion %	Cumulati ve %	Total	Dispersion n %	Cumulativ e %	Total	Dispersion %	Cumulative %
1	7.088	47.252	47.252	7.088	47.252	47.252	4.101	27.340	27.340
2	1.738	11.585	58.838	1.738	11.585	58.838	3.242	21.611	48.951
3	1.057	7.047	65.885	1.057	7.047	65.885	2.540	16.934	65.885
4	0.795	5.298	71.182						
5	0.757	5.045	76.227						
6	0.588	3.919	80.146						
7	0.585	3.900	84.047						
8	0.469	3.127	87.174						
9	0.392	2.616	89.790						
10	0.373	2.484	92.274						
11	0.310	2.069	94.344						
12	0.287	1.912	96.255						
13	0.267	1.777	98.032						
14	0.168	1.117	99.150						
15	0.128	0.850	100						

15 variables characterizing the conditions of successful professional activity of a higher school teacher were evaluated by the participants of the survey on a 5-point scale of significance for effective work in higher education institutions of Stavropol Krai. Factor analysis, Rotation Method: Varimax with Kaiser Normalization (Rotation converted in 11 iterations) was performed. As a result, a factor model with three factors was formed.

Table 2. Matrix of rotated components, describing the conditions of successful professional activity of a university teacher.

Organizational conditions	Component		
	1	2	3
1. Academic load	0.745	0.065	0.207
2. Scope of academic and methodological work	0.826	0.096	0.118
3. Practice of distributing academic load among faculty members in the department	0.756	0.360	0.010
4. Distribution of workload during the school year	0.782	0.295	0.186
5. Requirements for individual work planning	0.649	0.321	0.367
6. State of the classroom fund	0.795	0.187	0.344
7. Condition of the working equipment for quality classes	0.247	0.070	0.801
8. Ability to independently choose the forms and methods of presentation of the discipline	0.191	0.221	0.726
9. Opportunities for professional development and training	0.177	0.495	0.592
10. Schedule of classes, regulations	0.328	0.585	0.210
11. Results of on-line learning	0.344	0.630	0.361
12. System of control over the classroom work of the teaching staff	0.444	0.531	0.048
13. The system of progress monitoring and interim certification of students (grade-rating system)	0.238	0.849	0.076
14. System of educational work at the university	0.007	0.722	0.331
15. Practice of interaction between the university and partner organizations	0.134	0.556	0.620

The first factor is determined by the following set of variables: amount of teaching load (factor load 0.745); amount of teaching and methodological work performed (factor load 0.826); practice of teaching load distribution among the teachers in the department (factor load 0.756); load distribution during the academic year (factor load 0.782); requirements for individual work planning (factor load 0.649); condition of classroom fund (factor load 0.795). The first factor is interpreted as organizational planning of key and auxiliary processes in the university.

The second factor is determined by the following set of variables: class schedule, work regulations (factor load 0.585); on-line learning performance (factor load 0.630); system of control over the classroom work of the teaching staff (factor load 0.531); system of progress control and interim certification of students (point-rating system) (factor load 0.849); system of educational work in the university (factor load 0.722).

The second factor is interpreted as the institutional basis for the development of organizational conditions for successful professional activity of higher education teachers.

The third factor is determined by the following set of variables: the state of working equipment for quality classes (factor load factor 0.801); the possibility of independent choice of forms and methods of teaching discipline presentation (factor load factor 0.726); the possibility of professional development and professional training (factor load factor 0.592); the practice of university interaction with partner organizations (factor load factor 0.620).

The third factor is interpreted as resource provision and possibilities of innovations in professional activity of higher school teachers.

Thus, the results of the empirical study show that the structural model of providing organizational conditions for successful activity of higher education teachers includes 3 key factors:

- qualitative organizational planning of key and auxiliary processes in higher education institution;

- creation of institutional basis for the development of organizational conditions for successful professional activity of higher education teachers;
- resource provision and opportunities for innovation in professional activity of higher education teachers.

In general, we can say that the conclusions drawn during the theoretical literature review correlate with the empirical results of the study.

4 Conclusion

A brief theoretical review of the research conducted by scientists in the subject area and an analysis of the data from the empirical part of the study make it possible to draw the following conclusions:

1. topical discussion tracks of the subject area are:
 - providing the institutional basis for the organizational conditions of the educator's activity;
 - development of effective communications in the educational organization to optimize feedback on the staff's requests for changes in the organizational conditions;
 - improving the digital infrastructure of the educational organization;
 - achieving ergonomic organizational conditions and the ability to demonstrate a commitment to healthy lifestyles to teachers and students.
2. The developed factor model presents:
 - qualitative organizational planning of key and auxiliary processes in higher education institution;
 - creation of institutional basis for the development of organizational conditions for successful professional activity of higher education teachers;
 - resource provision and opportunities for innovations in professional activity of higher school teachers.

The results of the study are the basis for the development of programs to improve organizational conditions of scientific and pedagogical staff of higher education institutions. As well as to improve the efficiency of their work and to solve important national-economic problems of the region in training. Taking into account the request of professional pedagogical community for optimization of organizational conditions will allow university management to make reasonable managerial decisions in the field of personnel policy.

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