

A comparative analysis of Kazakh and European teachers' readiness to corporate governance in the education system

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ABSTRACT

Purpose: The research focuses on studying teachers' readiness to implement corporate governance in the education system within the requirements of the market economy. The purpose of the article is to identify the main corporate competencies required for teachers, as well as conduct a comparative analysis of Kazakh and European teachers' readiness to implement corporate governance in the education system. **Methodology:** Traditional (classical) analysis was carried out based on perception, understanding, comprehension, interpretation, content analysis, comparative analysis, mathematical data processing, and questionnaire evaluating Kazakh and European teachers. **Results and discussion:** The European teachers' readiness to implement corporate governance is higher than that of Kazakh teachers, but the difference is 10-15%. The lowest percentages was related to social intelligence according to Kazakh and European teachers. The significance of the results is as follows: firstly, the study of corporate competencies of teachers that need to be formed in the preparation of future and current teachers; secondly, the identification of corporate competencies that are at a low level for further work on the formation and improvement of these competencies. **Conclusion.** Further studies of corporate governance in the education system should be aimed at the formation of readiness of students of pedagogical specialties to corporate governance, the study of social intelligence and ways of its development.

Keywords: corporate governance in education, management in education, corporate competencies, principles of corporate governance, educational institutions, teacher

Introduction

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The reform of the socioeconomic system, and the transition to market relations is reflected in the development strategies of education in Kazakhstan. This also has an impact on changing educational goals.

In order to improve the competitiveness of education and science, and develop human capital for sustainable economic growth, one of the program objectives of the development of education and science of the Republic of Kazakhstan is to improve the management of education¹.

According to the Plan of the Nation², Kazakhstan provides the gradual expansion of the academic and managerial independence of universities based on the experience of Nazarbayev University,

and the development of the academic and managerial independence of universities based on the experience of Nazarbayev University,

¹State program of development of education and science of the Republic of Kazakhstan for 2016-2019. http://online.zakon.kz/Document/?doc_id=32372771#pos=28;-94 (date accessed: 27.10.2018)

² The Plan of the Nation-100 concrete steps. Program of the President of the Republic of Kazakhstan dated may 20, 2015. – URL: <http://adilet.zan.kz/rus/docs/K1500000100>(date accessed: 27.10.2018)

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as well as the transformation of private universities into non-profit organizations consistent with international practice³. Within the framework of academic and managerial freedom of universities of Kazakhstan, the main emphasis is on the formation of corporate competencies.

Thus, the state policy of Kazakhstan in the sphere of education is a set of measures, including the system of education management.

In a planned economy, a rigid administrative system made it possible to achieve good results. Nowadays, we have a market economy in Kazakhstan, in which the presence of a rigid administrative management system leads to contradictions. In order to have good results in education, it is necessary either to return to the socialist economy and work in a rigid administrative system, or to develop a market economy and move to a decentralized system of education management.

According to the author B.S. Gershunskiy, the need to take into account the principles of education, implies strengthening of corporate governance as the main feature of education management, as the author notes, is that the problems of education should be solved not only at the level of education, but also to go to the state level, forming a global character of management interaction.⁴

Consequently, the improvement of the management of the education system involves the creation of collective management bodies in educational institutions, which emphasizes the need to implement the principles of corporate governance including collegiality in management, independence in the implementation of activities, accountability for performance, transparency of activities, and responsibility. The readiness of teachers and administration of educational institutions to implement corporate governance becomes a condition for the successful development of the educational system of Kazakhstan.

Having analyzed the scientific literature on the problem of research, it is possible to note the lack of theoretical and practical study of corporate governance in the education system, as the concept of corporate governance is mainly revealed from an economic point of view and involves a system of relationships between management companies and their owners, shareholders and other people interested in the effective operation of the company based on the interests of all participants. But, nevertheless, corporate governance should not be interpreted only as corporate governance.

Some problems of corporate governance in the field of education are disclosed in the works of O. I. Gorbatko⁵, O.A. Glushchenko⁶, and M. Yu. Kozlov.⁷

Despite the high importance of issues related to the organization and development of corporate governance in the education system, it has not yet received sufficient coverage in the scientific literature.

The training of teachers' readiness for corporate governance in the education system will provide educational institutions with modern management personnel, as well as teachers to be able to understand the current problems and prospects of reforming the education system, and successfully solve professional problems in the interests of the educational organization, taking into account the current and future needs of the state.

The purpose of the article is to identify the main corporate competencies required by teachers, as well as to conduct a comparative analysis of the readiness of Kazakh and European teachers to implement corporate governance in the education system.

Research related to management issues, including in the field of education, is widely presented in the world scientific literature and in the domestic literature. According to P. Hallinger, Ju. Chen^[1], and L.V. Morris^[2] to manage means to analyze, to make effective decisions, to organize their implementation, to control and to stimulate the work of large and small teams engaged in the implementation of the goals. I. Akmatova and T. Matsakova^[3] defined pedagogical management as a set of principles, methods, forms, and techniques of management of educational systems. A. N. Sankhayeva and I. P. Karatayeva^[4] note that management is the process of achieving goals through the use of other people's labor, intelligence, and behaviors, which are considered as partners, and not as subordinates.

In addition, the need to prepare good leaders and managers for the education system is pointed out by A. Floyd^[5]. As a result of the research, he comes to the conclusion about the need for support and individual training of managers, who will become effective leaders tomorrow.

By studying strategic management and leadership in higher education, L. Degn^[6] explores the impact of new and old ideas on the construction of goals and strategic management practices in higher education. The author notes that strategic management is an important element at the present stage of the education system and involves the definition of the goal by other systems external to education including the state, society, employers, parents, etc., i.e. those subjects whose interests intersect in the field of education, determining the importance of corporate governance of the educational system.

Studying this problem, we have defined the meaning of corporate governance in the education system in the training of a single

³ Dossier on the draft Law of the Republic of Kazakhstan "on amendments and additions to some legislative acts of the Republic of Kazakhstan on the expansion of academic and managerial independence of higher education institutions" (may 2017). – URL: http://online.zakon.kz/document/?doc_id=30142752#pos=4;-132 (date accessed: 27.10.2018)

⁴Gershunsky B. S. Philosophy of education for XXI century/ B. S. Gershunsky. - M.: Perfection, 1998. - 608 p.

⁵Gorbatko O. I. Theoretical and pedagogical bases of features of corporate culture of educational institution: extended abstract of dissertation for a degree of the candidate of pedagogic sciences:

specialty 13.00.01 "General pedagogy, history of pedagogy and education"/ Gorbatko O. I. – Karachayevsk, 2006. - 22 p.

⁶Glushchenko O. A. Management of development of corporate culture of teachers of preschool educational institution: extended abstract of dissertation for a degree of the candidate of pedagogic sciences: specialty 13.00.08 "Theory and methods of professional education"/ Glushchenko O. – Rostov-on-don, 2008. - 25 p.

⁷Kozlov, M. Yu., Social management technologies of corporate culture of higher educational institution: dissertation... the candidate of pedagogic sciences: 22.00.08. - 314 p. Belgorod, 2009.

basis of interaction of all subjects of the educational space for the implementation of the strategic goal of education. From this, it is necessary to consider corporate governance as an important element of management, the structure of which includes the strategy of the educational organization, corporate governance style, corporate culture, corporate governance code and other components.

Corporate governance itself as an integral part of management and as a system of knowledge began to develop in recent decades, although corporate relations and corporate property in countries with developed economies have existed for a long time. Therefore, many studies on corporate governance are considered by scientists in the field of economics^[7-14].

The increasing role of educational institutions in the system of economic relations reflects the penetration of corporate governance in higher education. Corporate management of the University as a non-profit organization, applying corporate governance principles in higher education with increasing economic problems, the problem of preserving the status of corporations, and the development of new markets are presented in the works of A.A. Altaibek^[15], and M. Asrar-ul-Haq *et al.*^[16].

Attempts to define corporate governance in the education system, as well as analyzing models, principles and technologies in the system of corporate governance of educational institutions are made in the works of V.V. Bloshko^[17]. Corporate governance in the development of methodical work of the school was considered by G.A. Kozlova^[18]. The influence of corporate culture of educational institutions on the quality of personnel management is studied in the works of G.V. Gerasimova, N.I. Shcherbakova^[19], T.A. Ilyashenko^[20], O.A. Kozyreva^[21], and E.R. Popova^[22].

Having studied and analyzed the scientific literature on the problem of research, we define corporate governance as a system of relations between the managers of the educational institution and the state, as well as other stakeholders including teachers, parents, and business structures, on issues related to ensuring the effectiveness of the educational institution and ensuring the interests of the state and all stakeholders.

Thus, the teacher now is required to know the scientific basis of not only the management of the education system, but also the issues of corporate governance of the school, college, and university. In this regard, great importance should be given to the readiness of teachers for corporate governance.

T.A. Nikitina^[23] associates the concept of readiness with the concept of social installation (attitude is one of the meanings of which is readiness for activity, physical or mental) and defines the last state of readiness of thought, feeling and actions of a person in relation to any social object. R.A. Khayrov^[24] considers the readiness for management activities in educational institutions as the level of theoretical and practical knowledge and skills, professionally important competencies, and providing the ability to effectively manage the teaching staff, students, pupils, and institution. I.B. Grossman, and I.M. Morozova,^[25] argue that the readiness for management activities in the system

of education highlights the personal attitude to activity, expressed in the professional motivation, orientation, and beliefs.

A.B. Chernyshova^[26] notes that the main criterion for readiness of graduates to involve in management activities is the formation of emotional-personal instrument, awareness, and consciousness. I.V. Berinskaya^[27] confirms that the problem of the purposeful formation of psychological, meaningful and practical components of readiness of managerial activities in educational institutions can be addressed with the inclusion in the curricula of the disciplines of managerial orientation.

R. Wesselink *et al.*^[28] studied corporate competencies required in the preparation of employees to the management in education including systems thinking, diversity of coverage and interdisciplinary approach, interpersonal competence, competence in action and strategic management in their research using empiricism.

In conceptual approaches to improve the management of the education system of the Republic of Kazakhstan, the formation of the readiness of future teachers for corporate governance is a requirement of the market economy. Therefore, it is necessary to resolve the contradiction between a sufficiently high level of scientific knowledge in the field of education management theory and the insufficient level of teachers' readiness to implement corporate governance in the education system.

Methodology

The willingness to corporate governance refers to the personal attitude to the activities, as expressed in established corporate competencies. There are two aspects to the development of corporate competencies: autonomous and organizational. The autonomous aspect of the development of corporate competencies is supposed to meet the private interests of the specialist in the formation and improvement of their competitive advantages in the labor market by improving knowledge, skills, powers and authority, and formation of values and norms of behavior in the pedagogical sphere. This happens regardless of the interests of other team members. The organizational aspect of the corporate competence development of teachers occurs in the work environment and is determined by the connectivity and community of the private socioeconomic interests of all subjects of the teaching staff; willingness of educational institutions to commit themselves to create the necessary conditions for the formation and maintenance of competitive advantage in the labor market in achieving the objectives and implementing its mission. Thus, corporate competence is a set of interrelated personal qualities (knowledge, skills, and abilities), values and norms of behavior set in relation to corporate governance in the education system that working efficiently and productively is considered important.

When organizing the study, we used theoretical methods of analysis, and synthesis to identify the leading corporate

competencies required by teachers. Empirical research methods include questionnaires, and mathematical data processing.

The study included the following steps:

- Selection of subjects for questioning;
- Preparation and selection of questionnaires for heads of educational institutions;
- Preparation and selection of questionnaires to determine the level of formation of corporate competencies of teachers;
- Direct survey with managers and teachers of educational institutions;
- Data analysis and interpretation.

To study the opinion of Kazakh and European administrators of educational institutions on the implementation of the principles of corporate governance in the education system, a survey was conducted, which was attended by 50 school leaders. The implementation of the following principles of corporate governance was studied: collegiality in management, independence in the implementation of activities, accountability for the results of activities, transparency of activities, and responsibility.

In order to conduct a comparative analysis of the readiness of Kazakh and European teachers to implement corporate

governance in the education system, we organized a survey, which was attended by 150 people. The author's questionnaire contained of 30 questions, including 22 closed-ended type questions and 8 open-ended type questions. The questionnaire was aimed at determining the level of the following corporate competencies: strategy; change management; leadership, performance management; focus on training and development, ability to mentor, responsibility, diligence, result orientation, high quality, effective communication and teamwork, activity, initiative, and social intelligence. We have identified these competencies in the analysis of requirements for corporate competencies in universities of the Republic of Kazakhstan and Russia.

Both questionnaires were conducted in the 2017-2018 academic year.

Results and Discussions

The first survey was with administrators of Kazakh and European educational institutions, the purpose of which was to identify what principles of corporate governance are not sufficiently implemented in the education system. The comparative analysis of the opinion of Kazakh and European administrators of educational institutions was also carried out (Fig. 1).

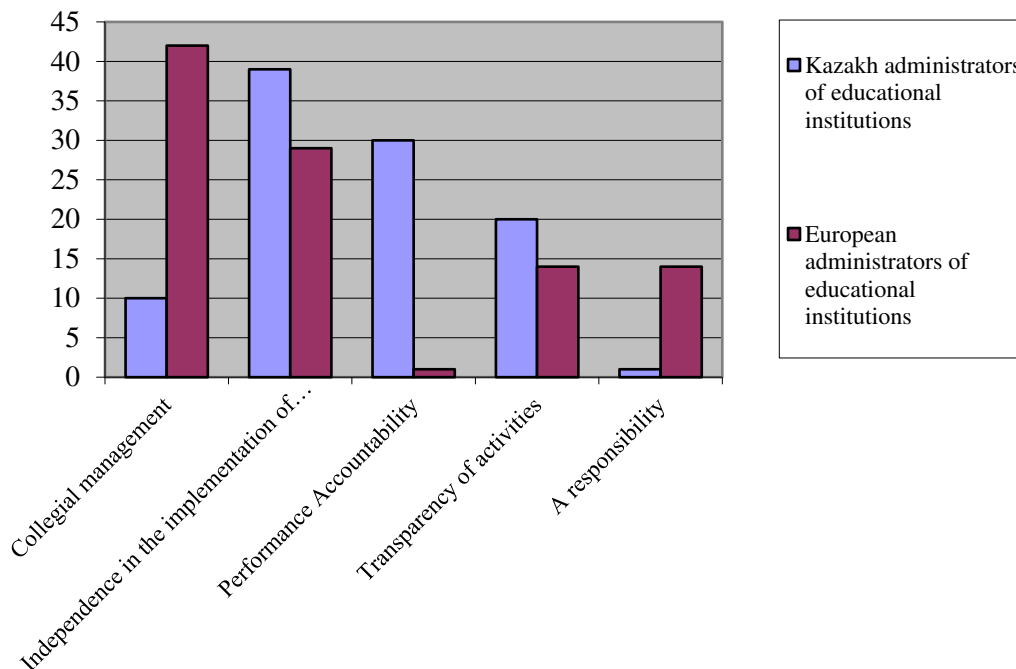


Figure 1. The results of the questionnaire

According to the results of the survey of administrators of educational institutions, it can be noted that Kazakh schools' administrators believe that the principle of independence in the implementation of activities is the weakest, it was noted by 39% of respondents as a poorly implemented principle of corporate governance in the education system of Kazakhstan, i.e. there is a

control that prevents independent decision-making. According to Kazakh administrators, the principle of corporate governance as responsibility is best implemented; it was noted by 1% of respondents.

According to the European administrators, the worst is the principle of collegiality in management (42%) and the best is the

principle of accountability for the results of activities (1%) in comparison with the Kazakh education system, where we have a large number of reporting documents.

Then there was a survey of teachers of Kazakhstan and European educational institutions to determine the formation of corporate competencies, the content of which can be represented as follows:

1. Strategic importance includes the ability to see the situation in the framework of the past, present and future, the ability to predict the development of events based on the analysis of relevant factors and prospects, formulation of strategic goals of education within the framework of its direction, the ability to assess the feasibility of achieving strategic goals, creating long-term plans, consistent implementation of the planned steps, focusing on the active development of education, the ability to identify long-term development goals, the ability to make efforts today to achieve the goal in the future, and the ability to see the main trends and changes taking place in the external environment and in the educational institution.
2. Change management includes the ability to take personal responsibility for the success of change, the ability to develop rules and procedures to facilitate change, the ability to perceive innovative and innovative ideas constructively, the ability to analyze changes in the market and within the organization, to take them into account in their own activities, the ability to anticipate change, the ability to show leadership qualities in carrying out changes, the ability to lead the reform of the organization, the ability to ensure employees' understanding of the changes, and the ability to create organizational conditions that help employees of the teaching staff to develop and flexibly use innovations.
3. Leadership includes the ability to inspire confidence, to convince and inspire others to work together, the ability to competently organize the team in the framework of pedagogical tasks, and the presence of good organizational skills, the ability to create an atmosphere of cooperation, and non-competitive interaction of team members, the ability to make decisions quickly to act in accordance with it, and the ability to find resources and organize others to execute it.
4. Execution management includes the ability to effectively organize the work of unit, the ability to assign roles based on the capabilities, knowledge and skills of subordinates, the ability to set tasks for subordinates, the ability to achieve employees' understanding of goals, deadlines and ways of working, the ability to identify key parameters and control method that skill consistently exercises the control of intermediate and final results, the ability to own different management styles to adequately weigh and evaluate the need for the use of a particular style, the ability to maintain a working mood in the team, the ability to effectively motivate employees, the ability to delegate competently to transfer responsibility and authority, the ability to correctly assess the potential of employees, trust them to perform within their competence and support the initiative, the possession of different styles of management, and the ability to choose the style according to the situation and characteristics of subordinates.
5. Orientation on training and development includes the ability to mentor; to feel the need to develop, acquire new knowledge and experience, and focus on continuous learning; the ability to translate acquired knowledge and skills into professional activities; the ability to master new knowledge and effectively transfer it; the ability to evaluate other people's strengths and limitations; the ability to take into account not only business goals, but also development goals; the ability to create a developing atmosphere that allows employees to realize their potential; the ability to actively share experience; and to be open in providing feedback.
6. Responsibility and diligence include possession of high performing discipline; honesty, and integrity, the ability to recognize and correct their own mistakes, willingness to perform not only their direct duties, but also if necessary, to participate fully in solving important tasks of other units, the willingness of the responsible attitude to the assigned work, the ability to sacrifice personal interests to achieve the goal, the ability to adequately assess their capabilities and resources to achieve the objectives, and willingness to seek help if necessary.
7. Result orientation and high quality include the ability to set ambitious, complex goals and objectives; the ability to have perseverance in overcoming obstacles to the goal; willingness to take personal responsibility for the results and quality of their work (both successes and failures); the ability to measure your success by the result, not by the amount of effort; the ability to focus on achieving high results in the professional sphere and high quality of performance; the ability to get the desired end result in terms of time, quality and resources spent.
8. Effective communication and teamwork include possession of good communication skills; the ability to act constructively in conflict situations; the manifestation of tact; the ability to avoid contentious issues; the knowledge of how to behave with different people; the ability and desire to work in a team with a focus on the overall result; the ability to show constructive interaction and mutual assistance; the ability to inspire others to cooperate; to show aspiration; to have a positive result for each of the parties as a result of working together; manifestation of friendliness, positive, and openness to communication; as an authoritative, and influential interlocutor; the ability to achieve the formation of a strong authority in the broad professional and business circles; the ability to be effective in situations of "difficult" communication; and the ability to defend the interests of the educational institution in initially difficult, and unfavorable situations.

9. Activity, and initiative include possession of internal energy, and drive, activity and dynamism; the ability to show initiative, and realize ideas; the ability to enthusiastically get down to business, and not to be indifferent to work and the activities of the educational institution as a whole; the ability to find own incentives for own activities; the ability to not stop there; the willingness to constantly raise the "bar" requirements for yourself; and the ability to maintain a positive attitude and belief in success in the face of temporary failures.
10. Social intelligence includes the ability to have social flexibility and insight; the ability to see the real state of things, and predict the behavior of others; the ability to act quickly and effectively in different situations, and be flexible; the ability to cope with different tasks; and the ability to adequately assess the situation in the absence of obvious facts, and develop stress resistance factors, the ability to maintain high productivity in a situation of pressure and stress; the ability not to lose control; the ability to be flexible in changing the style of communication depending on the audience and the task; the ability to find common language and understanding with audience of different levels and different interests; and the ability to reason, to interact with people at any level both inside and outside educational institutions.

After analyzing the results of the survey and the corresponding statistical processing of the data obtained, we obtained the following indicators (Table 1):

Table 1. Comparative analysis of formation of corporate competencies

№	Corporate competencies	Kazakh teachers	European teachers
1	Strategic importance	41%	50%
2	PM change management	63%	73%
3	Leadership	51%	60%
4	Execution management	60%	75%
5	Focus on learning and development, mentoring ability	54%	87%
6	Responsibility, diligence	64%	75%
7	Result orientation and high quality	63%	96%
8	Result orientation and high quality	65%	75%
9	Activity, initiative	50%	63%
10	Social intelligence	17%	30%

Table 1 shows that 65% of Kazakh teachers have a high level of competence in effective communication and teamwork, 41% of respondents showed a high level of competence strategy and only 17% of respondents have a high level of competence of social intelligence. 96% of European teachers have a high level of competence, result orientation and high quality, and 30% of respondents have a high level of competence in social intelligence.

The lowest percentage of formation, both in Kazakh and European teachers are noted by competence social intelligence, i.e. the majority of respondents have a low level of development of abilities that determine the success of social interaction, including the ability to understand the behavior of other people, their own behavior, as well as the ability to act according to the situation.

Thus, according to the results of the survey, it is clear that the readiness of European teachers to implement corporate governance is higher than that of Kazakh teachers, but, nevertheless, the difference is 10-15%.

Conclusion

Thus, as a result of the study, we can make the following conclusions:

- The state policy of Kazakhstan in the field of education is a set of measures, including the system of education management aimed at improving the management of education.
- The importance of corporate governance of the educational system is determined by the objectives of the systems external to education: the state, society, employers, parents, etc., i.e. those entities whose interests intersect in the field of education.
- The analysis of scientific literature and requirements of Kazakh and Russian universities allowed us to justify the main competencies of corporate governance including strategy; change management; leadership, performance management; focus on training and development, the ability to mentor; responsibility, diligence; result orientation and high quality; effective communication and teamwork; activity, and initiative; and social intelligence.
- At this period, there is a lack of theoretical and practical study of corporate governance in the education system, as the concept of corporate governance is mainly disclosed from an economic point of view. Accordingly, at the moment there are no scientific studies studying the formation of teachers' readiness for corporate governance in the education system.
- As a result of a survey of the heads of Kazakhstan and European educational institutions, it was revealed that the Kazakh schools' administrators believe that the principle of independence in the implementation of activities is the weakest; and the principle of responsibility is best implemented. Administrators of European educational institutions believe that in their schools the principle of collegiality in management is implemented worst of all and the principle of accountability by results of activity is the best of all.
- As a result of a survey of secondary schools teachers, we have found that the Kazakh teachers developed well such competence as effective communication and teamwork, worse – strategic and social intelligence. European teachers

have high competence indicators are result orientation and high quality, and low competence indicators is social intelligence.

Therefore, it is necessary to pay great attention to training of teachers' readiness for implementation of corporate governance in the education system, which will contribute to provision of educational institutions not only with modern management personnel, but also with teachers able to understand the current problems and prospects of reforming the education system, and successfully solve professional problems in the interests of the educational organization and participants of the educational process, taking into account the current and future needs of the state.

The study has the following prospects:

- Organization and conduct of psycho diagnostic works with teachers of the school for the study of social intelligence
- Development of training for formation of corporate competencies of teachers, namely to pay attention to the development of strategic thinking and social intelligence
- The introduction of such training in the system of higher education in the preparation of future teachers.

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