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EXPERIMENTAL STUDY OF TEACHERS MOTIVATION IN CROSS-CULTURAL ASPECT WITHIN KAZAKHSTANI HIGHER EDUCATIONAL INSTITUTIONS AND EXPATS

This article is devoted to the study of motivation of teachers of higher educational institutions - Kazakhstani citizens and expats, invited to highly rated universities. During the research, it was proceeded from the understanding that at the present stage of development and reform of the education system, the problem of studying and forming professional motivation among teachers, which has not been studied before and is the new for the psychological and pedagogical theory, acquires significant relevance. The motivation of teachers of higher schools is very specific, since their work combines teaching, scientific, methodological, educational and organizational functions. Therefore, the work of a teacher of a higher school can be characterized as labor of high complexity, which necessitates the transformation of the incentive system for teaching and the study of the motivational sphere of the personality of a teacher of a higher educational institution.

The subject of the research is the motivational sphere of personality and the psychological characteristics of teachers of higher educational institutions, which determine their professional motivation.

For the organization of the empirical study of cross-cultural characteristics of professional and personal motivation of teachers of higher educational institutions of Kazakhstan program of scientific research has been developed consisting of several stages.

For diagnostic measurement, 2 methods were taken: "Diagnostics of motivational personality structure" (V.E. Milman); "Methodology for determining job satisfaction" (A.V. Batrashev).

For diagnostic measurement, 2 methods were used: "Diagnostics of the motivational structure of the individual" (V. E. Milman); "Method of determining job satisfaction" (A.V. Batrashev).

The study was conducted on the basis of highly rated higher education institutions in Almaty and Nur-Sultan - al-Farabi KazNU, Gumilyov's ENU. The results of the study have showed that the teachers' professional and personal motivation at higher education institutions where Kazakhstani citizens and expats have been invited to highly rated higher education institutions, found cross-cultural characteristics.

Key words: motivation, teachers, expats, higher education institutions, cross-cultural aspect, diagnostics, etc.

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Қазақстанның жоғары оқу орындары оқытушылары мен экспаттардың мотивациясын кросс-мәдени аспектіде эксперименттік зерттеу

Бұл мақала жоғары оқу орындары оқытушылары – Қазақстан Республикасының азаматтары мен республиканың жоғары рейтингтегі оқу орындарына шақырылған экспаттар мотивациясын зерттеуге арналған. Зерттеу жұмыстарын жүргізу кезінде біз білім беру жүйесін дамыту мен реформалаудың қазіргі кезеңінде, бұрын іс жүзінде зерттелмеген және психологиялық-педагогикалық теория үшін жаңашылдығы бар, оқытушылар арасындағы кәсіби мотивацияны зерттеу және қалыптастыру мәселесі үлкен өзектілікке ие екендігін түсіндік. Жоғары мектеп оқытушыларының мотивациясы өте ерекше, өйткені олардың жұмысы оқыту, ғылыми-әдістемелік, тәрбиелік және ұйымдастырушылық қызметтерді біріктіреді. Сондықтан жоғары мектеп оқытушыларының жұмысын жоғары күрделіліктегі еңбек деп сипаттауға болады, бұл оқытушы еңбегінде оқытуға ынталандыру жүйесін қайта құруды және жоғары оқу орны оқытушысының жеке тұлғасының мотивациялық сферасын зерттеуді қажет етеді.

Зерттеу пәні – тұлғаның мотивациялық саласы және жоғары оқу орындары оқытушыларының кәсіби мотивацияларын анықтайтын психологиялық сипаттамалар.

Қазақстанның жоғары оқу орындары оқытушыларының кәсіби және жеке тұлғалық мотивациясының кросс-мәдени ерекшеліктерін эмпирикалық зерттеуді ұйымдастыру үшін бірнеше кезеңнен тұратын ғылыми-зерттеу бағдарламасы жасалды.

Диагностикалық өлшемде 2 әдіс қолданылды: «Тұлғаның мотивациялық құрылымын диагностикалау» (В.Э. Мильман); «Жұмысқа қанағаттанушылықты анықтау әдістемесі» (А.В. Батрашев).

Зерттеу Алматы мен Нұр-Сұлтандағы жоғары рейтингтегі жоғары оқу орындары – әл-Фараби атындағы ҚазҰУ, Л.Н. Гумилев атындағы ЕҰУ негізінде жүргізілді.

Зерттеу жоғары оқу орындары оқытушылары – Қазақстан Республикасының азаматтары мен республиканың жоғары рейтингтегі оқу орындарына шақырылған экспаттардың кәсіби және жеке мотивациясы кросс-мәдени сипатқа ие екендігін көрсетті.

Түйін сөздер: мотивация, оқытушылар, экспаттар, жоғары оқу орны, кросс-мәдени аспект, диагностика және т.б.

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Экспериментальное исследование мотивации преподавателей высших учебных заведений Казахстана и экспатов в кросс-культурном аспекте

Данная статья посвящена проведённому исследованию мотивации преподавателей высших учебных заведений – граждан РК и экспатов, приглашенных в высокорейтинговые высшие учебные заведения республики. При проведении исследования мы исходили из понимания, что на современном этапе развития и реформирования системы образования значительную актуальность приобретает проблема изучения и формирования профессиональной мотивации у преподавателей, которая ранее практически не исследовалась и имеет новизну для психолого-педагогической теории. Мотивация преподавателей высших школ очень специфична, так как их труд сочетает в себе преподавательскую, научно-методическую, воспитательную и организационную функции. Поэтому труд преподавателя высшей школы можно характеризовать как труд высокой сложности, что обуславливает необходимость трансформации системы стимулирования преподавательского труда и обращение к изучению мотивационной сфере личности преподавателя высшего учебного заведения.

Предмет исследования – мотивационная сфера личности и психологические особенности преподавателей высших учебных заведений, обуславливающие их профессиональную мотивацию.

Для организации эмпирического изучения кросс-культурных особенностей профессиональной и личностной мотивации преподавателей высших учебных заведений Казахстана была разработана программа научного исследования, состоящая из нескольких этапов.

Для диагностического замера были использованы 2 методики: «Диагностика мотивационной структуры личности» (В.Э. Мильман); «Методика определения удовлетворенности трудом» (А.В. Батрашев).

Исследование проводилось на базе высокорейтинговых высших учебных заведений Алматы и Нур-Султан – КазНУ им. аль-Фараби, ЕНУ им. Л.Н. Гумилева.

Проведенное исследование показало, что профессиональная и личностная мотивации преподавателей высших учебных заведений – граждан РК и экспатов, приглашенных в высокорейтинговые высшие учебные заведения, имеет кросс-культурные особенности.

Ключевые слова: мотивация, преподаватели, экспаты, высшие учебные заведения, кросс-культурный аспект, диагностика и др.

Introduction

The state education development program of the Republic of Kazakhstan is aimed at enhancing the role of higher education, the quality of which largely depends on the personality of the teacher.

Today, a university teacher is a person who, according to the content of his professional activity,

should possess a combination of unique qualities. He must have the abilities of an organizer, speaker, analyst, psychologist, possess strict logic of the pedagogical process, speech, be a highly competent specialist in his field and an erudite in other fields of knowledge.

A modern teacher is a key element of higher education, and the quality of training of specialists depends on its qualifications, pedagogical

competence, working and living conditions, human and moral qualities, and general culture. As the analysis of the works devoted to the professional activities of teachers shows, the basis of the effectiveness of this activity is a combination of a number of factors, including, first of all, the motivation of teachers, which largely determines the effectiveness of the pedagogical process, the quality of training of specialists in higher education.

Therefore, in the context of reforming the higher education system, the issues of motivation and stimulation of the work of university teachers are of particular importance.

In this regard, at the present stage of development and reform of the education system, the problem of studying and forming professional motivation among teachers, which has not been studied before and has a novelty in psychological and pedagogical theory, is of great relevance.

The motivation of teachers of higher schools is very specific, since their work combines teaching, scientific, methodological, educational and organizational functions (Berry, 2010; Dyachenko, 2010; Yesareva, 2014; Zhurakovsky, 2010; Ivanova, 2017). The nature and content of work of teachers of universities seriously affected by the changes taking place in technology and in learning technology, which at times included in contradiction with the current motives and stimulus teaching work. Thus, more of the higher school can be characterized as the work of high complexity, due to the need to transform the system to stimulate the teaching work and the treatment to study the motivational sphere of personality teaching of higher education is important. Moreover, in modern conditions in the field of higher education, the problem of assessing pedagogical activity, the features of motivation and stimulation of the faculty of the university is aggravating, which indicates its undoubted importance of this topic.

High motivation of professional work of professors – teaching staff of the university - the most important condition for the development of educational institutions. None of the educational institutions can be effective without the university teachers' attitudes to work with high returns, without the staff's interest in the final results, without their aspirations to contribute to the achievement of the goals of the university (Nasledov, 2012; Pochebut, 2012; Hofstede, 1994; Heckhausen, 1986).

Higher education institutions face the difficult task of creating an enabling environment conducive to enhancing teaching motivation and their desire to be committed to this university. At the same time,

universities, striving to increase their competitiveness in the international market, are actively conducting the process of internationalization, inviting foreign teachers, expats, who are actively invited to high ranking universities of Kazakhstan, to cooperate (Kalitina, 2018; Kovalev, 2017; Leontiev, 1971, 1983; Matsumoto, 1996, 2010)

In this regard, **the purpose of this article was** – conducting an empirical study of professional and personal motivation of teachers of higher educational institutions of Kazakhstan and expats invited to the highly rated universities in the cross - cultural aspect

Methodology and research methods.

To organize an empirical study of the features of professional and personal motivation of teachers of higher educational institutions of Kazakhstan, a research **program** was developed.

The object of the study is teachers of higher educational institutions – citizens of the Republic of Kazakhstan and expats invited to high-ranking higher educational institutions. The subject of the research is the motivational sphere of personality and the psychological characteristics of teachers of higher educational institutions, which determine their professional motivation.

Objective: to study the characteristics of professional and personal motivation of teachers of higher educational institutions of Kazakhstan and expats. As a general hypothesis in favor assumption that is professional and personal motivation academics - RK citizens and expats invited to the highly rated institutions of higher learning, it has a cross-cultural characteristics.

For diagnostic measurement, 2 methods were taken and :

1. Diagnostics of the motivational structure of personality (V.E. Milman).
2. Methodology for determining job satisfaction (A. V. Batrashev).

The study was conducted on the basis of highly rated higher educational institutions of the city of Almaty and Nur-Sultan, al-Farabi KazNU , L.N. Gumilyov's ENU.

The study involved 96 teachers of higher education, citizens of Kazakhstan (50 respondents) and expats (46 respondents), the average age of the sample was 45 years.

Respondents were involved in the study according to subjective criteria – accessibility, typicality and equal representation. To study the cross-cultural differences in the features of professional and personal motivation of teachers, 2 samples were formed:

– 50 university professors, citizens of Kazakhstan (Figure 1 - 2), the average age was 48, 2 years, 27- women, 23- men.

– 46 university professors and expats invited to

work in high-ranking higher educational institutions in the cities of Almaty and Nur -Sultan, the average age was 42-50 years, they were 20 women and 26 men (Figure 1-2).

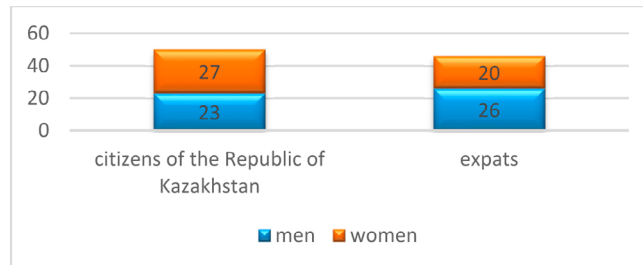


Figure 1 – Gender distribution in samples

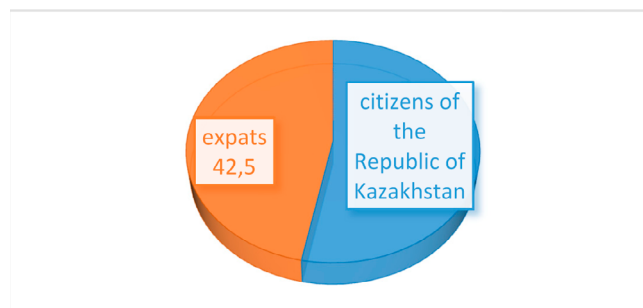


Figure 2 – Average age of respondents

The ethnic composition of the studied samples are rather multimodal:

– teachers, citizens of the Republic of Kazakhstan: 82% are ethnic Kazakhs, 5% are Russians, 6% are Tatars, 7% are Koreans (see Figure 3);

– expat teachers: 19 % Americans, 22% Japanese, 14% Koreans, 24% Turks, 17% Chinese, 4% Australians (see Figure 4).

Foreign teachers in a higher percentage occupy the position of assistant professor, so 32 teachers

occupy this position, which is more than 70%. It is important to note that this university position has this name exclusively in the CIS countries and corresponds in the English equivalent to the position of Associate Professors or Assistant Professor in foreign universities.

Also, among the composition of foreign teachers, 13% occupy the position of professor (Full Professor) and 17% the position of senior teacher (Assistant Professor).

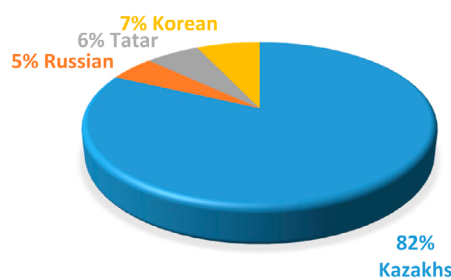


Figure 3 – Ethnic composition of teachers, citizens of the Republic of Kazakhstan

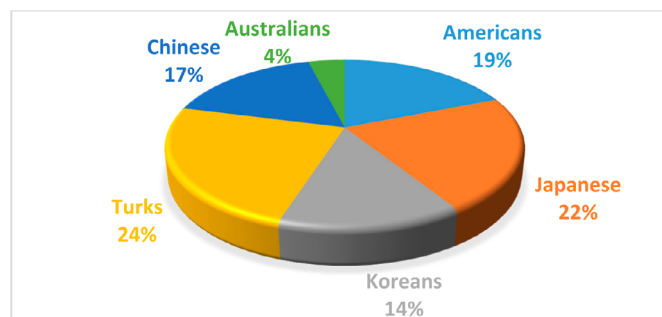


Figure 4 – Ethnic composition of expat teachers

Among Kazakhstani teachers, 14% are professors, 8% are Phd, 54% are candidates of sciences and 24% are senior teachers.

Teachers are hired on the basis of Tenure-Track Position - a type of contract concluded with a teacher who does not guarantee lifelong employment at the university. Such contract is concluded for 1-3 years, after which the teacher goes through the “Expertise” or “Review” stage, where it evaluates the results achieved by the teacher in research activities and, if it successfully completed, the administration usually try to renew the contract with such candidate for another 1-3 years for current position.

Testing was conducted in 2 languages - Russian and English. The model for selecting respondents was probabilistic, that is, any teacher working at these universities could participate in the study. The study was conducted on the voluntary and anonymous basis. The method of cross sections was used for organizing that study.

According to the program and research plan, the data processing procedure was developed.

The first step of the study was to conduct a conversation with respondents aimed at acquaintance and the formation of motivation for participation in a diagnostic study.

A research experiment was used to organize the study.

The second step of the study consisted of a diagnostic study and scoring for each method, creating a table in Microsoft Office Excel 2013.

The third step of the study was the mathematical processing of the obtained data. The data array obtained with the help of diagnostic techniques

was reduced to subjected and mathematical processing using the statistical package SPSS, version 20.0. data processing took place in three stages:

Stage 1 – descriptive statistics: tabular presentation, graphic image, average value, percentage ratio;

Stage 2 - nonparametric methods for comparing independent samples (Mann-Whitney U-test);

Stage 3 - correlation analysis - tau-b Kendall ;

The final step of the study was to analyze and discuss the results.

Results and discussion

According to the results of the diagnostic survey of respondents, a large array of digital data was obtained, which was presented and encoded in a Microsoft Office Excel 2013 pivot table. Imagine the data obtained.

Figure 5 shows the motivational and emotional profile of Kazakhstani teachers.

The graph shows that Kazakhstani teachers are characterized by a *regressive motivational profile*, which is expressed in the excess of the general level of maintenance motives (life support, safety, status) over developing motives (communication, activity, creativity, public benefit).

That is, consumer motivation prevails over productive.

The emotional profile can be characterized as a *mixed asthenic type*, which expresses itself in the tendency of teachers to active, active emotional experiences and inability to manage themselves in difficult situations, irritability and a tendency to manifest various kinds of protective mechanisms

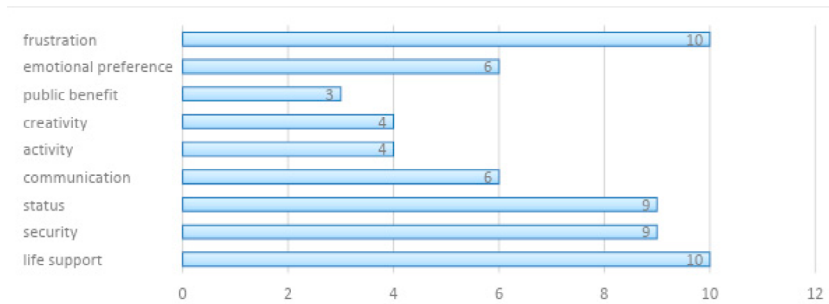


Figure 5 – Motivational and emotional profiles of Kazakhstani teachers

Figure 6 presents the data on satisfaction with work of Kazakhstani teachers. This technique includes 8 scales:

1. Interest in work - IR
2. Satisfaction with work achievements - UD
3. Satisfaction with the relationship with employees - CSS
4. Satisfaction with relationships with management - SD
5. The level of claims in professional activities - UP
6. Preference for work performed over high earnings - OL

7. Satisfaction with working conditions - UU
 8. Professional Responsibility - Software
- It can be seen from the graph that Kazakhstan teachers are characterized by a reduced interest in work, a reduced satisfaction with achievements at work and a reduced professional responsibility.

Increased indicators for such reasons as the level of claims in professional activity and satisfaction with working conditions. Based on the satisfaction with the relationship with employees and management and the preference for the work performed over high earnings, the indicators are average. Teachers are characterized by an average level of job satisfaction – 45%.

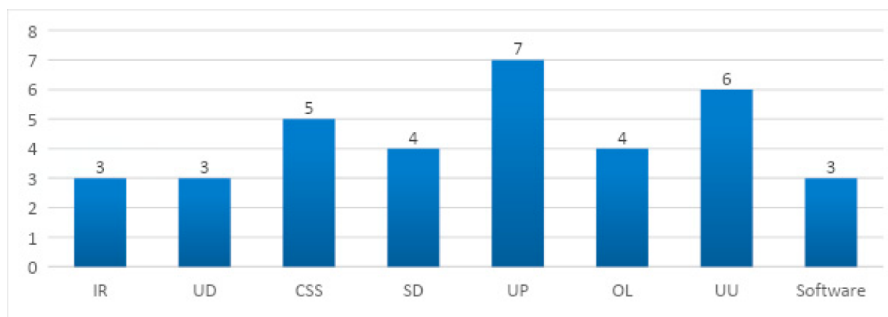


Figure 6 – Satisfaction with the work of Kazakhstani teachers

The results of the study of the motivation features of expat teachers

Figure 7 shows the motivational and emotional profile of expat teachers.

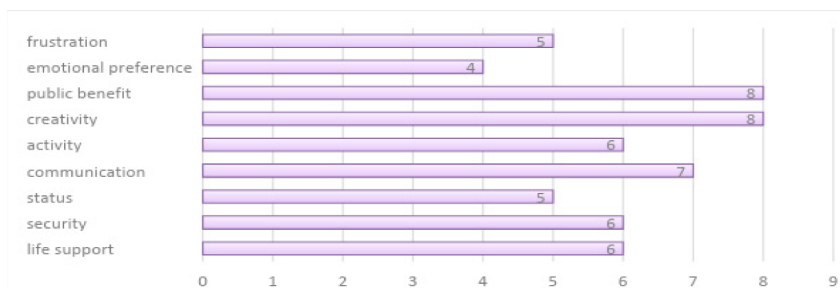


Figure 7 – Motivational and emotional profiles of expat teachers

It can be seen from the graph that expat teachers are characterized by a *progressive motivational profile*, which is expressed in a noticeable excess of the level of developing motives over the level of maintenance motives. This type prevails among people who have achieved success in work and is characteristic of a person with a socially oriented position. That is, productive motivation

prevails over consumer motivation. The emotional profile can be characterized as *mixed stenic* – characterized by stenic frustration behavior and asthenic emotional preferences. Expresses a certain multidirectionality within the emotional sphere.

Figure 8 presents data on job satisfaction among expat teachers.

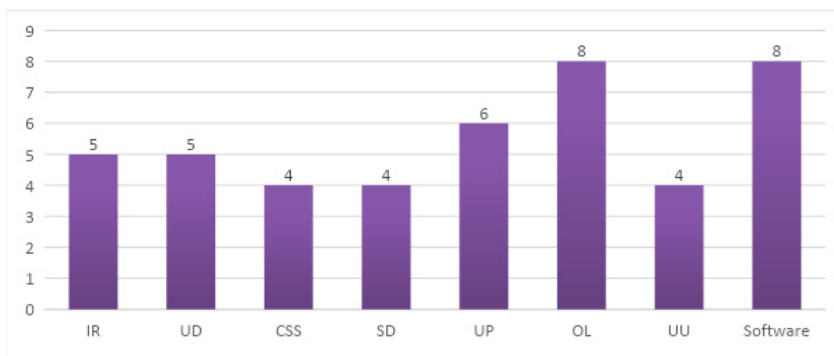


Figure 8 – Satisfaction with the work of expat teachers

It can be seen from the graph that the expat teachers are characterized by average interest in work, average satisfaction with achievements at work and average satisfaction with working conditions. Increased performance for reasons such as the level of aspirations in professional activities, the preference for the work performed over high earnings and professional responsibility. On the motives of satisfaction with relationships with employees and management, and satisfaction with working conditions figures dropped. Teachers are characterized by an average level of job satisfaction – 51 %.

Comparative analysis of motivational characteristics of Kazakhstan and foreign teachers

For a comparative analysis of the motivational characteristics of Kazakhstani and foreign teachers, the Mann-Whitney U-test was used, the results are presented in tables 1-2 and in figures 9-10.

Table 2 and Figure 9 show the identified significant differences in the motivational structure according to the method of V.E. Milman between Kazakh and foreign teachers

Table 1 – Differences in the motivational structure of personality (V.E. Milman)

Variables	Teachers	Average Rank	Criterion U Mann-Whitney	Credibility
LifeSupport	RK	18,21	64,500	0,050
	Expats	11,96		
Security	RK	19,29	46,000	0,007
	expats	10,54		
Status	RK	19,15	63,000	0,044
	expats	12,71		
Creation	RK	10,15	41,000	0,003
	expats	19,59		

PublicBenefit	RK	11,73	61,500	0,040
	expats	18,38		
ConsumerMotivation	RK	17,43	53,500	0,042
	expats	11,12		
Productive Motivation	RK	9,92	38,000	0,006
	expats	18,47		

Statistically significant differences were found on 6 scales:

- life support
- safety
- status
- creativity
- public benefit
- Consumer motivation
- Productive motivation

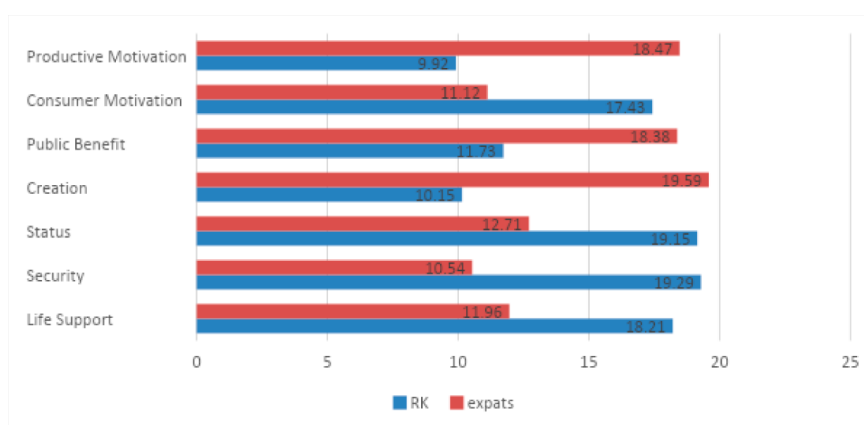


Figure 9 – Mid-ranking indicators of differences in the motivational structure of personality (V.E. Milman)

Table 2 and Figure 10 show the identified significant differences in the degree of satisfaction with work by the method of A.V. Batrashev and between Kazakh and foreign teachers.

Table 2 – Differences in the degree of satisfaction with work according to the method of A.V. Batrasheva

Variables	Teachers	Average Rank	Criterion U Mann-Whitney	Credibility
Interestin Work	RK	25,47	299,000	0,025
	expats	35,53		
Level of Claims in Professional Activity	RK	41,95	106,500	0,000
	expats	19,05		
Preference for Work to High Earnings	RK	18,22	81,500	0,000
	expats	42,78		
ProfessionalResponsibility	RK	16,38	26,500	0,000
	expats	44,62		

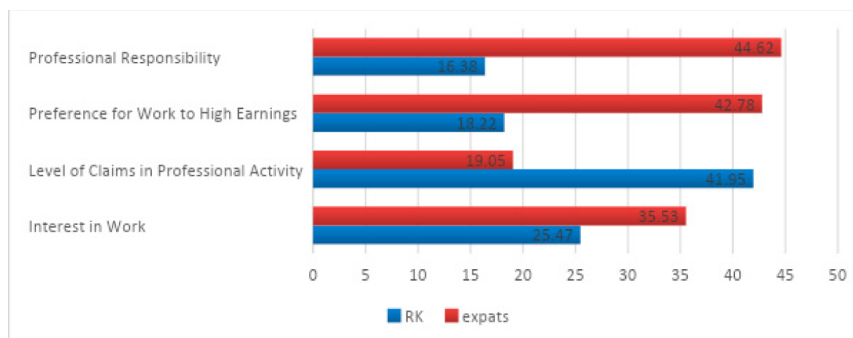


Figure 10 – Average ranking indicators of differences in job satisfaction

Statistically significant differences were found on 4 scales:

- Interest in work
- The level of claims in professional activities
- Preference for work performed to high earnings
- Professional Responsibility

Conclusion

That conducted study especially teachers' professional and personal motivation at higher education institutions – Kazakhstani citizens and expatriates, has shown that the motivational sphere of Kazakhstani teachers and teachers – expats, there are differences due to their cross-cultural characteristics. So, if the teacher – expat is characterized by a *progressive motivational profile*, then for Kazakh teachers it is a *regressive motivational profile*, which is expressed in the excess of the general level of maintenance motives over developing motives. Emotional profile Kazakhstani teachers can be characterized as *mixed asthenic type*, expats – like *mixed sthenic*.

In the motivational structure of the personality, expat in the study is dominated by creativity, productive motivation, public good, and among the Kazakh people - safety, party, life support.

It found also differences in the degree of job satisfaction. For expats, they are considered professional responsibility, work preference of

high earnings, interests to work - but Kazakhstani teachers are claimed on the professional activity.

For expat teachers, average interest in work, average satisfaction with achievements at work and average satisfaction with working conditions are typical, for Kazakh teachers - reduced interest in work, decreased satisfaction with achievements at work and reduced professional responsibility.

Thus, the study of the features of professional and personal motivation of teachers of higher educational institutions - citizens of the Republic of Kazakhstan and expats, showed that the differences in their motivational sphere are caused primarily by cross-cultural characteristics.

The revealed cross - cultural characteristics of the professional and personal motivation of teachers of higher educational institutions - citizens of the Republic of Kazakhstan and expats invited to high-ranking higher educational institutions will allow developing a concept for the formation of professional motivation of teachers aimed at increasing the professionalism and personal development of teaching staff as a whole.

The practical results of the study and recommendations allow the leadership of universities to systematically carry out the selection of teachers, the formation of professional motivation for them, forecasting and assessing the success of teaching activities, which increases the effectiveness of the educational process in the university.

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