

Theoretical and Methodological Enhancement of Managerial Activity in the Teachers' Professional Motivation Formation of Future Specialists

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Abstract: This article is devoted to the problem of the enhancement of the managerial competence required by rectors of higher education institutions in the Republic of Kazakhstan. The essence of this competence reveals, by its component composition (the strategic, communicative, organizational, psychological, pedagogical, entrepreneurial, and political sub-competencies) is determined and justified. As a practical mechanism for the managerial competence enhancement, it proposes to use the profession-oriented educational technology based on the humanistic and competence-based approaches within the framework of the stochastic scientific paradigm. It notes that this educational technology complies with the modern philosophy of education called "lifelong learning".

Keywords: Managerial competence, higher education, profession-oriented technology, humanistic approach, competence-based approach, stochastic paradigm, lifelong education.

1. INTRODUCTION

In recent message "A Look into the Future: Modernization of Public Consciousness", President Nursultan Nazarbayev rightly points out that in today's world, any country's future primarily depends on the quality of its human capital, this is why he calls education "the most fundamental factor of success in the future". The correctness of this statement is beyond doubt, since the competitiveness of the country's economy is directly linked to the quality of managerial and working staff, which in its turn is largely determined by the effectiveness of the education system, its ability to meet the challenges of the time [1].

The purpose of this research is to identify current requirements of the society for a modern university leader and, discuss the component composition of the managerial competence of a rector in the present-day higher education system of the Republic of Kazakhstan.

In order to fulfill this aim we need to identify some tasks, such as

- to reveal the essence of the profession-oriented technology;
- to justify the appropriateness of using it as an effective tool for developing this competence;

- to provide specific examples of how each component of the managerial competence.

At present time, fundamentally new goals are set for higher education institutions (HEI). They are to train highly qualified and highly competent specialists who are used to working effectively in market conditions, reacting to changes constructively, thinking creatively and critically, interacting with colleagues from other countries and adopting best practices (not in the form of "copying" achievements of other countries, but by using them to create our own enhancement models on the basis of national culture and regional specificity) [2].

However, it is obviously impossible to obtain new results relying on old methods. If we admit that the set of characteristics of a successful manager in higher education has changed significantly in recent years, we should also admit that it is necessary to reconsider the approach to their professional training and retraining. The new approach should be based on a clear understanding of what managerial qualities are in demand now and how teaching and learning should be organized in order to obtain the desired results.

2. METHOD

The research has been carried out at the Faculty of education, S. Toraihyrov Pavlodar State University. A total number of 150 students all coming from educational specialties, studying in the BA level to get qualification of the teachers

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Most of the students were juniors (51 %), (49%) were seniors. In terms of the gender, the students were not balanced with 131 Females (88%), 19 males (12%) and their age ranged from 18 to 21.

Time of the surveying is 90 minutes.

Survey method was used in the study. The subjects were administered a questionnaire in which they were asked to answer questions related to education system. Items used in the questionnaire were prepared according to the related literature and interview results conducted with some teachers. Descriptive and inferential analyses were conducted to get a deeper insight into the research questions.

Table 1: Demographic Background of the Participants

No. students	150
Age	18-21
Sex	Male: 19 Female: 131
Mother tongue	Kazakh

To collect data, the researcher used a questionnaire adopted from Gardner's AMTB. Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) were used, ranging from 'Strongly Agree' to 'Strongly Disagree'.

The questionnaire had 12 items. The AMTB is reported to have good reliability and validity (Gardner, 1985). Since the participants were all university students the questionnaire was administered in English only. The students were asked to complete the questionnaire in the class after a session. They were also asked to check the questions carefully, read them thoroughly and if there were some questions regarding the understuding of the questions, they were permitted to ask them either in native language (NL) or English target language (TL).

Respondents had enough time to complete the task and all the questionnaires were collected at the end of the session. There was no missed or distorted questionnaire. It should be mentioned that some minor changes were made in the wordings of the questionnaire by using synonyms to make it more comprehensible for the high school juniors. Respondents were informed that the information they gave would be kept confidential and used only for research purposes. AMTB items are made of 12 scales which are as follows:

1. Interest in Foreign languages
2. Parental encouragement
3. Motivational Intensity
4. Degree of Integrativeness
5. Degree of Instrumentality
6. Attitudes towards Learning English
7. Attitudes toward English-speaking People
8. Desire to Learn English

However, it was decided that there are no necessity to represent all of the figures on every item, so the main significant ones are shown in this paper, for researcher with arising interest in the problem of the discussed problem we ask to contact for detailed data.

3. RESULTS OF THE STUDY

As a result of our study, we recorded the following aspects, which require special attention:

Results will be discussed in terms of the distribution of frequencies/percentages and the total means value for each domain given in the example.

Domain 1: Motivational Intensity

Table 2 reveals that 70.3 % of the participants agreed that they were highly motivated in profession. Item 41 reveals that 92.9 % of the participants always received help from their teachers when they had a problem understanding something in their classes. Item 6 reported that 71.2 % of the students disagreed to postpone their study as much as possible. In brief, the total mean score of this domain 3.81 shows that the majority of the students were highly motivated and always received the necessary help, backing up and support of their teachers and they did not delay their duties as much as possible.

4. DISCUSSIONS

Speaking about existing leadership approaches in higher education, researchers singles out the hierarchical, individualistic, collegial, collaborative and transformative models. The hierarchical model presupposes strict subordination to higher authorities. In the individualistic model, success is mainly determined by personal status, recognition and

Table 2: Frequencies, Percentages and Mean Scores for Items of Domain -1

Item #	Freq/Perc	Agree	Disagree	Total	Means	std
55	freq	26	124	150	2.9	1.23
	Percent	32.6	67.4	100%		
62	freq	30	120	150	3.64	1.16
	Percent	34.8	65.2	100%		
6	Freq.	19	131	150	3.95	1.14
	Percent	28.8	71.2	100%		
42	freq	145	5	150	3.86	0.86
	Percent	78.8	21.2	100%		
41	freq	137	13	150	4.39	0.76
	Percent	92.9	7.1	100%		
34	freq	146	4	150	3.97	0.93
	Percent	79.4	20.6	100%		
57	freq	23	127	150	3.83	1.20
	Percent	30.9	69.1	100%		
45	freq	145	5	150	3.88	0.97
	Percent	78.8	21.2	100%		
50	freq	39	111	150	3.69	1.20
	Percent	39.7	60.3	100%		
39	freq	138	12	150	4.0	1.06
	Percent	75.0	25	100%		
Total percentage		70.3	29.7			
					3.81	0.46
Chi (X ²)						155.56
Sig						0.001

achievements; competition is seen as more rewarding than collaboration [3].

Under the collegial model, the key role is played, on the contrary, by joint activities and mutual support, while key decisions are made consensually. The collaborative model is based on a network (rather than hierarchical) structure and is not so often used in higher education. Finally, the transformative model assumes the adaptive nature of leadership and a greater degree of freedom and creativity of subordinates. The latter model considered to be leading in the modern management of higher education institutions (HEIs) at the international level. The author

also notes that it is essential for an HEI head to be not only a teacher, but also a learner, i.e. to be constantly willing to learn more about how to improve the effectiveness of his or her work.

Researchers of this problem concluded that the most favorable leadership style is the combination of a collegial approach with some management principles used in business. According to their model, key duties of HEI managers include: 1) enhancement of the mission, vision and values, being a role model of a culture of excellence; 2) personal involvement in the organization's management system enhancement, implementation and continuous improvement; 3)

personal participation in working with consumers, partners and the public; 4) motivating, supporting and recognizing the organization's people [4].

Nowadays, the demand is high not for “managers” in the classic sense of this word, but for visionaries, highly-skilled leaders with the ability to articulate what an organization would like to achieve or accomplish in the mid-term or long-term future.

Clear vision, enhancement and implementation of the strategy are of utmost importance for a university rector. Among all qualities and competencies necessary for an HEI leader, most essential are those associated with the roles of a thinker and strategist who fully understands the current situation, as well as future enhancement prospects. Without these qualities, even managers with good organizational skills are likely to lead their institutions towards achievement of the goals that are either wrong or not high enough for the institution's potential [5].

Therefore, the first component of the managerial competence is the strategic sub-competency as the ability to provide vision and devise enhancement strategies.

It is also difficult to underestimate the importance of communication and organizational skills for managers in higher education.

Communication skills can be defined as people's individual psychological and psychophysiological abilities that contribute to the successful establishment, maintenance and enhancement of contacts with other people and help overcome differences and contradictions that might arise in communication.

Main organizational skills include the following:

- Rapid comprehension of psychological characteristics and conditions of people;
- The ability to adequately allocate responsibilities in team activities, taking into account individual characteristics of people;
- Ability to find stimulating motives for activities;
- Psychological tact;
- Enthusiasm and initiative;
- The ability to make decisions correctly and timely;

- being demanding and critical;
- Inclination to organize;
- taking responsibility for other people's work;
- The internal need to organize various activities [6].

One of the most influential theoreticians of management in the 20th century, claimed, “One does not ‘manage’ people. The task is to lead people. And the goal is to make productive the specific strengths and knowledge of each individual”. These words are directly related to management in modern higher education institutions in Kazakhstan: despite the need to observe the principles of unity of command, subordination, transparency and optimality of the hierarchy, it is also important to establish and maintain partnerships, mutual understanding, and cooperation. It is impossible to “force” academics to reach high standards of quality in their work, but it is possible to achieve that by offering appropriate conditions and incentives, convincing and guiding [7].

Researchers speak of “enlightened management” aimed at ensuring synergy as a culture in which what is beneficial for the individual is beneficial for everyone. “Enlightened management” leads to two results: on the one hand, economic productivity and income received, on the other hand, the “human product”, i.e. well-being and satisfaction of workers, their self-respect, loyalty, and movement towards self-actualization.

Thus, it is expedient to distinguish two more important sub-competencies: communicative as the ability to effectively achieve goals through communication and organizational as the ability to organize joint activities in such a way that leads not only to the achievement of goals, but also to creation of comfortable conditions for employees [8].

While agreeing with D. Goleman in general, we still believe that it is more correct to talk about the psychological (not emotional) sub-competency, which includes both personal (self-awareness, self-regulation, and motivation) and social components (empathy and social skills).

In one way or another, every leader is a teacher. He or she demonstrates and inculcates certain values, views, lines of conduct, attitudes, thus offering a certain role model for the subordinates. In higher education institutions, this role becomes even more important,

because the very goal of such organizations is educating the younger generation and preparing them for living in the society [9].

Therefore, successful management of a higher education institution is impossible without the pedagogical sub-competency, i.e. the ability to manage learning based on profound knowledge of the theory and practice of education, educational psychology, and understanding of current trends in education.

Thus, another important requirement for the manager is the presence of the entrepreneurial sub-competency, i.e. the ability to carry out effective economic activities in market conditions and gain profit for the university because of such activities.

Finally, an HEI rector also has to be a politician who is able to provide favorable external and internal conditions for daily activities and future enhancement prospects, influence the policy in the field of education, contribute to its enhancement in the interests of the industry in general and one's own HEI in particular. This ability to be a conductor of the state policy in education and effectively influence this policy in the interests of one's own university will herein after referred to as the political sub-competency of a manager [10].

Thus, the essence of higher education institutions heads' managerial competence in modern Kazakhstan has revealed, the list of the sub-competencies included in its composition (strategic, communicative, organizational, psychological, pedagogical, entrepreneurial, and political) has been determined and justified.

Due to the text size limitations, it is impossible to provide a detailed description of the proposed educational technology in this article. Instead of that, we will give some general characteristics of the profession-oriented technology and show how it can be used for developing the managerial competence of future leaders of higher education institutions in the Republic of Kazakhstan [11].

Main characteristics of the profession-oriented technology include (but are not limited to) the following: equality-based partnership in learning, predominance of future profession-related tasks requiring teamwork and communication, enhancement of each student as an individual with the right to determine the level of complexity and pace of learning; the use of active forms and variety of methods of teaching and learning,

personalization of the new material through linking it with the learners' lives, feelings and personal experiences, viewing the content through the prism of the national culture, a safe learning environment encouraging active involvement in all activities [12].

Besides that, this technology makes it possible to take into account the inter-subject links, individual abilities of learners, connect theory and practice, create opportunities for learners' independent work, modify and vary tasks, change their sequence, and build a strong connection between teaching and learning.

In our opinion, one of the conditions for high-quality professional training of future managers is their involvement in active cognitive activity, application of the newly gained knowledge in practice, and clear understanding of where, how and for what purposes this knowledge can be applied. Therefore, the implementation of the profession-oriented educational technology in the training of future managers involves a wide use of active and interactive forms of teaching, such as modeling and analysis of specific managerial situations, creative project-based activities, problem-oriented role and business games, socio-psychological trainings, the use of multimedia teaching aids, meetings with representatives of government bodies, large, medium and small businesses, workshops with experts, etc [13].

It should be noted here that the desired result (the enhancement of a particular sub-competency) is achieved not only through studying specific courses and mastering their content, but also because of the impact exerted by the entire learning environment in general (positive teacher-student and student-student relationships, a wide selection of extra-curricular activities available to students, rich opportunities for self-enhancement provided by the university, etc.). Given below are just a few examples of how the learning environment organized in conformity with the main provisions of the profession-oriented educational technology can cause enhancement of specific components of the managerial competence of a higher education institution leader.

As we noted earlier, the presence of the strategic sub-competency is one of the key characteristics of a leader. Its enhancement can occur because of studying certain courses and owing to the use of the proposed technology in general.

For example, S. Toraighyrov Pavlodar State University offers a course on Leadership Psychology.

Special emphasis in this course is made on the enhancement of vision, goal setting, and planning as key components of the strategic sub-competency.

It is also important to note that some features of the profession-oriented technology lead to the enhancement of the strategic sub-competency because of the way learning and teaching are organized in general, regardless of the subject taught. High level of learners' autonomy and many opportunities for building individual learning trajectories contribute to the formation of this sub-competency. A habit is formed to determine one's own priorities independently, set goals, draw up plans for achieving them, make decisions and take responsibility for the results of their execution.

Besides, there can be special courses in the curriculum that introduce students to the basics of psychology and teach them how to use this knowledge in the context of their future professional activities. An example of such a course has already been mentioned in this article, Leadership Psychology offered by S. Toraihyrov Pavlodar State University. One of the leading universities of the Republic of Kazakhstan, L.N. Gumilyov Eurasian National University, also offers a number of similar courses.

The pedagogical sub-competency enhancement is directly related to the learning environment. Watching the teacher, the learners see how the educational impact is exerted not on each student individually, but rather on the group as a whole. In addition, learning within the framework of the profession-oriented technology demonstrates to students how innovations can be used effectively in teaching and learning, which also contributes to the enhancement of the pedagogical sub-competency.

One of the ways for the learners to get some practical experience of teaching required for the enhancement of the pedagogical sub-competency is the so-called "micro-teaching". Students take turns acting in the capacity of the teacher and deliver a small lesson (15-20 minutes) on a specific topic that has been given in advanced. Afterwards, there is a discussion where the learners and the teacher share opinions regarding that lesson. This immediate feedback makes it possible for the learners to see what worked well in their lesson and what needs to be improved in the future. Owing to microteaching, students not only learn new material, but also try themselves in a new role of the teacher.

Thus, the use of the profession-oriented technology opens possibilities for the enhancement of all main components (sub-competencies) of the managerial competence. Owing to this educational technology, students receive the necessary knowledge and master the required skills not only through in-classroom learning, but also with the help of various out-of-class activities, which makes learning much more diverse and contributes to higher levels of student motivation.

5. CONCLUSION

Speaking about education in the modern world, many scholars increasingly emphasize the need for lifelong learning. Acceleration of the pace of scientific and technological progress, political changes, economic globalization and many other factors have lead to the fact that some professions disappear altogether, while others change significantly, and so do the requirements for staff competencies. Therefore, education should not be perceived as something that is given once and for life, but as a continuous process. This process is necessary for people to be able to change professionally keeping up with the pace of the constantly changing world.

In our opinion, the understanding of the managerial competence presented in this article and its component composition (the strategic, communicative, organizational, psychological, pedagogical, entrepreneurial and political sub-competencies) objectively reflect current requirements of the society for a higher education institution leader at the present stage of enhancement of the Republic of Kazakhstan. However, we live in a constantly and rapidly changing world, so there may be changes in the future that will cause a total rethinking of the manager's role and responsibilities. Consequently, demands of the society will change resulting in the emergence of new target competencies, which will lead to changes in the content of education.

However, we are convinced that the proposed methodological tool, the profession-oriented technology based on the humanistic and competence-based approaches within the framework of the stochastic paradigm, will be relevant despite any changes in the content of education. Unlike traditional teaching, the use of this technology is practice-oriented; it is aimed at learners' personal enhancement and increase of their autonomy, formation of universal learning skills that can be used in further education. This fact allows us to assert that this technology can become a powerful tool for lifelong learning.

Future research prospects in this area can be associated with a wide-scale implementation of the proposed educational technology for training future managers in Kazakhstan and subsequent analysis of the results, the application of this technology for in-service training of the existing managerial staff at higher education institutions, and enhancement of the online and/or blended models of training within the framework of the profession-oriented educational technology.

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