

Voznyuk, A., Ivkin, V.

## MAIN TYPES OF MANAGERS' PSYCHOLOGICAL READINESS FOR TEACHING STAFF MANAGEMENT IN EDUCATIONAL DISTRICTS

**Voznyuk, A.V., Ivkin, V.M. Main types of managers' psychological readiness for teaching staff management in educational districts.** The article discusses the main types of managers' psychological readiness for teaching staff management in educational districts identified by factor and cluster analyses. These include 'strategic', 'normative', 'stable' and 'comfortable' types. The most optimal type of managers' psychological readiness for teaching staff management in educational districts was shown to be the strategic type, because it is best characterized by managers' innovative competence in teaching staff management in educational districts. The normative readiness was found to be the most effective type of readiness, because it is characterized by traditional approach to teaching staff management in educational districts. The authors give a detailed description of the components of and the quantitative distribution of each type of managers' psychological readiness for teaching staff management in educational districts.

*Keywords:* educational district, teaching staff management, managers' psychological readiness for teaching staff management in educational districts.

**Вознюк А.В., Ивкин В.Н. Основные типы психологической готовности руководителей к управлению педагогическими работниками в образовательных округах.** В статье с помощью факторного и кластерного анализа выделены основные типы психологической готовности руководителей к управлению педагогическими работниками в образовательных округах. Осуществлен качественный анализ распределения компонентов психологической готовности руководителей к управлению педагогическими работниками в образовательных округах по факторам. Проанализировано количественное распределение выделенных четырех типов психологической готовности руководителей к управлению педагогическими работниками в образовательных округах.

*Ключевые слова:* образовательный округ, управление педагогическими работниками, психологическая готовность руководителей к управлению педагогическими работниками в образовательных округах.

**Introduction.** Increasing demands from the state and society for the quality and affordability of educational services require new approaches to regional education system. That is why there is a need for creation of educational districts, whose main mission is the concentration and effective use of available resources to meet the educational needs of students. The chief prerequisites for successful functioning of an educational district are an experienced director and qualified teaching staff. Educational districts' efficiency can be improved by increasing of managers' psychological readiness for teaching staff management.

**Analysis of latest research and publications.** Analytical review of the literature suggests that the creation and operation of educational districts have been studied in detail by many researchers. As for the problem of managers' psychological readiness for teaching staff management in educational districts, it has not been studied yet. In our previous studies we revealed the psychological and organizational characteristics of teaching staff management in educational districts [1] and analyzed the psychological and organizational problems in managing teaching staff in educational districts [2]. Also, we designed a model of managers' psychological training in teaching staff management in educational districts [3] and set out conditions for the formation of managers' psychological readiness for teaching staff management in educational districts [4]. However, the

extent of formation of managers' psychological readiness for teaching staff management in educational districts remains unknown.

**Objective.** To determine the extent of formation of managers' psychological readiness for teaching staff management in educational districts.

**Results and discussion.** The study was conducted on a sample of 1,100 heads of educational institutions during the refresher courses given at a number of regional institutions of postgraduate teachers' education in 2012-2013.

Data processing was done using content analysis and descriptive statistics (SPSS, v. 13), in particular factor and cluster analyses. VIRIMAX-rotation was used to factorize the main components of managers' psychological readiness for teaching staff management in educational districts. 0.40 factor weight was used as the significance level criterion. Factor analysis of the respondents' answers identified seven factors which covered 55.1% of the total variance.

Let's analyze the content and structure of each factor based on the idea that each factor combines components that are meaningfully interconnected and manifest managers' psychological readiness for teaching staff management in educational districts.

*The first factor*, which accounts for 25.9% of the total variance, can be interpreted as "Consistency" because it reflects the focus of a group of managers on systematic and constructive work with the teaching staff to successfully implement tasks set by educational districts.

*The second factor*, which accounts for 8.3% of the total variance, can be interpreted as "Competence", because it reflects the desire of a group of managers to be competent in dealing with qualified teaching staff and in creating conditions for their professional development and selfdetermination to provide quality educational services in educational districts.

*The third factor*, which accounts for 7.7% of the total variance, can be interpreted as "Functionality", because it reflects the focus of a group of managers on teaching staff management according to their duties and existing regulations.

*The fourth factor*, which accounts for 3.7% of the total variance, can be interpreted as "Organization", because it reflects the desire of a group of managers to organize joint activities with the teaching staff in educational districts based on their own professionalism and credibility, as well as personal interests of employees to successfully introduce innovative educational technologies.

*The fifth factor*, which accounts for 3.6% of the total variance, can be interpreted as "Value", because it reflects the focus of a group of managers on managing teaching staff in educational districts by coordinating their own and staff's values.

*The sixth factor*, which accounts for 3.3% of the total variance, can be interpreted as "Development", because it reflects the desire of a group of managers to build teams of like-minded people from competent and proactive teaching staff to successfully develop the educational districts.

*The seventh factor*, which accounts for 2.6% of the total variance, can be interpreted as "Cooperation", because it reflects the desire of a group of managers to hold an open dialogue with subordinates and cooperate with them on the basis of partnership and parity.

Therefore, a detailed analysis of the factors shows that each of them contains (in different extent) the structural elements of the personal component of managers' psychological readiness for teaching staff management in educational districts, which suggests that managers' personal characteristics are the most important for successful work with teachers.

It should be noted that the structural elements of the motivational component of managers' psychological readiness for teaching staff management in educational districts were also present in almost all factors (5 factors of 7) and proportionally contained the prevailing needs of managers for managing teaching staff in educational districts in general and their specific work with teaching staff in particular. This suggests that the prevailing needs of managers affect their strategies of work with

teaching staff in educational districts, such as teaching staff management in line with their duties ("Functionality"), constructive work with subordinates ("Consistency," "Competence"), harmonization of managers' and staff's values as well as creation of conditions for the improvement of teachers' professional interests and competences ("Value," "Development").

In turn, the elements of the cognitive component of managers' psychological readiness for teaching staff management in educational districts were found in three factors ("Consistency", "Competence", "Organization") that reflect managers willingness to carry out joint activities with teaching staff primarily for successful implementation of tasks of educational districts and achievement of competitiveness in the educational market.

As for the structural elements of the operational component of managers' psychological readiness for teaching staff management in educational districts, they were found only in one factor ("Competence"). This suggests that despite their good knowledge of management principles, managers are not yet ready to apply them in their work, because of little managerial experience or lack of relevant skills.

Thus, the qualitative analysis of the distribution of the components of psychological readiness for teaching staff management confirmed our theoretical model of psychological readiness where the key elements of managers' psychological readiness for teaching staff management in educational districts include managers' relevant personal characteristics and prevailing needs, which, in turn, associate with their managerial competences and managerial experience.

Cluster analysis, which followed factor analysis, divided the respondents by the characteristics of the structural elements of the components of psychological readiness for teaching staff management in educational districts into four groups (*Table 1*).

*Table 1*

**Types of managers' psychological readiness for teaching staff management in educational districts (cluster analysis results)**

№	Factors	Clusters			
		<i>Cluster 1</i> («Strategic»)	<i>Cluster 2</i> («Normative»)	<i>Cluster 3</i> («Comfortable»)	<i>Cluster 4</i> («Stable»)
1	Factor 1 («Consistency»)	0.524	-0.763	-0.254	1.416
2	Factor 2 («Competence»)	1.067	-0.386	0.482	-1.112
3	Factor 3 («Functionality»)	-0.350	0.106	0.088	0.112
4	Factor 4 («Organization»)	-0.475	-0.013	0.546	-0.001
5	Factor 5 («Value»)	-0.192	-0.089	0.347	0.044
6	Factor 6 («Development»)	0.171	0.026	-0.271	0.041
7	Factor 7 («Cooperation»)	-0.386	-0.429	1.159	0.115

As shown in Table 1, types of managers' psychological readiness for teaching staff management in educational districts were grouped as follows.

The first type includes the characteristics of three factors ("Consistency", "Development" and "Competence") which reflect the willingness of managers to identify competent teaching staff within educational districts and make them a team of associates. These managers look for new ideas and create favorable conditions for teaching staff's professional self-development to successfully implement modern projects in educational district. However, these managers are not yet ready for an open dialogue with subordinates based on their personal and professional interests and values, which is combined in factors "Organization", "Cooperation" and "Value". This type of management, which is characterized by expertise in applying innovative forms and methods to managing teaching staff, has been called "Strategic".

The second type is characterized by the factor "Functionality" that defines managers' work with teaching staff in educational districts entirely within the regulatory and legal fields. These managers are cannot use innovative approaches to managing teaching staff in general and are not ready to constructively cooperate with the teaching staff in educational districts, because they don't have relevant competences that are reflected in the factors "Consistency", "Competence", "Cooperation" and "Value". In other words, the managers from this group are guided in their work by strict observance of rules and regulations without adapting to social change and using innovative educational technologies. This type of management has been called "Normative."

The third type is characterized by four factors ( "Cooperation", "Organization", "Competence", "Value") that reflect managers' willingness to organize cooperation with the teaching staff in educational districts based on mutual understanding, mutual acceptance and shared values due to managers' professionalism and credibility among subordinates. These managers set work objectives according to teachers' professionalism (expertise) and personal interests. It should be noted that these managers do not think much about their own and their subordinates' self-development and professional growth to introduce innovative educational technologies and enhance competitiveness of educational districts in the educational market. These findings are confirmed by low levels of factors "Consistency" and "Development." Thus, managers of this type cooperate with teaching staff in educational districts primarily to create comfortable conditions in the educational district, rather than to determine the districts' development strategies. So, this type of management has been called "Comfortable".

The fourth type is represented by three factors ("Consistency", "Function" and "Cooperation") that reflect managers' willingness to cooperate with teaching staff in educational districts based on clear division of responsibilities, teachers' levels of professionalism and creation of favorable conditions for teachers' professional and personal development. Although these managers are open for discussion of different issues, they try to convince their subordinates to accept their reasonable views and opinions. However, these managers have poor knowledge about new approaches to managing teaching staff in educational districts in general and are not competent in using innovative training technologies to improve the quality of educational services (negative value of factor "Competence"). Thus, the managers' primary objective is timely execution of the tasks assigned to their educational districts. That is why this type of management has been called "Stable".

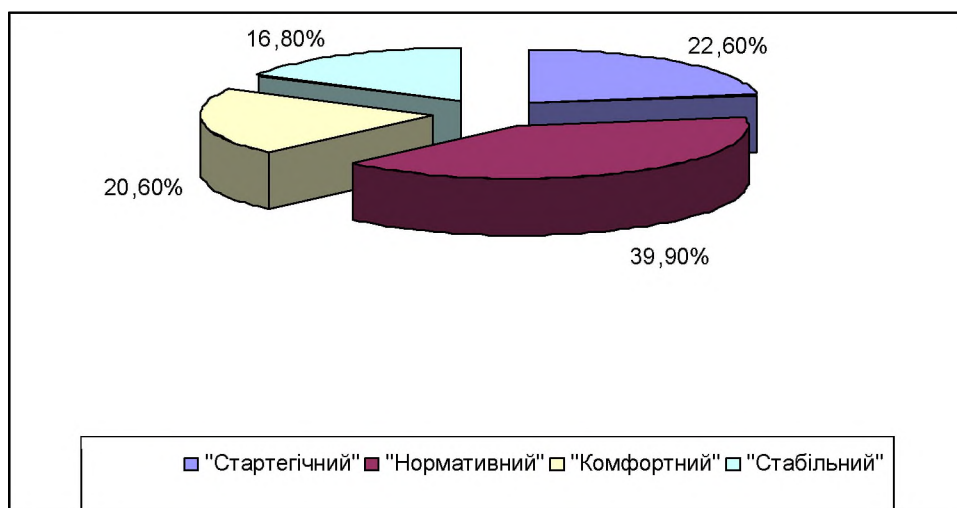
Thus, a detailed analysis of the above described types of managers' psychological readiness for teaching staff management in educational districts allowed suggesting that the optimum type of the readiness in question is "strategic type," because it is characterized by managers' innovative competence. In our view, this type is beneficial both for the managers themselves and for their interaction with teaching staff as well as for the successful implementation of the development policy of the educational districts.

The least efficient type of managers' readiness for teaching staff management is considered to be the "normative" type because the managers with this type of readiness rely mainly on traditional management techniques, which sometimes makes it difficult to work constructively with the teaching staff in achieving strategic aims.

It should be noted that the "stable" and "comfortable" readiness types are rather 'lop-sided'. For example, managers of the "stable" type, although aware of the necessity to join efforts with the teaching staff in promoting their professionalism and self-realization, do not possess relevant competences for this.

The managers who belong to the "comfortable" type, although being ready to cooperate with the teaching staff on the principles of mutual understanding and mutual acceptance, do not create conditions for the teaching staff's professional growth, which, in our opinion, may reduce the quality of educational services given in the educational districts.

Fig. 1 shows the distribution of identified types of managers' psychological readiness for teaching staff management in educational districts. It has been found that the majority of managers belong to the "normative" type (39.9%), followed by the "strategic" (22.6%), "comfortable" (20.6%) and "stable" (16.8%) types.



*Fig. 1. Types of managers' psychological readiness for teaching staff management in educational districts*

Thus, it can be concluded that only a small number of managers had the optimum psychological readiness for teaching staff management in educational districts, i.e. the "strategic" type readiness. Around 40% of the respondents have the least efficient type of readiness - the "normative" type. Approximately the same number of managers use the lop-sided style in their work with the teaching staff in educational districts (the "stable" and "comfortable" types).

We can suggest that it is the "stable" and "comfortable" types of readiness that have some potential for the improvement of teaching staff management in educational districts. However, in order to materialize this potential and develop managers' relevant competences, a system of special favorable conditions has to be created in educational districts.

**Conclusion.** Knowledge of the main types of managers' psychological readiness for teaching staff management in educational districts makes it possible to use a differentiated approach to

providing psychological support to managers for the improvement of their work with teaching staff in educational districts.

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**Вознюк А.В., Івкін В.М. Основні типи психологічної готовності керівників до управління педагогічними працівниками в освітніх округах.** У статті за допомогою факторного та кластерного аналізу виділено основні типи психологічної готовності керівників до управління педагогічними працівниками в освітніх округах. Проаналізовано послідовно зміст і структуру (насиченість певними структурними елементами компонентів психологічної готовності до управління педагогічними працівниками) кожного із факторів, виходячи з розуміння того, що в кожному факторі поєднуються компоненти, які мають смисловий зв'язок і відображають основні прояви психологічної готовності керівників до управління педагогічними працівниками в освітніх округах. Проаналізовано кількісний розподіл виділених чотирьох типів психологічної готовності керівників до управління педагогічними працівниками в освітніх округах. Виявлено, що найоптимальнішим із типів психологічної готовності керівників до управління педагогічними працівниками в освітніх округах є «стратегічний тип» (22,6%), оскільки в такому типі найбільше виражена компетентність керівників щодо інноваційних підходів до управління педагогічними працівниками в освітніх округах. Найменш ефективним типом ми вважаємо «нормативний тип» (39,9%), оскільки керівники цієї групи використовують традиційний підхід до управління педагогічними працівниками в освітніх округах. Встановлено, що «стабільний» (16,8%) та «комфортний» (20,6%) типи показують односторонній напрямок роботи керівників освітніх організацій. Констатовано, що керівники, які належать до «стабільного типу», з одного боку, усвідомлюють необхідність налагодження спільної діяльності з педагогічними працівниками в освітніх округах з урахуванням рівня професіоналізму підлеглих та створенням умов для розширення їх професійних можливостей і самореалізації професійних інтересів, а з іншого – не мають для цього відповідних знань.

Керівники, які належать до «комфортного типу», з одного боку, готові організувати співпрацю з педагогічними працівниками в освітніх округах на основі взаємосприйняття та взаєморозуміння, а з іншого – не створюють умов для вдосконалення професійного досвіду та розширення професійних знань підлеглих.

*Ключові слова:* освітній округ, управління педагогічними працівниками, психологічна готовність керівників до управління педагогічними працівниками в освітніх округах.

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