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**THE MOTIF OF THE STATUS OF PROFESSIONAL ACTIVITY AND ITS
PLACE IN THE DEVELOPMENT OF LABOR POTENTIAL AT UNIVERSITIES IN
THE PUBLIC-ADMINISTRATIVE PERSPECTIVE**

***Abstract:** This article presents an analysis of the responses of experts who have assessed the significance of the motif of professional teacher status at higher educational establishments and comparisons of influence power of its main formation actors on employment opportunities at universities. In addition, the article presents conclusions on the possible impact of government on the effectiveness of labor potential of universities within the process of development and enhancement of the status of university teacher's professional motive.*

***Key words:** motivation of professional activity; faculty; actors of forming motif of the status of university teacher profession; employment potential at universities; share of the main actors in shaping employment opportunities at universities.*

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**МОТИВ СТАТУСУ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ ТА ЙОГО МІСЦЕ В
РОЗВИТКУ ТРУДОВОГО ПОТЕНЦІАЛУ У ВИЩИХ НАВЧАЛЬНИХ
ЗАКЛАДАХ У СУСПІЛЬНО-АДМІНІСТРАТИВНІЙ ПЕРСПЕКТИВІ**

Анотація : В статті наведено результати аналізу відповідей експертів щодо оцінювання значущості мотиву статусу професійної діяльності викладача ВНЗ, а також порівняння потужності впливу основних суб'єктів його формування на процеси розвитку трудових можливостей ВНЗ. Крім того, в статті опрацьовано висновки щодо можливості впливу суб'єктів державного управління на ефективність розвитку трудового потенціалу ВНЗ у межах процесів формування та підсилення дії мотиву статусу професійної діяльності викладача ВНЗ.

Ключові слова: мотивація професійної діяльності; науко-педагогічні працівники; суб'єкти формування мотиву статусу професії викладача ВНЗ; трудовий потенціал ВНЗ; частка участі основних суб'єктів у формуванні трудових можливостей ВНЗ.

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МОТИВ СТАТУСА ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ И ЕГО МЕСТО В РАЗВИТИИ ТРУДОВОГО ПОТЕНЦИАЛА В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ В ОБЩЕСТВЕННО-АДМИНИСТРАТИВНОЙ ПЕРСПЕКТИВЕ

Аннотация: В статье приведены результаты анализа ответов экспертов по оценке значимости мотива статуса профессиональной деятельности преподавателя вуза, а также сравнение мощности влияния основных субъектов его формирования на процессы развития трудовых возможностей вузов. Кроме того, в статье обработаны выводы о возможности влияния субъектов государственного управления на эффективность развития трудового потенциала вузов в рамках процессов формирования и усиления действия мотива статуса профессиональной деятельности преподавателя вуза.

Ключевые слова: мотивация профессиональной деятельности; научно-педагогические работники; субъекты формирования мотива статуса профессии преподавателя вуза; трудовой потенциал вуза; доля участия основных субъектов в формировании трудовых возможностей вузов.

Problem setting and its connection with important scientific and practical tasks.

The scope of the study touches upon the issues of motives formation and development triggers that are connected with the employment of an individual. With regard to its complexity and diversity of its possible manifestations, is not only of general theoretical value (the development of psychological scientific thought on the content and interrelation between the motives for labor activity, choice of profession and job choice), but also of considerable practical importance. It is the power and direction of these motives that determine the content and direction of application of individual efforts to meet their own needs. According to the content of the free market theory, the desire of an individual to meet individual needs is the basis for the development of public welfare. [13] The issue of labor activity motivation in one of the many aspects of its complex and multi-faceted content manifestation is constantly outlined within the range of scientific interest of both domestic and foreign researchers. Among the latest scientific and communication events, focused on studying the contents and triggering of psychological mechanisms of motivating working activity we can highlight the following ones: the third annual conference of experts «Motivation 2015. Tools of material and non-material motivation" (16.04.2015, Moscow (Russian Federation) - LBS International Conferences with the participation of business Relations, Best Doctors), which raises the issue

of the content and implementation of the professional activity motivation mechanisms; III International scientific-practical conference "Professional orientation and career in post-industrial society" (01.09.2015, Varna (Bulgaria) – R&D Center), which raises the issue of the theoretical and applied problems of individual professionalisation in post-industrial society; VIII International Scientific Conference "Professional development of personality: problems and prospects" (10-11.11.2015, Khmelnytsky - Khmelnytsky National University), which covers the theoretical and methodological aspects of personality and characteristics of professional development.

At the beginning of the speech given to the participants of the latest scientific communicative event N.G. Nychkalo drew attention to the place and role of the models of special competences formation in the training process, as well as psychological factors of making career choices [4]. The participants of the scientific and practical seminar "Modern teacher in the student-centered model of educational process at university" (03-04.03.2016, Ivano-Frankivsk - Carpathian National University named after V. Stefanik) drew attention to the importance of motivation for teacher's development as an individual and as a professional. Considering the foregoing, we can say that the problems of motivation of professional activities, including scientific and pedagogical workers are an important and essential element of scientific knowledge within the psychological-pedagogical science. Moreover, this problem is in the range of scientific attention under "State Management" section, as it is the well-motivated university teacher who influences the quality of educational services, which in itself is a reason to consider the issues raised in the article from the state-management science perspective, and the level of functioning and socio-economic subsystem of society. Such polycentrism of the chosen object of scientific research can be explained primarily by the fact that almost every object of scientific research usually refers to several branches of scientific knowledge.

Analysis of the recent research and publications devoted to this problem is considered by the authors and other unstressed aspects of this problem are outlined in this article. The issues of motivation at work, as well as issues of professional self-identity are constantly investigated within a range of scientific surveys. Among the recent publications related to the issue on the methodological level we can highlight the following ones: the work of authors under M.M. Izha "Modern aspects of civil service in Ukraine" (the problem of professionalization of the civil service by professional training of employees) [9]; monograph of V.M. Nyzhnyk and O.A. Harun "The mechanism of motivation to efficient work on an enterprise" (defines a structural model of effective work motivation mechanism, determines the interaction of its constituent elements and its practical application) [6]; monograph of V. M. Moroz "Motivation mechanism to stimulate labor activity: public-administrative aspect" (suggests approaches to forming motivational mechanism to stimulate labor activity of citizens, taking into account the contradictions between individual property rights for own employment potential and social and public participation in the process of its formation and development) [5] and publications of many other researchers.

Some motivation issues in the context of scientific and educational activities are reflected in the survey of V.P. Andruschenko, I.D. Behan, G.P. Vasyanovych, O.E. Kovalenko, V.G. Kremen, A.S. Ponomarev, O.H. Romanovsky, T.I. Turkot, D.V. Chernilevsky and many other researchers.

Analysis of the content and thematic focus of recent scientific publications, according to the chosen subject of our survey, not only proves insufficient investigating of the subject of scientific research, but also reveals the need to deepen it within certain areas of scientific

knowledge. Among the tasks set, we should pay attention to the ratio of the content of existing scientific paradigms concerning the issue under investigation with regard to positioning certain objects of scientific research within them. For example, a relatively interesting, given the need to improve the professional motivation of academic and teaching staff, is the direction of scientific research which involves finding out the power of manifestation of individual motives and determining the share participation of main actors in its formation and development. In addition, those issues need to be resolved, which refer to increasing the efficiency of formation and development of labor potential at universities and determine its dependence on the content and features of the functioning of motivational systems of the faculty.

The aim of the survey. To find out the location and power of motive of the professional activity status inherent to professional scientific and pedagogical staff in the system of labor potential of universities and to determine the competence of the person, the university and the state in the process of its formation.

The main material of the survey with full grounding of scientific results. The most interesting part in the context of conducting scientific and practical research, and important one given the need for the formation of informational and analytical basis for further scientific research is that part of the researcher's work, which is directly related to processing the data obtained while doing field research. It is in the analysis of the survey findings where a kind of transformation (interpretation) of obtained scientific data into real knowledge takes place. According to scientists, the information about the development of the object of research is secondary in relation to "understanding of the world", but it is primary in relation to the "energy" of information [7, p. 55]. Thus, the emergence of "energy" in the form of certain knowledge or its practical manifestation occurs only if some information about the object of scientific attention is collected.

As a source of gathering information about the state of development of the object of scientific attention, we have used questionnaires, whose contents and composition correspond to the existing framework of sociological sciences requirements. Our using questionnaire method is primarily due to the fact that the survey not only "makes it possible to obtain information about the internal state, thoughts, feelings, motives and assessment of human activities" [8], but also provides information in an easy way and relatively quickly. Due to the presence of clear ideas about the method of questioning, as well as deep understanding of the aim and means of the survey conduction, the authors have come to a conclusion that they will probably reject to drafting a special program of sociological research, which corresponds to the existing practice of conducting research [12] and to the modern methodological regulations on conducting research in the relevant scientific fields [11].

Taking into account the object of scientific research, it was decided to focus on determining the experts' assessment of the issues under investigation. The authors of the survey offered to assess fifteen statements from the questionnaire №1 «Motivation to scientific and educational activities and actor's responsibility for the formation of the motives» and 10 statements in the questionnaire №2 «Formation and development of labor potential at higher educational institution». Given the limited scope of this scientific publication, we will analyze our results on the basis of a limited number of respondents's answers to the statements suggested. Due to the content chosen for the research, we have chosen the faculty of National Technical University «Kharkiv Polytechnic Institute», Kharkiv National University of Urban Economy named after O.M. Beketov and Rivne State Humanitarian University as respondents (experts).

While writing this article the authors had a limited the number of filled questionnaires, and therefore, the results and conclusions presented are only preliminary ones. It should be taken into account that at present the research is still ongoing, and the information-analytical database in the form of filled questionnaires is constantly replenished by researchers with new expert assessments. Despite the fact of the research incompleteness, we believe it is possible to present some results to the scientific community, because as practice shows analysis of the questionnaires available usually gives an overall trend and the final results do not undergo significant changes if the number of processed questionnaires increases.

One of the many aspects of expert analysis of labor potential at universities was to determine the motive power of the professional activity status of the teachers in the general hierarchy of professions (question 1 of the questionnaire №1 «Motivation to scientific and educational activities and actor's responsibility for the formation of the motives»). According to researchers' point of view, the above mentioned motif can be regarded as one of the determinants in the process of personal professional orientation, as one's professional self-determination is typically influenced by internal personal factors, including the motivator of the personal view of the social status of the future profession which has a very strong impact. In addition, we should pay attention to the fact that the status of professional activity plays a significant role in shaping the personality of readiness for his/her professional self. According to the researcher D.O. Zakatnova, professional self-determination "involves complex psychological and educational actions aimed to obtain knowledge about yourself (the formation of I-image of and an ability to self analysis), about professional world (forming an ability to analyze professional activity), comparison of the knowledge about yourself and the knowledge about work in teaching"[2]. It is clear that evaluating the status of the future work in the context of particular manifestation of its complex content may be considered one of the elements of the individual vocational guidance mechanism. L.V. Mardahayev draws attention to the significance of social status of the profession at the stage of professional self-identification. According to the scientist, socio-cultural environment with the traditions of its perception of professional (social and professional) status content, provided certain abstractions, is a source for self-actualization in the future professional activity [3, p. 149]. Thus, taking into account the importance of the status of the profession for individual career counseling and the importance of this factor for the self-identification of an individual in the professional environment, we consider it appropriate to conduct a survey in the relevant area of study. Figures 1.1 and 1.2. provide us with analytical information on preferences of respondents regarding the evaluation of professional status of teachers in the general hierarchy of professions.

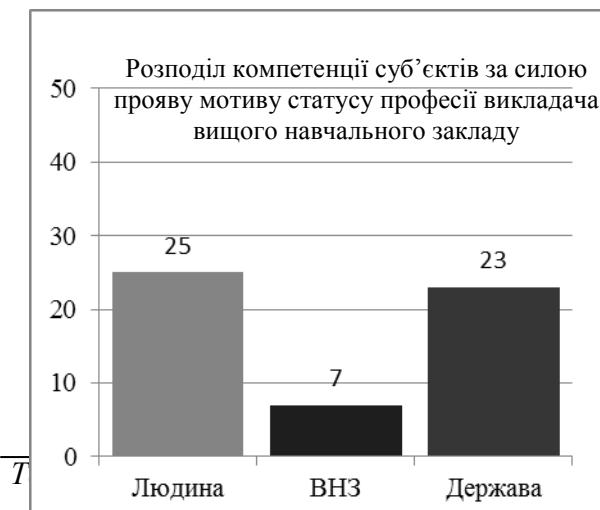


Рисунок 1.1 – Значущість мотиву статусу професійної діяльності викладача ВНЗ

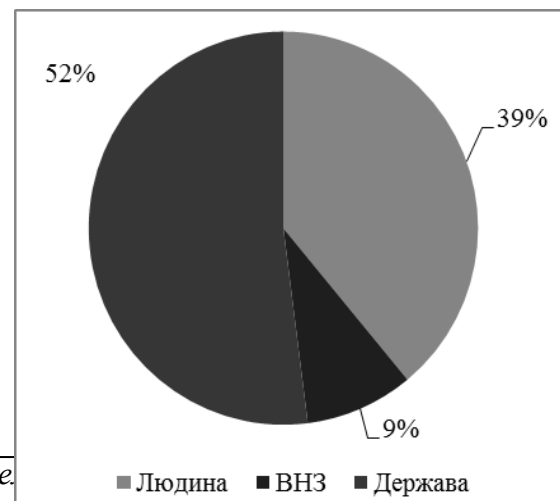


Рисунок 1.2 – Персоналізація участі суб'єктів у формуванні мотиву статусу професії викладача ВНЗ

On analyzing the contents of figure 1.1, we can formulate the following preliminary findings.

Firstly, according to the experts' (respondents') evaluation, the strength of HEI teachers' profession status motif manifestation is relatively modest in the system of motives to scientific and pedagogical activity. On average, the motive power is estimated at about 12 out of 100 possible points. Taking into account the fact that the experts were asked to compare 15 kinds of motives, we can say that the motive of the status of scientific and educational activities can be identified as one of the main motives.

Secondly, the motive power status of professional activities, which is evaluated through the prism of the absolute value of the relevant index (the total amount of points given by the experts), has almost the same value for both an individual's and the state's responsibility, being the main subjects of motive formation (25 and 23 points respectively).

Thirdly, the role of institutions in shaping the motive for scientific and pedagogical activity is mediated, as evidenced by 7 points given by our experts within absolute values. A little ahead of the results presentation, we can conclude that this findings are confirmed by the responses of the experts regarding the role of various actors in shaping the motive of professional activity based on the criterion of preferred relevant actors (Figure 1.2). The above given conclusion was a surprise for the organizers of the survey, as international practice shows that the university is the main subject in shaping the social status of the direction of professional activity. It is clear that among the proposed actors, influencing the motive formation, high educational institutions more than others influence the structuring of contents and habitus (« a system of acquired schemes that work in practice as categories of perception and evaluation or as an organizational principle of action» [10 , p. 23]), and therefore the idea about the value system and behavioural practices. In addition, expectations of the authors of the survey as to the importance of the role of institutions in shaping university teacher professional status can be explained in the light of the resources amount of a particular subject of formation and development of appropriate symbolic of status system.

Moreover, the state as one of those actors who has the largest amount of resources to establish and maintain professional status of university lecturers, should demonstrate the largest (in absolute values) impact on the object of management. However, the role of the government in power gave its significance somewhat the role of a man who quite clearly is in favor of individual motivational factors. However, if we take into consideration the number of respondents who outlined a predominant role of the government in shaping motif status of university teacher's profession (Figure 1.2), the above given statement is rather disputable and controversial. Figure 1.2 that provides the participation rating of the main actors in shaping motif status of the teaching profession at universities is convincing evidence of the dominance of the state's role in this process. For example, 52% of respondents identified the state at the main subject of the formation and development of professional status of the university teacher. The role of universities, as in the above considered case is somewhat limited. This fact can testify underutilization of universities ability in shaping the status of the university teacher, as well as limitation of resources of a certain institution and perhaps the lack of desire of university administration to implement their own possibilities to influence formation of the image of scientific and educational activity.

Quite interesting trend in the analysis of respondents (experts) evaluation was determining their ideas about subjects part in the formation of labor potential of universities in this process. This analysis trend should not be understood in the context of the above mentioned generalizations, though of course, its essence has a correlation with both formulated conclusions and logical connections with the subject of scientific research. In one of the questions from questionnaire №2 experts were asked to identify the person's, university's and government's involvement in the formation of labor potential of universities. The question was as follows: "The employment potential of universities is the result of: human, university, state (please, distribute 10 points between the relevant actors so that the total score for the relevant area of assessment equals to 10). Please, note that 1 is the lowest and 10 the highest level of participation in the process." The distribution of actors' involvement in the process of formation of labor potential at universities is presented in Figure 2.

Unexpected, given the content of the figures 1.1 and 1.2, is the fact that respondents evaluated universities' own share in shaping university's own labor potential as rather high.

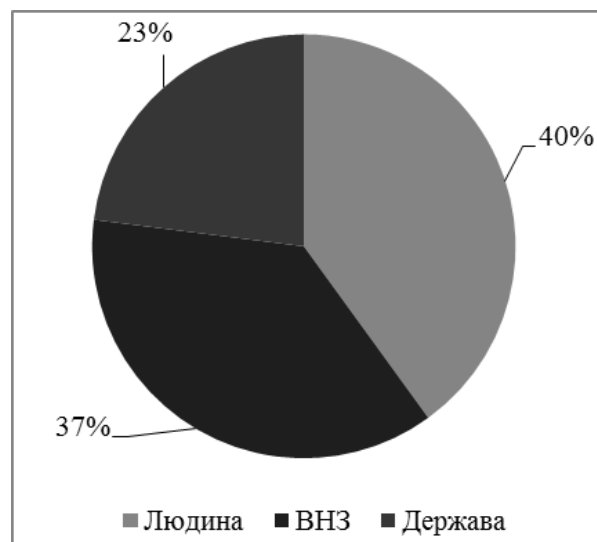


Рисунок 2 – Розподіл часток участі суб'єктів у формуванні трудового потенціалу ВНЗ

For example, the share of universities is set at 37%, which clearly demonstrates the exceptional importance of the relevant actors in shaping their employment opportunities. To compare with, the percentage of a person's and the state's is estimated at 40% and 23% respectively. It turns out that human (scientific-pedagogical and scientific employees) and universities (organization, institution) activities are considered by experts as a basic formation of the employment opportunities at university. State participation in this process, according to respondents, is not dominant. This point of assessment can be explained by the level of analysis of the issue under consideration. The human with his positioning in the hierarchy within a certain system tends to tactical level of perception of the facts, and therefore the strategic level, to which we refer the institution of the state, is considered as an indirect level. In our opinion, this phenomenon can be explained by the fact that the individual choice of a scale of evaluation depends not only on personal preferences, but also on a variety of professional activities. It is likely that if the role of the respondents is given to government officials, their choice of the subject of evaluation will most likely be located on the strategic level (the level of the state). This our assumption can be confirmed by the survey conducted

by V.M. Spondylitis, who showed the dependence of the content of individual perception of reality on existing knowledge and systems of values. According to the scientist, when the same subject being considered by representatives of various professional groups, the internal process of judgment will also be unequal [1, p. 224].

Comparing the results of respondents' answers about the status of the university teacher profession (Figure 1.1 and 1.2) and the involvement of the main actors in the formation of labor potential of universities in the development of its employment opportunities (Figure 2), we can detect the existence of a correlation between different content areas evaluation. For example, within each of the areas of expert evaluation the state role has not been determined as the dominant one, though certainly its share of participation is significant and can be considered influential. Regardless of the direction of expert evaluation, the role of the state within the relevant processes is not considered as secondary and, therefore, its participation in shaping of the status of teacher professional activity at universities and labor potential of universities is notable, and one that provides a reflection of the system components of government management. Thus, the state can not only be considered as a major subject of control in the formation of labor potential of universities, but also be perceived as a direct participant in the process of development.

The findings of this study and further research in this direction. Considering the foregoing statements, we can formulate the following conclusions.

Firstly, the motive of professional status of scientific and pedagogical workers within the general hierarchy of motives (in the corresponding meaningful direction) may be considered one of the most powerful psychological constructions that acts as a trigger to choosing the teaching profession at university. Considering the content of this thesis, we can say that management of the development of labor potential in a separate industry or service sector can occur through the formation of motive status of a certain profession. In other words, resolving the issues of development and effective use of labor potential at university can occur by enhancing the status of scientific and teaching staff's profession. According to our survey, the main actors influencing the formation of motive of university teacher status is an individual and the state, and consequently their activities, which may be considered as determinants of development of labor potential at universities.

Secondly, the employment opportunities of universities are the result of activity of its several formations, among which human activity and institutions activity are crucial. State participation in the process of employment opportunities formation at universities, according to respondents' (experts') point of view, is indirect, which can be considered one of the contradictions of positioning of a certain institution in the system of labor potential in the context of its dominant role in shaping the motive of teacher's professional activity status at higher educational establishments. The content of this contradiction can be explained by the power and direction of certain state regulation mechanisms in certain subsystems of employment potential at universities. For example, in the process of formation and development of labor potential at universities (with restricted role of the state, according to respondents), state management uses the mechanisms of government regulation (the impact of subjects of governmental power on the subject to control through the system of standard measures of legislative, executive and supervisory nature) to stabilize and adapt individual elements of the control system to the existing environment. According to the respondents (experts), when forming and maintaining the status of the teacher's profession at universities with a relatively big state participation, the subjects of public administration mainly use administrative methods of influence (steering the influence over subject to control and defining the directory of his development within the chosen strategy and defined system).

Thirdly, a man as one of the main subjects of the formation and development of labor potential at universities has the greatest competence in deciding directly on the status of scientific and educational activities, and employment opportunities perspective of universities. It is the human with his ideas and possibilities of creative perception of reality (rules, regulations, traditions, behavior, development strategies, etc.) who the basis for building and developing employment opportunities and competitive advantages of educational institutions. Thus, the scientific and pedagogical staff are not only the immediate potential employees of the university, but also the source of its formation and development. In other words, the impact of government on the system of university employment opportunities can be done by influencing conditions of realization of the available teaching staff potential .

The above presented findings do not give the whole variety of professional motivation issues of scientific and pedagogical staff with regard to defining the directions of improving and implementation of the government control schemes in developing labour potential at universities, but only provide the basis for further development of scientific discussion around the raised problem. Among the promising areas in the organization of scientific research, we should pay attention primarily to those ones whose content is related to the study of motivation to scientific and educational activities (clarifying other motives manifestation power of professional teachers) and defines the index of responsibility of some subjects for their efficiency in the process of formation, implementation and development of labor potential at universities.

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Стаття надійшла до редакційної колегії 22.08.2016