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Risks within the Industrialization Context

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The author discusses risks arising in school education system due to its industrialization. It occurs due to the deceptive similarity of consumer goods production and school education as a consumer service. At the same time, methods of work behavior management are identical to those used in large industries. The implications of this approach are brought up: the decrease of self-motivation and satisfaction level, simplification of teacher's activity as a consequence of deep division of labor.

Keywords: school education, industrialization, motivation, satisfaction, division of labor, simplification of a teacher's work.

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This article is the result of grave concern over a number of processes recently emerging in the Russian secondary education. One of them is the process of industrialization. It seems to be developing due to an illusive similarity between consumer goods production and school education as a consumer service. It is taking place at a time of integration between educational institutions that increasingly emphasizes its resemblance to large productions. As the result, the school education uses very same approaches and HR management principles – that is especially important in the context of this article.

These principles are grounded in the perception of a person as a “rational egoist” meaning that they work for achieving their own goals (egoist) and can tell what actions will

yield benefits or subject them to “punishment” (rational). Such approach has been embedded in a new payment system for teachers with its performance payment as an essential part – a well-known financial “carrot and stick approach”. A lack of efficiency in this method has repeatedly been proved by the global experience. A sound, at first glance, idea that money is the main instrument in the work behavior management clearly contradicts those evidences that the performance payment has nowhere in the world provided with the desired improvement in the education quality (Hargreaves, Fullan, 2012).

Moreover, the works by S. Glucksberg (1962, Princeton University) based on the experiments by K. Duncker (1945) have demonstrated that concerning intellectually challenging work,

which undoubtedly includes teaching, strong material stimulation causes a negative impact. It does really work with intellectually simple works with clear objectives and means (the more you do, the more you get). Perhaps, here we should remind about the experiment's purpose: two groups of students were asked to solve one and the same simple, but creative task. One group was inspired financially, the other – not. As the result, the first group always showed lower rates in the problem solution. Nevertheless, this group performed better given that the task did not include any creative part. These experiments also have been repeated later, but always with one and the same conclusion.

Supposing that teaching involves a highly intellectual element, it should follow that financial stimulation suppresses it maintaining those intellectually simple acts. Consequently, there is an increasing number of such classes, events, excursions, etc., which throw the quality outside the support. Thus, it should be presumed that the model of “rational egoist” behind this approach does not work when applying to pedagogical practices, assuming that basically it has a creative nature.

Following the discussion over the problem of industrialization of the secondary education, we should probably point out one of the main ways in mass production, i.e. belt-line production. It is grounded in a sound differentiation of labour. In fact, this is what we are seeing now in schools. The process of school integration brings a wide range of opportunities about it.

Nevertheless, trying to implement this differentiation on practices, we constantly face the situation when it is impossible to divide teaching into separate small functions. Therefore, there is a constant and entirely logical respond from the teachers: “You haven't paid me for that!”

In leading schools the teacher can be fully provided with academic workload, staying within

the educational activity, e.g. in a graduation class, that mitigates the process of teaching.

Arguably though, the pedagogical activity, being extremely hard both physically and psychologically, becomes intellectually easier. Given the sound specialization, it is methodology, but not pedagogy, that starts dominating.

These trends exacerbate a long-standing issue of high professional autonomy or professional desolation of the Russian teachers. It cannot be described as something new in the Russian education, since, in our observation, it is a cultural tradition. Still, recently this problem is being compounded. Our researches on the schools' social capital (Ushakov, 2013) have demonstrated particularly low level of permanent cooperation that prevents from efficient meeting the challenges set by FSES. The high degree of professional desolation accelerates the process of “professional burnout”, provided that within great academic workload, it mainly affects the high-calibre staff.

The low level of cooperation impedes peer education inside the organization, that, following, M. Barber (Barber, Mourshed, 2008), is the most useful way of professional development. This data show that the biggest part of teachers attaches a negative value to reciprocal visiting of classes and observation.

All the factors mentioned above decline the level of work satisfaction. This is not to say that the problem of dissatisfaction has been ignored. Recently, great efforts and means have been spent to smooth it over, e.g. by the rise of wages and improvement of work conditions. But the expectations that all this would bring the work satisfaction have not been met. Engagement with hygienic factors (F. Herzberg) has decreased the level of dissatisfaction, but has also failed to cause any contentment, since other motivators are need as well.

On the other hand, the belt-line activity does not mean work satisfaction, but recreation complacency which depends on the salary standards.

Obviously, all the mentioned above relate rather to large schools, though the risks of such trend are high enough to be focused on and minimized as well.

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Риски на фоне индустриализации

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Статья посвящена рискам, возникающим в системе среднего образования в связи с процессами его индустриализации. Процесс развивается в силу обманчивого сходства производства товаров массового спроса и среднего образования как массовой услуги. При этом применяемые способы управления рабочим поведением педагогических кадров идентичны тем, которые применяются на крупных промышленных производствах. В статье обсуждаются последствия, возникающие при таком подходе: снижение внутренней мотивации, уровня удовлетворенности, упрощение педагогической деятельности как следствия глубокого разделения труда.

Ключевые слова: среднее образование, индустриализация, мотивация, удовлетворенность, разделение труда, упрощение педагогического труда.

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