ТӘРБИЕЛЕУ ЖӘНЕ ОҚЫТУ ТЕХНОЛОГИЯЛАР МЕН ТЕОРИЯСЫ
ТЕОРИЯ И ТЕХНОЛОГИИ ОБУЧЕНИЯ И ВОСПИТАНИЯ
THEORY AND TECHNOLOGIES OF EDUCATION AND TRAINING

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Identifying leadership skills as a characteristic of successful educators

The present article is focused on the leadership competencies in the educational sphere of Kazakhstan, describing the results of the study comprising 50 teachers. The present research aims to confirm the influence of the leadership skills on the educators' proficiency. There were two fundamentals used to process the results of the survey: quantitative methodology with some qualitative elements, and correlation analysis to identify the interrelations between leadership skills and teachers' achievements. The findings show the connection between having leadership characteristics and positions of the educators. The participants with higher positions performed better results in their teaching practices, and, therefore, in the management field including, but not limited to, classrooms, teaching communities, and pupils. In conclusion, the study confirms that the leadership style of the educators identifies their educational proficiency and job positions in educational institutions. The study has some implications for the interview being conducted virtually during the COVID-19 pandemic.

Keywords: educational management, professional competence, leadership characteristics, proficiency skills, teacher competency, leadership, top management, successful educator.

Introduction

Leadership is considered one of the most important professional competencies for educators, instructors, teachers, and teacher trainers. The leadership phenomenon has been recently investigated in the pedagogical sphere. Nowadays, the idea of such important skill is still being explored because leadership contributes to effective functioning of all educational institutions, processes, and their participants [1].

Studying leadership phenomenon is essential to developing such type of skills in educators themselves. An analysis of the theoretical framework and practical experience of pedagogical leadership allows the implementation of the main conclusions in educational branches.

In Kazakhstan, the surveys on leadership skills with the impact on education have not been scrutinized sufficiently. According to the indicative plan of Yessenov University, the Univeristy tasks include the development of collaboration among Caspian-oriented countries (available at http://yu.edu.kz/wp-content/uploads/2018/04/Indikativnyiy-plan-KGUTI-im.-SH.Esenova-na-2018–2021-godyi.pdf). These requirements shape the necessity for improving the educational quality and teaching competences. Such skills and competencies are parts of any organizational process in various spheres, as it promotes the setup of a high-quality and efficient work process [2]. Hence, leadership was determined as a constituent part of professional competency.

The surveys and studies were frequently developed by different colleges located in the United Kingdom, and Finland; and by the disciplines, which analyze the essence of educational leadership. They explore a range of issues in educational policy, administration and leadership itself. It facilitates success of educational institutions and students.

These studies create the leaders' model. The following examples prove the statement in Kazakhstani contemporary context: the writer Ilyas Yesenberlin created unique images and models of the leaders of the country [3].

Tony Bush, Christopher Hodgkinson, William G. Cunningham, Bob Witziers, and other researchers have examined the impact of leadership on the educational sphere. The studies and surveys of the last years indicate the strong links between knowledge and leadership skills: the leader is enthusiastic and optimistic, which allows engaging all the students in the educational process [4].

Educational programs demand teachers to be inspiring, creative, and vital. Consequently, students want to adopt the teacher's behavioral model. Pedagogical leaders are viewed as the key to resolving various problems at schools, colleges, and universities. Such types of people have a moral compass that helps to guide students not only in learning and educational processes [5].

The relevance of the research and the theoretical and empirical significance determine the framework for conducting a survey as a part of possible further investigations. The present study assumes the following objectives:

1) To fulfill the literature review on the problems of educational leadership and teacher performance;

2) To explore students' views about the properties inherited and teacher performance evaluation/appraisal by conducting a survey using mixed methodology to analyze and process the data collected.

Experimental

The present study was conducted according to interpretative philosophical underpinning of the world. The research methodology comprises mixed methods research, qualitative and quantitative. The quantitative methodology was assumed when implementing a certain approach to the research. The approach chosen was Phenomenology the research aimed to understand the essence of the experience. Here, the experience is studying the presence or absence of a correlation between leadership skills and teacher performance. The phenomenology approach includes studying several individuals about their experiences: students' experiences of their learning process. The descriptive character of the data analysis highlights the quantitative methodology properties and the phenomenology approach.

At the initial stages of conducting a survey, the necessity of observation of the views of different scientists and their opinions on characteristics of successful educators and creating successful educational teams were identified. For example, Leithwood offered the following features: creative a productive school culture (in the context of school education), establishing school goals, providing intellectual stimulation, modeling best practices, and important organizational values [6].

In the 21st century, it is necessary to consider the demands of the current period of time, globalization, and the ability to adjust to new situations and events quickly. Thus, characteristics of successful educators were defined in the context of universities for 2020 before students' opinion polling.

Following the theoretical analysis of the related literature, the following characteristics were suggested:

1. Interesting lecture material;

2. Educators' creativity at the lectures and seminars;

3. Successful self-development resulting in writing articles, doing researches, taking part in international conferences and competitions;

4. Healthy team spirit.

The research involved two stages: data collection and analysis. The survey took place at Yessenov University among students during the semester. It was made in an anonymous form. The first stage included handing out feedback forms. The students of different departments were questioned.

According to the indicative plan of Yessenov University for 2018–2021, there should have been 8000 students at the university in 2020. However, in the end, there are 5500 students. Only senior year students were asked to answer for the research. There are 632 senior year students at the university, but 26 were ill, 31 were absent due to their personal reasons, and 35 refused to answer the questions in the forms. Eventually, 540 students filled in the blanks. Senior students of five faculties took part in the quiz: "Maritime academy", "Engineering", "Pedagogics", "Business", and "Foundation".

The forms were given to the students after lectures or seminars regardless of the discipline and the educator who was teaching it. It was made for comfort and not to cause constraint on students. A name of a teacher was provided on the piece of paper. Consequently, the students filled in the forms only about ten certain educators. They should have answered four questions:

1) To what extent do you grade the creativity of the educator?

1–10, where 1 — creativity should be added to the lectures;

10 — teacher's material is always interesting, new, relevant, and informative.

Creativity helps to solve the problems of educators who are ready to take risks to new enterprising solutions to educational issues. In the opinion of A. K. Kulshrestha, Kshama Pandey, such teachers are inventive when developing educational programs. These educators can be named innovative.

These characteristics and communication skills are involved in the range of the teachers' competencies, as well as ethical responsibility [7].

2) Are you satisfied with the content of the discipline material of the educator?

1–10, where 1 — not relevant, not useful;

10 — the content totally discovers and appeases curiosity.

A. K. Kulshrestha, Kshama Pandey confirm that pedagogical content knowledge indicates a consistent and positive relationship between the proportion of well-qualified teachers and student achievements.

Within the content of their disciplines, the educators present the knowledge scope that they acquired during their educational process, in the conferences, professional development courses, and self-development [8].

3) Grade technology competency and literacy of the educator.

1–10, where 1 — no use of information and communication technologies;

10 — material is presented with the use of various technologies.

Comment (optionally): what technology is used: PPT, Google Meet, Zoom, Kahoot, and other technological tools.

This category is important as well. According to Aghaie, familiarity with communication and information technologies and being capable of employing them in teaching are considered to be of high significance in educators' competencies [9].

In addition, Kiymet Selvi in his article "Teachers' competencies" highlights the importance of using information and communication technologies for reaching, disturbing, and transferring knowledge. Using different types of technologies, any educator can present the material of lectures in a noteworthy way and rather clearly.

4) Grade the ability of the educator to give feedback and assessment.

1–10, where 1 — subjectivity, no validity, no fair assessment.

10 — objectivity, validity, fair assessment.

Such characteristic is included in the range of teachers' professional competencies. Assessment procedures are part of evaluative competence [10].

Aghaie thinks that educators in any type of educational institution possess the skills in evaluating academic achievements. This skill can be considered as an assessment of students' work.

The forms were calculated for fifty educators, among which are Department Chairs, teacher-advisers, curators, and subject teachers. Those occupations were considered to define teachers with certain positions who had more characteristics as educational leaders. Each student graded ten educators from their faculty who were teaching them. The comparison of students' scales allows for distinguishing the leading educators and the educators with the lowest scores.

The second stage of the review was focused on the quantitative methodology, which comprises the analysis of collected data. At first, students' attendance of the lectures and seminars was noted for distinguishing the educators with the most frequent attendance. That was a means of quantitative methodology.

A part of the quantitative methodology that was used for the research analysis was the correlation method. It was chosen as a means to see whether there is a relationship between variables: the position that the educator has and the students' opinions and grades.

Results and Discussion

The quantitative method allowed for discovering the students' number who regularly attended the lectures and seminars. Figure 1 shows the students' attendance of all educators' positions. The data was collected according to the students' absence in the monitoring system of the university website (available at https://univer.yu.edu.kz/user/login? ReturnUrl=%2f).
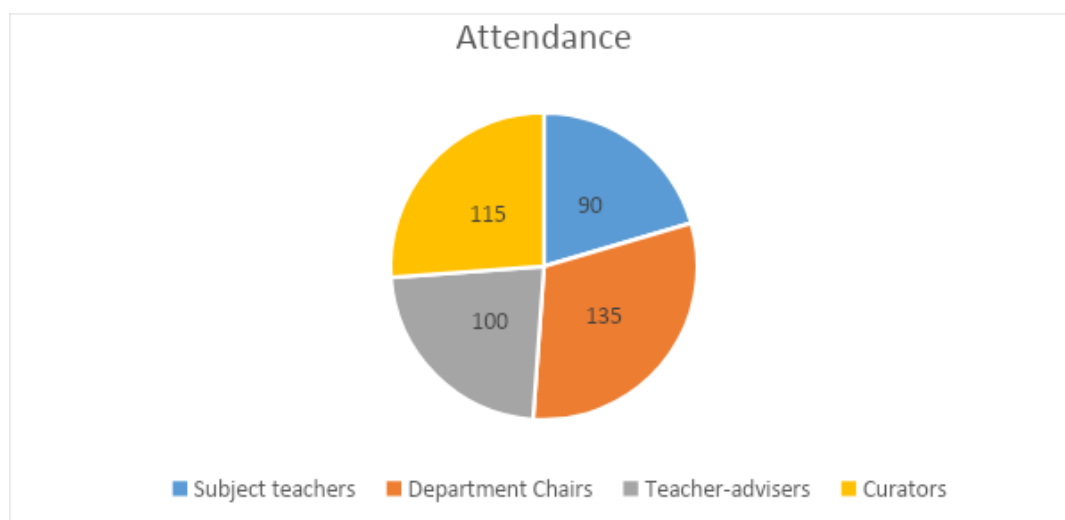
Figure 1. *Attendance*

It can be concluded that the educators whose position is a Department Chair present the best exponent: their students are the biggest number who attended the university lessons. Teacher-curators show good statistics as well as Department Chairs. Teachers with curator positions present lower results. The lowest attendance rate is identified within the subject teacher lessons.

According to the National Assessment for Educational Progress, students with the lowest attendance have skill levels one to two years below their peers [11]. Vice versa, students who have fewer absences are more successful. The theoretical model demonstrates that the educators with the highest student attendance rate reinforce the essential teachers' competencies: the educators with leadership skills are of higher interest [12].

Table 1 presents the number of the educators who were evaluated for the four characteristics: creativity, content, information and communication technologies, and feedback with assessment. The assessment criteria allow the students to grade the educators with different scores. The statistics data indicate that the overwhelming majority of the educators achieved six to eight scores.

T a b l e 1

Educators' scores

Criteria name	1–2 scores	3–5 scores	6–8 scores	9–10 scores	Total educators' number
Creativity	2	5	37	6	50
Content	4	4	34	8	50
ICT	2	4	37	7	50
Feedback	3	6	33	8	50

Table 2 shows the percentage of the scores.

T a b l e 2

Scores' percentage

Criteria name	1–2 scores	3–5 scores	6–8 scores	9–10 scores	Total educators' number
Creativity	4 %	10 %	74 %	12 %	50
Content	8 %	8 %	68 %	16 %	50
ICT	4 %	8 %	74 %	14 %	50
Feedback	6 %	12 %	66 %	16 %	50

This table presents high rates. Most of the teachers were graded on all four criteria for 6–8 scores. It means that an overwhelming part of the educators is considered rather creative and fair teachers who use information and communication technologies and useful material for their lectures. This implies that such teachers have appropriate competencies and professional skills, which are not required in the traditional educational process [13]. It is paramount to analyze the number of teachers, which were estimated on all the characteristics for 9–10 scores because this measure allows to emphasize the educators with the best rates and underline the connection between their positions on the career ladder and the results of the survey described above.

At least, six educators were graded for 9–10 on all criteria. Eight teachers are able to give reasonable feedback and use informative content. In addition, students noted some of the technologies that the educators used (Kahoot, PPT, Zoom) on the comments to the third characteristic — information and communication technologies.

Table 3 links the positions of the educators and the amount with the percentage of them who were graded for the highest scores on creativity. Table 4 is oriented on content. Table 5 is supposed to present the educators with the most frequent use of information and communication technologies. The final table 6 shows the exponents for feedback and assessment criteria.

T a b l e 3

Educators' positions and the creativity scores

Criteria	Position	Teacher-advisers	Curators	Department Chairs	Subject teachers
Creativity	Total number	10	11	8	21
	6–10 scores (in person)	9	11	8	15
	6–10 scores (%)	90	100	100	71,4

T a b l e 4

Educators' positions and the content scores

Criteria	Position	Teacher-advisers	Curators	Department Chairs	Subject teachers
Content	Total number	10	11	8	21
	6–10 scores (in person)	9	10	7	16
	6–10 scores (%)	90	90,1	87,5	76,2

T a b l e 5

Educators' positions and the information and communication technologies scores

Criteria	Position	Teacher-advisers	Curators	Department Chairs	Subject teachers
ICT	Total number	10	11	8	21
	6–10 scores (in person)	10	10	8	16
	6–10 scores (%)	100	90,1	100	76,2

T a b l e 6

Educators' positions and the feedback and assessment scores

Criteria	Position	Teacher-advisers	Curators	Department Chairs	Subject teachers
Feedback	Total number	10	11	8	21
	6–10 scores (in person)	8	9	7	17
	6–10 scores (%)	80	81,8	87,5	81

The average number of educators with the highest rates on all four characteristics is 42,5. The percentage implies 85 % of the total amount of respondents. It should be noted that Department Chairs showed the best results: all of them are graded for the highest scores on all criteria. The correlation confirmed the relatively high rate represents the relationship between the number of teacher-curators positions and their performance as well.

On the other hand, teacher advisers' evaluation scores and performance assessments revealed high rates, which connects the teacher performance appraisal with advisers' involvement in both teaching and mentoring processes such as tutoring students and career guidance.

The educators' pedagogical proficiency plays a defining role in increasing educational process proficiency. Such aspects are necessary for students of all the faculties. Moreover, these proficiency skills are rather important for sports education faculty such as "Maritime" [14].

The correlation method allows noting that the educators with high positions, which demand more responsibility, are estimated as the teachers with the characteristics of educational leaders: creativity, informative and new content, using information and communication technologies, and giving thorough feedback. This can be confirmed by the findings mentioning that authentic leadership causes positive interactions with people (students in the educational context), support, fair and transparent attitudes [15].

Conclusions

The survey was oriented to explore the impact of leadership competency on the educational performance of the teachers. The study fulfilled two objectives: reviewing theoretical framework and exploring the links between the poll's results and positions of the teachers.

The competencies of any well-qualified educator for forming leadership skills were confirmed during the study of the theoretical material. Thus, those characteristics were included in the forms of the students' poll. Processing its results conveyed to the confirming the connection between the educators' positions and students' opinions.

Educators who have such competencies as creativity, informative and relevant content for the lectures and seminar tasks, using information and communication technologies, and the ability to give thorough feedback and assessment are able to organize useful educational processes where goals will be achieved by both students and educators themselves. The students' productivity and achieving the organizational goals mean that the educators teach in the leadership style, which is the way a leader influences the behavior of subordinates [16].

Acting as a mentor, an educational leader creates clear visions and directions, supports students in decision-making, and guides them with their particular needs. Such behavioral models are confirmed by the survey, which indicates that leadership and teacher commitment are influential factors in the effectiveness of the various educational institutions [17].

The results of the survey confirm the theoretical frameworks mentioned above. Leadership competencies are prominent for educators with higher positions in any educational institutions.

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Көшбасшылық дағдыларды табысты педагогтерге тэн қасиет ретінде анықтау

Мақала білім беру саласындағы көшбасшылық тұжырымдамасына арналған, онда 50 мұғалім қатысқан зерттеу нәтижелері сипатталған. Зерттеудің мақсаты — көшбасшылық қасиеттер мен мұғалімдердің құзыреттілігі арасындағы байланысты бекіту. Сауалнама нәтижелерін өңдеу үшін екі негізгі қағида пайдаланылды: кейбір сапалық әдістерді қолданатын сандық әдістеме және көшбасшылық қасиеттер мен мұғалімдердің жетістіктері арасындағы байланыстарды анықтау үшін корреляциялық талдау. Алынған мәліметтер көшбасшылық қасиеттер мен мұғалімдердің ұстанымдары арасындағы байланысты көрсетеді. Жұмыста жоғары позицияға ие қатысушылар өздерінің педагогикалық тәжірибесінде, сондай-ақ сыныптарды, мұғалімдер қауымдастығын және оқушыларды басқару саласында жақсы нәтиже көрсетті. Зерттеу мұғалімдердің көшбасшылық стилі олардың педагогикалық шеберлігін дәлелдеп, сонымен қатар оқу орындарындағы лауазымдарын анықтайтынын растайды.

Кілт сөздер: білім беруді басқару, кәсіби құзыреттілік, көшбасшылық сапалар, біліктілік дағдылары, мұғалім құзыреті.

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Лидерские качества как характеристика успешного педагога

Настоящая статья посвящена концепции лидерства в образовательной сфере с описанием результатов исследования, в котором приняли участие 50 учителей. Целью исследования является подтверждение взаимосвязи лидерских качеств и компетентности педагогов. Для обработки результатов опроса использовались два основных принципа: количественная методология с использованием некоторых качественных методов и корреляционный анализ для выявления взаимосвязей между лидерскими качествами и достижениями учителей. Полученные данные показывают связь между наличием лидерских качеств и позициями педагогов. Участники с более высокими позициями на работе показали лучшие результаты в своей педагогической практике и, следовательно, в области управления, включая, помимо прочего, классы, учебные сообщества и самих учеников. Исследование подтверждает, что стиль руководства педагогов определяет их компетентность и должность в учебных заведениях.

Ключевые слова: образовательный менеджмент, профессиональная компетенция, характеристика лидерства, компетенция педагогов.