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## **MOTIVATION OF THE MEDICAL UNIVERSITY TEACHING STAFF IS THE PLEDGE OF COMPETITIVE NATION**

### **Annotation**

This work studies different conditions factoring into the development of innovative potential of teaching staff in one of the RoK medical universities. Staff performance indicators are determined by their knowledge, skills and motivation. The nature and level of training depend on the effectiveness of the educational system management, its innovation potential, carriers of which are the professorial-pedagogical staff.

**Key words:** Innovation, motivation, professors and teaching staff, potential.

**Тірек сөздер:** инновация, бейімделу, ынталандырушылық, профессорлық-педагогикалық құрам, әлеует.

**Ключевые слова:** инновация, адаптация, мотивация, профессорско-педагогический состав, потенциал.

Staffing support of the needs of post-crisis economy, adaptation of professional skills of employees to its changing needs takes the center stage.

"Kazakhstan, which is gathering the pace of development, needs specialists with up-to-date knowledge, capable of accepting and executing correct decisions. Today we need our own industry of science and knowledge, capable of preparing professionals of international level", this task was set by the Leader of the nation, the Head of state to the teachers and students: the role of education in any society took a special place. In the Republic of Kazakhstan education is recognized as one of the priorities of the long-term «Kazakhstan 2050» strategy. The overall goal of education reforms in Kazakhstan is to adapt the education system to the new socio-economic environment [1].

The President of Kazakhstan has also set the task on integration of the country into the number of 50 most competitive countries of the world. Improving the education system plays an important role in achieving this goal. Therefore a new national vision is captured: by 2020 Kazakhstan is an educated country with smart economy and highly qualified workforce.

State policy in the field of education and science in accordance with the Strategy of industrial-innovative development of Kazakhstan for 2003-2015, the State program of education development in the Republic of Kazakhstan for 2011-2020 is implemented, based on the priority signs of promoting the prestige of pedagogue's profession, improving the training quality of

highly qualified and competitive personnel, consolidation of state support and stimulation of pedagogues' work, improving an educational management, including the introduction of corporate management principles, formation of the system of public-private partnership in education [2,3].

«Personnel health strategy of Kazakhstan: from personnel inventory to human resources management» raises the issues of status, major trends in the development of human resources in the global community in general and in the health system in particular. The work presents a conceptual vision of the management of human resources in the health system of Kazakhstan [4] [Akanov A.A. and others].

One of the important components of health systems consolidation strategy is the development of human resources. Worldwide health system performance and the quality of medical services depend on staff performance indicators, determined by their knowledge, skills and motivation. The nature and level of training depends on the efficiency of the management of the education system, its innovation potential, carriers of which are the professors and pedagogical staff. In this regard, today's medical students are future employees of different medical institutions, leaders, organizers, managers of public health services, they are tomorrow's doctors, professors and teachers and educators of the young generation, creators and innovators.

Lack of qualified managerial capacity, outdated principles of work of personnel services, lack of specialists in the field of management and economy of health, social workers are a significant barrier for creation of the effective potential. Lack of incentives to work, low wages, lack of social protection of health care workers led to reduction of inflow of young specialists to the health care industry and the aging of personnel. Insufficient technical equipment of workplaces, weak support from the managing staff, outdated principles of work of personnel services, unattractive social infrastructure of rural settlements are the problematic issues.

The problem of actualization of the innovation potential is entirely new in new condition. With the purpose of revealing the level of professional self-determination, awareness and motives of choice of profession, training, and career advancement as the ability and willingness to innovate, a sociological research was conducted among professors and teaching staff in one of the medical universities of Kazakhstan, which allowed to identify their satisfaction level with working conditions and possible ways to improve their innovation capacity.

In the course of the research satisfaction with work as a profession and as a specific work in real conditions of the university was studied, which is a generalized indicator of not only the level of adaptation to innovation, but also the level of his professional suitability. That is an indicator of compliance of professional and personal readiness to accomplish real pedagogical tasks and functions.

From the position of HR management, HR-managers need to consider a close interrelation of two components: the competence and motivation, that is, when a person can do something and wants to perform a specific task. Therefore, the system of motivation of an employee should focus him on the job in this organization, to conduct specific activities, so that he could see the possibilities of promotion, greater reward and recognition.

The awareness in choosing the profession, level of professional self-consciousness, self-determination, conditions and character of pedagogical work in a particular team are also of big importance. The influence of these factors is found in the commitment of teachers to the

profession and work. 41% would not confirm again their choice of profession, 58% - medical university as a place of work, 60% - present collective.

Table–1. Commitment of respondents to their profession, work.

| Would confirm their choice of ... again | rather yes |     | rather no |     | it's hard to tell |     | Total    |
|---|------------|-----|-----------|-----|-------------------|-----|----------|
|   | abs        | %   | abs       | %   | abs.              | %   | abs/%    |
| Profession                              | 118        | 59% | 32        | 16% | 50                | 25% | 200-100% |
| University as a place of work           | 84         | 42% | 46        | 23% | 70                | 35% | 200-100% |
| Present collective                      | 80         | 40% | 36        | 18% | 84                | 42% | 200-100% |

So, the attitude of respondents to the profession as such, and to work at the university are not the same. The specific content of work and the nature of relations in collective negatively affect the process of professional development and self-determination of teachers.

Work in the university corresponds to the life and professional interests of only the half of the respondents, views about the professional growth, career of only 39% of them.

The conviction that social success, career are successful or may become successful in the nearest future is peculiar to one third of respondents.

Teaching activities and work of the teacher are significant and important value in the life of every 10th respondent. The work is important, along with other life values for 68%. Work of the teacher is not a life value, it is seen as a means of material support for 10% respondents.

The attractiveness of the teacher's work was the dominant motive when it was selected only for one third. A third chose not a profession, but subject specialization, scientific knowledge, without interest for pedagogical work; for one-third the selection and acquisition of profession were of casual, situational character, and higher educational institution has played the role of the social reserve.

Table 2 – Motives of the choice of the profession

| Influenced on the choice of profession  | Abs | P%±m%       |
|---|-----|-------------|
| <i>Interest to the sphere of knowledge, which one chose as his/her specialty</i>              | 148 | 74% - 3,1%  |
| <i>Influence of other people</i>  | 30  | 15% - 2,52% |
| <i>The circumstances led to the choice of this profession, whereas he/she dreamt of other</i> | 22  | 11% - 2,21% |

The majority of respondents have quite high level of professional self-consciousness, positive self-esteem and professional claims.

The teachers set the primary place to the factors positively influencing to adaptation to work and professional formation:

- the knowledge acquired in higher or special educational institution–66(33%);
- personal abilities–40(20%);
- ability to adapt to the real conditions, that is, the socio-professional mobility –50(25%);
- and the habit of constant self-cultivation–44(22%).

There is a very low positive impact of highly qualified mentors among colleagues (9%), support of the university management (9%) and the presence of close-minded people in the group (11%).

Respondents are very self-critical in the assessment of their professional competence. A comparison of the professional self-evaluation of teachers showed that self-assessment of the teachers (with experience of up to 5 years) of all specialties averaged 3.6 points; the specialists with the experience of over 10 years to 4.7 points.

The respondents assess their following professional qualities especially low (in points/ up to 5 points):

Table 3 – Respondents’ assessment of their professional qualities (in points)

| Professional skills   | with experience up to 5 years | with experience over 10 years |
|---|-------------------------------|-------------------------------|
| Knowledge of the subject at a modern level of the development of science, culture, technology   | 2,9                           | 4,0                           |
| Knowledge of teaching methods   | 3,1                           | 4,2                           |
| Knowledge of various ways and means of the control of students’ knowledge   | 3,0                           | 4,0                           |
| Knowledge of general and developmental psychology   | 3,2                           | 3,8                           |
| Ability to construct a subject on the system of concepts, revealing the integrity of its contents   | 3,3                           | 3,9                           |
| The ability to teach students to master special concepts and terms  | 3,2                           | 3,9                           |
| Knowledge of special training techniques and correction of memory, attention and other mental characteristics and peculiarities of students | 2,6                           | 3,7                           |
| Mastery of nurturing the students the correct note-taking skills, independent work with catalogs, bibliographic and reference literature    | 2,4                           | 3,9                           |

The results of the study show a mismatch of preached and real-everyday principles on the becoming stage of a teacher-professional.

To the question on how often the new methods, techniques and tools are used, the respondents answered: regularly, almost every lesson -22(11%); often, but not every lesson–72(36%); occasionally, only sometimes –66(33%); never–40(20%) respondents.

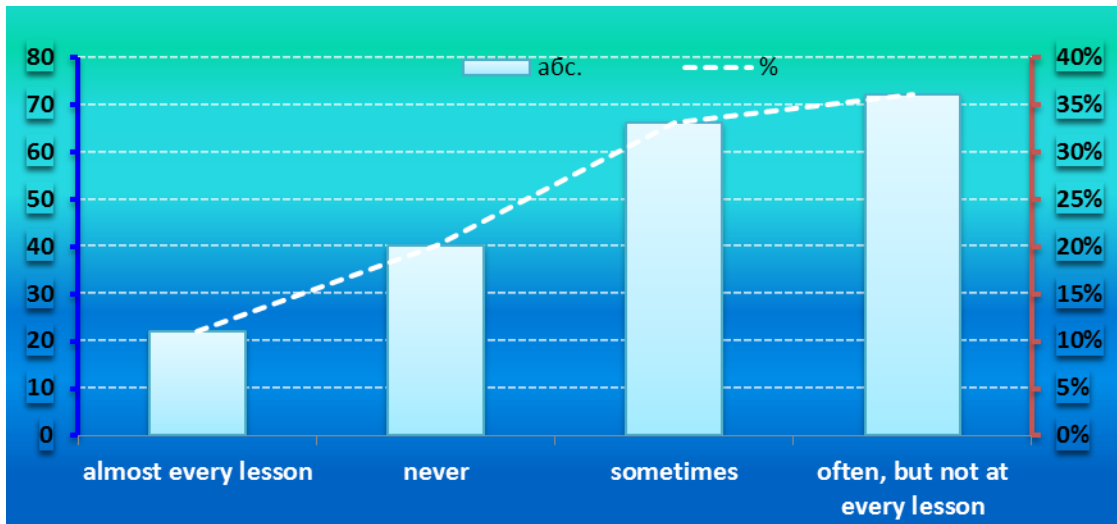


Diagram-1. The level of usage of new methods at the lessons.

It's more likely that pedagogical institutions are guilty in formation of these values and attitudes, a very low starting level of professional teaching culture.

However, professors and teaching staff of the university, its norms, criteria, attitudes and values; the predominant concept of professionalism, the meaning of pedagogical activity play a crucial role in the process of professional adaptation and self-determination of the teacher.

Only 9(11%) of respondents mentioned the positive influence of collective and management of the university for professional formation. The pedagogues' potential finds as little usage in the universities.

Proceeding from the analysis of the survey data on the extent of use of the intellectual - professional potential of professors and teaching staff (% of respondents) 21% use the basic training on profession in full, 25%-the pedagogue's ability, 26%-basic training on a specialty.

Table-4. Degree of usage of intellectual - professional potential of professors and teaching staff (%of respondents)

| How it is used                       | In full |     | Partially |     | Not used at all |     | Don't know |     |
|--------------------------------------|---------|-----|-----------|-----|-----------------|-----|------------|-----|
|                                      | A6c     | %   | a6c       | %   | a6c             | %   | a6c        | %   |
| Your basic training on profession    | 42      | 21% | 88        | 44% | 52              | 26% | 18         | 9%  |
| Your basic training on the specialty | 52      | 26% | 78        | 39% | 44              | 22% | 26         | 13% |
| Your abilities                       | 50      | 25% | 72        | 36% | 52              | 26% | 26         | 13% |

Thus, the levels of professional self-determination, the awareness of choice of profession, training and professional advancement, are found in the commitment of teachers to the profession and work. Attitude to the profession 118(59%) as such, and to work at the university 84(42%) of respondents do not match (table-1). The specific content of work and the nature of relations in collective negatively affect the process of professional development and self-determination of teachers. Only 9(11%) of respondents mentioned the positive influence of

collective and management of the university for professional formation. The degree of use of intellectual - professional potential of teaching staff in full is low (table 4).

Respondents are very self-critical in the assessment of their professional competence. A comparison of the professional self-evaluation of teachers showed that the respondents assess their professional qualities very low: the pedagogues (with experience of up to 5 years) of all specialties - self-esteem averaged 3.6 points; and the specialists with the experience of over 10 years to 4.7 points (max=5 points) that is a very good indicator.

Comparison of the survey results on various indices of professional adaptation testifies that in the first five years of work the average quarter of young specialists successfully undergo the becoming process, at the same time, 25-30% of teachers have a negative opinion concerning the possibility to realize themselves and to stay at the university. The rest remain in uncertainty and doubt.

The relatively high level of adaptation of young specialists is observed in the psychological sphere. More than half of them are satisfied with relations with the students, and every 3rd is satisfied in general, with some exceptions. Two-thirds believe that they can ask for help from colleagues and are ready to support.

However only 40% of them agreed to confirm the choice of pedagogical staff without a doubt. The reasons lie in the nature of relations with the administration, and in the absence of public recognition and success of young specialists.

## ЛИТЕРАТУРА

- 1 Message of the President of the country N.A. Nazarbayev to the people of Kazakhstan 2050.
- 2 State policy in the field of education and science in accordance with the Strategy of industrial and innovational development of Republic of Kazakhstan to 2003-2015.
- 3 The State Education Development Program of Kazakhstan for 2011-2020.
- 4 «Kazakhstan personnel healthcare strategy: from personnel records to human resources management». [Akanov A.A. and others.]
- 5 Devyatko V.N., Kulzhanov M.K., Akanov A.A., People's health and Healthcare of Kazakhstan in transition period: experience, lessons, problems. Almaty 1999. p.140. 614.2, D 259.

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*Әжікенова А.К.*

(« Республикалық Денсаулық сақтауды дамыту орталығы»  
ШЖҚ РМК, ҚР Денсаулық сақтау министрлігі)

МЕДИЦИНАЛЫҚ ЖОҒАРҒЫ ОҚУ ОРЫНДАРЫНЫҢ ПРОФЕССОРЛЫҚ  
ПЕДАГОГИКАЛЫҚ  
ҚҰРАМЫН ҢНТАЛАНДЫРУ – БӘСЕКЕЛЕСТІККЕ ҚАБІЛЕТТІ ҰЛТ КЕПІЛДІГІ

**Резюме**

Бұл жұмыста Қазақстан Республикасының медициналық жоғары оқу орындарының бірінің профес-сорлық-педагогикалық құрамының иновациалық әлеуетін дамытуға бағытталған түрлі мәселелер зерттеліп, талданды.

Кадрлардың еңбек көрсеткіштері – олардың білімдері, іскерліктері және ынталандырушылықта-рымен анықталады. Олардың дайындық деңгейлері мен біліктіліктері – білім беру жүйесін басқарудың тиімділігіне, иновациалық әлеуетіне, профессорлық-педагогикалық кадрларға, яғни білім беруші мамандар құрамына байланысты болады.

**Тірек сөздер:** инновация, бейімделу, ынталандырушылық, профессорлық-педагогикалық құрам, әлеует.

*Ожикенова А.К.*

*(РГП на ПХВ «Республиканский центр развития здравоохранения» Министерство  
здравоохранения Республики Казахстан)*

МОТИВАЦИЯ ПРОФЕССОРСКО - ПЕДАГОГИЧЕСКОГО СОСТАВА  
МЕДИЦИНСКОГО ВУЗа –  
ЗАЛОГ КОНКУРЕНТОСПОСОБНОЙ НАЦИИ

**Резюме**

В данной работе изучаются различные условия, способствующие развитию инновационного потенциала профессорско-педагогического состава в одном из медицинских ВУЗов РК. Показатели деятельности кадров определяются их знаниями, умениями и мотивацией. Характер и уровень подготовки зависят от эффективности управления образовательной системой, её инновационного потенциала, носителями которого являются профессорско-педагогические кадры.

**Ключевые слова:** инновация, мотивация, профессорско-педагогический состав, потенциал.

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