Teacher work engagement in Kazakhstan universities

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Abstract. The article is based on a study of teachers' engagement at four universities in Kazakhstan. The changes taking place in the higher education system require the active participation of the teachers in implementing changes and improving the university's activities. This research aims to assess the level of teacher engagement based on the analysis of the survey results. The findings of the study made it possible to determine the overall level of university teacher engagement depending on age, work experience, position, and academic degree. In addition, the main problem areas that reduce involvement and the main aspects of non-involvement were identified. The study conducted by the authors claims to be a partial picture of the university teachers since it covers only two departments at each university. However, the authors formulated the main directions for increasing teachers' engagement. The article presents practical recommendations according to identified motivating and demotivating factors that influence the engagement level of the university teaching staff. The study is one of the first attempts to assess teachers' engagement levels at Kazakhstani universities. It may interest the university's management, as it will allow them to conclude the current state of affairs.

Keywords: engagement, higher education, university teacher, Gallup Q12 servey, factors engagement.

Introduction

In modern society, the issue of employee engagement is one of the priorities of research. It attracts a lot of attention from scientists studying its theoretical aspects and practitioners studying the elements of using engagement as a factor in increasing the efficiency of a company [1-4]. The engagement of any organization's employees indicates the effectiveness of its activities in global and domestic practice. This relatively new technology for organizing and managing personnel is in its infancy and needs research. Current methods for measuring staff engagement, used by some organizations, require a scientific approach since they focus only on the necessary conditions that ensure engagement and describe only staff behavior. Today, studying engagement requires a regular approach and assessment, as well as broader coverage and differentiation across structural divisions of the company. Therefore, issues of effective professional activity of organization employees are particularly relevant in current research [5].

In this regard, in the higher education system, the question of the demand for educational traditions in general and, in particular, the professional qualities of teachers is becoming more acute. It is evident that in conditions of increasing competition, the success of Kazakhstani universities and their teaching staff largely depends on the engagement of teachers. The relevance of studying the participation of higher education teachers is also dictated by the dramatic changes in Kazakhstan's higher education system, in which the state sets universities the task of functioning in market conditions and shifting emphasis on working with faculty. Today, issues of economic efficiency and ensuring competitiveness are coming to the forefront for Kazakh universities, but of course, the quality of education remains a priority. Universities that have entered the field of transformation understand that their effectiveness is only possible with the genuine engagement of teachers. Behind the efficiency figures should be those thanks to whom educational systems are changing, ensuring both the generation of new ideas and their implementation. It follows that for higher educational institutions, providing a high level of teacher engagement is an important task that can improve performance results, improve the quality of educational services, attract and retain highly qualified and competitive specialists who can ensure the efficiency of the university and its competitiveness in the future market of educational services [6,7].

However, a review and analysis of the scientific literature showed that today, there needs to be more research into teachers' professional activities, particularly their engagement. The problems of definition and semantic content of the concept of engagement, its significance in the management system, and the quality of education still need to be developed more. In connection with the above, this study aims to clarify the concept of engagement, assess the level of engagement, and substantiate proposals for forming teachers' engagement in professional activities.

The study's scientific novelty lies in the fact that, for the first time, the engagement of higher education teachers is assessed based on an analysis of the survey results.

The study's practical significance lies in using the obtained data on the state of engagement of teachers at domestic Kazakhstani universities to determine directions for action to improve it and the professional activities of their teachers.

Theoretical research into the issue of engagement began in the second half of the 20th century. In 1981, one of the first works on the problem of employee engagement by scientist U. Ouchi was published. On its basis, the Japanese model of personnel management is presented, where achieving total staff commitment to the organization's values occurs through the ability of leaders to lead the team, i.e., the "hearts and minds" approach [8].

William Kahn was one of the first scientists to use the concept of "engagement" in his scientific work. He considered the concept of personnel engagement as the realization of an employee's potential and the degree of physical, cognitive, and emotional self-expression in the work process [9]. Jon Hellevig defined his understanding of engagement as "an employee's attitude towards the company, its management, work responsibilities, and working conditions, in which he shows interest in the company's successes and strives to fulfill his duties beyond the required level" [10]. A study by Xanthopoulou D. and others found that employees' work and personal resources influence their work engagement. Different types of resources and engagement develop in a cycle that determines employees' successful adaptation to the work environment [11]. Another study determined that work engagement is positively associated with job satisfaction and negatively associated with stress and burnout. Still, professional effectiveness, as a component of burnout, also influences the engagement factor [12]. Blau G. J. and Boal K. B. compare the concepts of engagement and loyalty. According to their findings, loyalty is a positive and negative result, even in its absence [13]. Engagement is more challenging to form but is less susceptible to deformation under the influence of external factors, says Lipatov S.N. [14]. The work of Bakker A. and others introduced a new concept of work engagement: a positive, satisfying, affective-motivational state of well-being associated with work, which is characterized by energy, commitment, and absorption [15]. Scientists Schaufeli W.B. and others define the concept of engagement as a positive, satisfying, emotional state associated with work, characterized by energy, enthusiasm, and passion, or as the commitment and loyalty of employees to the organization [16]. Other research suggests that different meanings of engagement focus on people's interactions with organizations or personal experiences [17]. Annie McKee's research identified aspects that provide employee engagement at work: a meaningful vision of the future, a sense of purpose, and excellent relationships [18]. Work engagement is defined as employee participation in organizational decision-making, interdisciplinary collaboration, and motivation and autonomy for further professional growth [19]. According to Grebenyuk N., the manager must ensure a common interest in achieving goals, and the employee must ensure personal responsibility for the results of their activities through open and constructive communication and interaction to analyze problems and achievements in work [20]. Melikhov Yu. E. defines engagement as "an internal state of a person caused by external or internal influence, associated with his needs, which activates, stimulates and directs his actions towards the goal" [21]. According to Adrianzen M.J., work engagement should be taken into account when developing organizational strategies and policies and promoting the mental health of employees [22].

The interpretations of the concept of engagement are pretty narrow since, in our opinion, engagement, in a broad sense, is a complex process consisting of motivation, satisfaction, interest, and loyalty to the organization. In our study, we define staff engagement as a two-way process: motivation to work, interest in the quality of work, staff satisfaction with working

conditions and relationships with colleagues and management, and the desire to realize the mission and goals of the organization and team.

Over the last decade, research has been conducted on the negative and positive impact of employee engagement on the performance of the company and the country as a whole. The Gallup International Association conducted many studies on this indicator. One of them revealed that countries suffer financial losses due to low engagement every year. Thus, staff engagement is an essential factor in the success of any modern organization, including higher education institutions, aimed at intensive development and increased efficiency.

The formation of teacher engagement is determined by the interest of the teacher himself and his internal aspirations. Moreover, staff engagement is one of the quality management principles in the ISO 9001 series standard [23], as well as an indicator characterizing the system of relationships between the university and teachers. It is known that the engagement of university teachers is influenced by university policy, organizational climate, principles of organizing staff work, and self-realization at the individual level. The engagement of teachers demonstrates the highest level of commitment to the university, interest and responsibility, and contribution to the overall professional cause.

Methodology

Various surveys vary in structure, focus, alignment with the company's actual needs, and the specifics of their methodologies when gauging engagement [24]. We used a well-known express method for assessing employee engagement, called the "Q12 questionnaire", developed by the Gallup research group [25], in which respondents are asked to show the degree of agreement with each statement on an R. Likert scale from "1" to "5" (1 – no, 2 - probably no, 3 - I find it difficult to answer, 4 - most likely yes, 5 – yes) [26], and is in the public domain. We adapted the text of the Gallup questionnaire for university teachers: the wording was clarified into vocabulary understandable to respondents and the university's work content. It consists of 12 questions like "I know what is expected of me at work"(Q1), "I have the materials and equipment I need to do my work right"(Q2), "The mission or purpose of my company makes me feel my job is important" (Q3), "At work, I have the opportunity to do what I do best every day" (Q4), "There is someone at work who encourages my development" (Q5), "At work, my opinions seem to count" (Q6), "In the last seven days, I have received recognition or praise for doing good work" (Q7), "My supervisor at work seems to care about me as a person" (Q8), "My associates or fellow employees are committed to doing quality work" (Q9), "I have a best friend at work" (Q10), "In the last six months, someone at work has talked to me about my progress" (Q11), "This last year, I have had opportunities at work to learn and grow" (Q12), and divided into four groups according to the main areas of engagement, such as basic needs, personal contribution, collaboration, growth, and development. This method determines three levels of teachers' engagement depending on the number of points they received in the survey, according to Table 1:

• engaged employees - working with passion, feeling a solid connection to the company, and working hard to improve their university;

• unengaged employees – doing the work expected of them but not putting in extra effort;
• actively disengaged employees – unhappy while working for the company, spreading their dissatisfaction to other employees.

Discussion and Results

The purpose of our research and survey on determining engagement is not for teachers to complete the survey and continue working but to start a conversation between the head of the department (dean) and each teaching staff member. This survey will allow university employees to communicate their needs, and their managers will learn which needs of their colleagues they should make more efforts to meet.

Consent to the statements presented in the questionnaire indicates the employee's engagement in the university's activities; the more such answers, the higher their level of engagement. At the same time, a high level of engagement is considered when positive responses are about 80-100%, while a figure of 60-79% is generally satisfactory and, simultaneously, a borderline result that should be paid special attention to [27]. The questionnaire we use is a "diagnostic tool" that also allows us to "outline ways to improve the existing situation" [28].
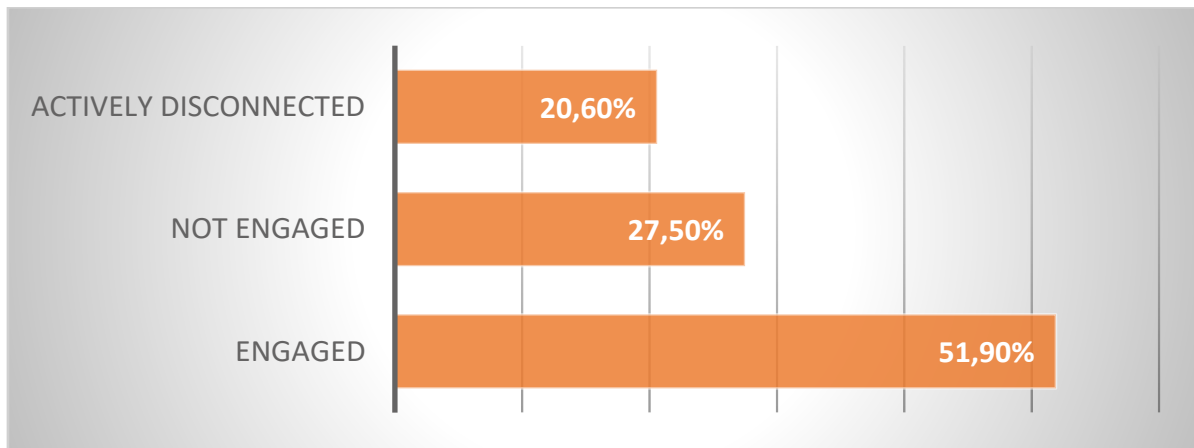
Table 1

Gallup Q12 survey rating scale

Assessment (scores)	Range (sum of points)	Category	Characteristic
4-5 (high)	48-60	engaged teachers	Engaged faculty – who work with passion, feel a strong connection to the university, and work hard to improve it;
3 (neutral)	36-47	not involved teachers	Unengaged teachers – doing the work expected of them but not putting in the extra effort;
1-2 (low)	12-35	actively disconnected teachers	Actively disconnected teachers are unhappy working at the university, spreading their dissatisfaction to other colleagues.

Our pilot study was conducted in 4 large leading universities of Kazakhstan, such as the Kazakh Agrotechnical Research University, named after S. Seifullin; the Eurasian National University, named after L.N. Gumilyov; Karaganda University, named after academician E.A.

40%

49%

38%

36%

37%

30%

25%

26%

20%

15%

14%

10%

0%

Involvement　　　　　Control　　　　　Risk-taking

Buketov and Almaty Management University, among the teachers of two departments of one faculty at each university. The general teacher population at four universities during the survey period was 214. Qualtrics and R programs were used to conduct the study and process the data. A link to the survey was sent to the available personal email addresses of university teachers.

The results obtained using the Q12 express method showed that the number of involved teachers from 4 universities is 51.9% (111 people), not involved – 27.5% (59 people), and actively disconnected – 20.6% (44 people), which indicates an average level of engagement of teaching staff (Picture 1).

ACTIVELY DISCONNECTED 20,60%

NOT ENGAGED 27,50%

ENGAGED 51,90%

Picture 1. Total number of teacher engagement in percentages

Table 2 presents the distribution of respondents according to important characteristics such as age, gender, work experience, academic degree, and position.

Table 2

Characteristics of respondents

		Number	of respondents			
			214			
			"Age"			
	23-33	34-44	45-55	56-66	67 >	
	54	73	52	27	8	
	25,20%	34,10%	24,29%	12,6%	3,70%	
			"Gender"			
	Male				Female	
	41				172	
	19,16%				80,37%	

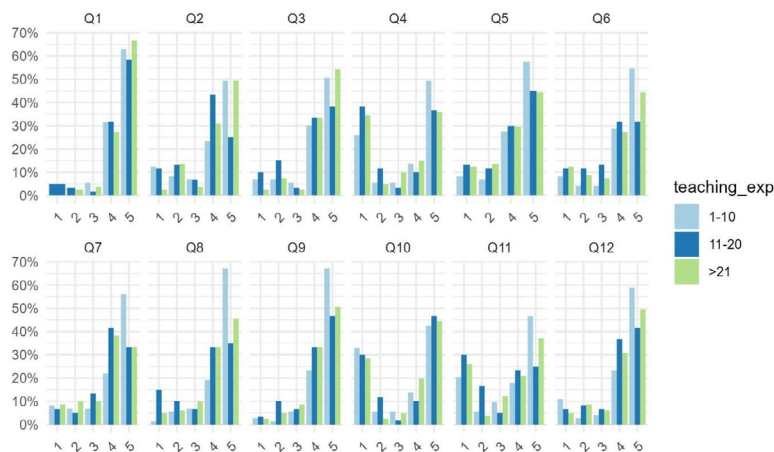|	Work experience at the university (years)					
	81		73		60	
	34,11%		28,03%		37,85%	
			Academic degree			
	Candidate of Science		Doctor of Science		No academic degree	
	84		13		117	
	39,25%		6,07%		54,67%	
			Job Position			
	teacher	senior teacher	assos. professor		professor	
	53	101	44		16	
	24,76%	47,19%	2 0,56%		7,47%	

The next stage of analyzing the survey results is to determine the level of engagement in 4 categories, systematized into factors influencing engagement. It was found that the engagement of teachers in the category "organizational policy" is 70%, "labor organization" is 65%, "organizational climate" is 50.5%, and "self-realization" is 55.6%. At the same time, it is noted that in the "self-realization" category, the percentage of actively disconnected teachers is 24.5%, which is high compared to others.

We observed the dynamics of significant differences in the parameters included in the questionnaire among respondents of different age groups from young to older (Picture 2). The data indicated different motivating and demotivating factors significant for engagement at different age periods. Teachers aged 23-33 years had a high level of engagement relative to other age groups (80.8%), determined by motivating factors such as Q1, Q8, Q9, and Q12. There were no demotivating factors for this age category. For employees 34-44 years old, the level of engagement is 67.23%; demotivating factors include Q4, Q10, and Q11. The age group 45–55 years old showed 77.1% engagement, where motivating factors include Q1, Q3, Q5, Q7, Q8, and Q9, and demotivating factors include Q5, Q6, Q10, and Q11. A group of employees aged 56–66 (percentage of engagement 73.5) years old gave low scores for the agreement parameter to statements Q4, Q5, and Q11 while simultaneously agreeing to statements Q1, Q2, Q3, Q9, Q10, and Q12. The last age category of respondents (over 67 years old), with 80% engagement, noted motivating factors as Q2, Q3, Q5, Q6, Q7, Q8, and Q12, and were classified as demotivating, according to the integral map of factors Q4, Q10. Thus, we can note that with age, the engagement of teaching staff decreases, and more demotivating factors appear, such as Q4, Q10, and Q11, i.e., there is a tendency to disagree with these statements or be dissatisfied with these needs.
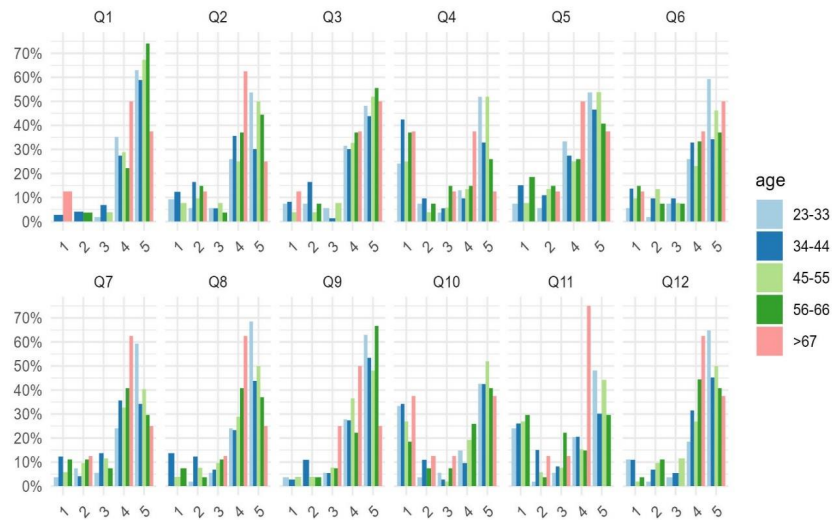
Picture 2. Engagement of respondents by category "Age"

The following analysis of the research results for the category "teaching experience" showed that the engagement in different groups is different; for example, among teachers with 0-10 years of experience, it is equal to 87.1%, i.e., high, for those with 11-20 years of experience – 68.8% and 73.1% engagement for those with more than 20 years of experience. Also, the study results showed many demotivating factors among employees who work longer, in contrast to employees with less experience (Picture 3). Based on the data in Diagram 3, we can designate motivating factors for employees whose work experience at the university is 0-10 years as Q1,3,5,6,8,9,12 and demotivating factors as Q4, Q10. Employees with 11-20 years of teaching experience exhibit motivating and demotivating factors. The first includes Q1,9,12, and the second Q4, 10,11. Those who have more than 20 years of experience do not receive motivation based on needs Q4, 5, 10, 11. The need for Q4, 10, and 11 is also noticeable here.

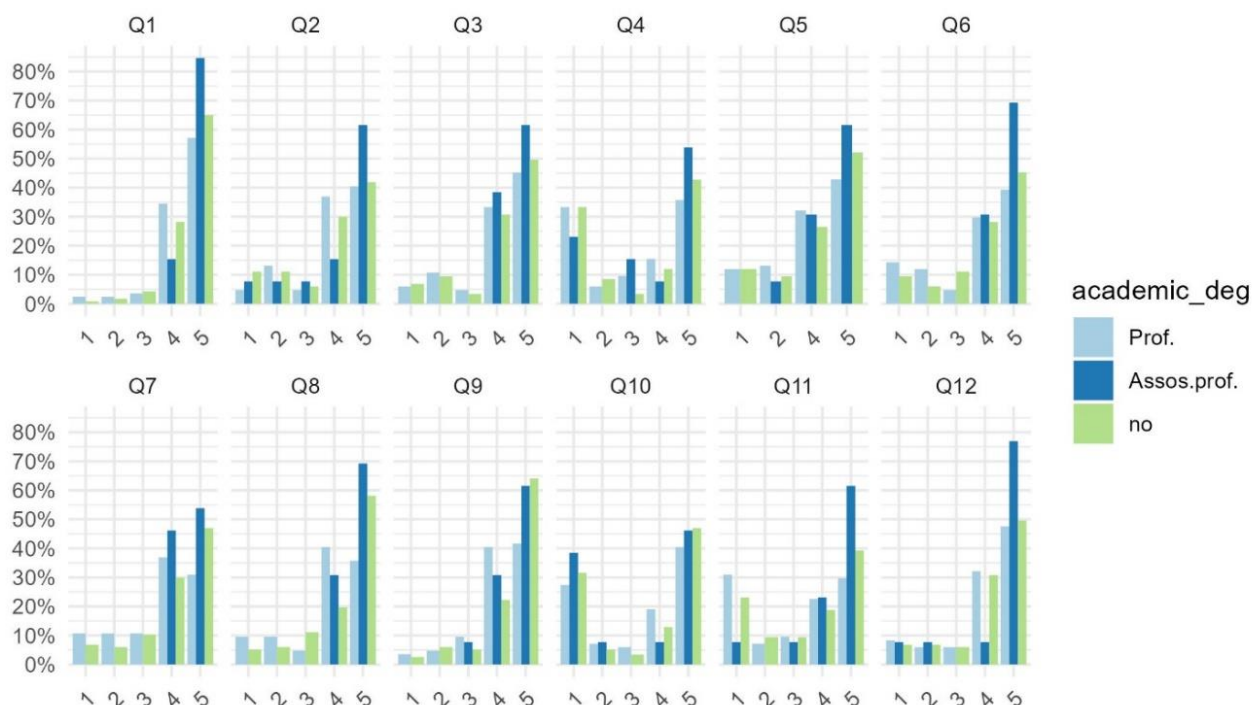**Picture 3. Engagement of respondents in the category "Teaching experience"**

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The questionnaire included a question aimed at determining the factors influencing respondents' engagement, categorizing teachers into three groups by academic degree: professors, associate professors, and those without an academic degree. Picture 4 presents the distribution of results according to the teachers' academic degrees. Notably, associate professors demonstrated the highest level of engagement at 87.1%, followed by teachers without an academic degree at 74.3% and professors at 71.7%. Common motivating factors across all three groups included Q1, Q2, Q3, Q9, and Q12, while demotivating factors encompassed Q4 and Q10.

The next category of teachers was divided into positions such as assistant/lecturer, senior lecturer, associate professor, and professor, without considering their administrative positions, which some had. Assistants, like professors, showed high engagement, 81.2%, and 84.4%. Senior lecturers and associate professors showed average satisfaction and were more like disengaged teachers according to their responses, i.e., 69.6% and 72.1% (Picture 5). The high level of engagement among assistants is determined by the following motivating factors: Q1, 3, 8, 9, 10. And only with statements Q4, 10,11 did the assistants show their disagreement. Among all their colleagues, senior lecturers were found to be uninvolved and showed several demotivating factors, i.e., disagreement with statements Q2, 4, 5, 10, 11. Having average engagement, Associate professors demonstrated their agreement with statements Q1, 3, 5, 9, and 12 and complete disagreement with Q4, 11. Also, the survey results showed the most significant motivating factors among professors, such as Q1, 3, 5,6,7,8,9,12, and disagreement with the statement Q10.

Picture 4. Engagement of respondents by category "Academic degree"
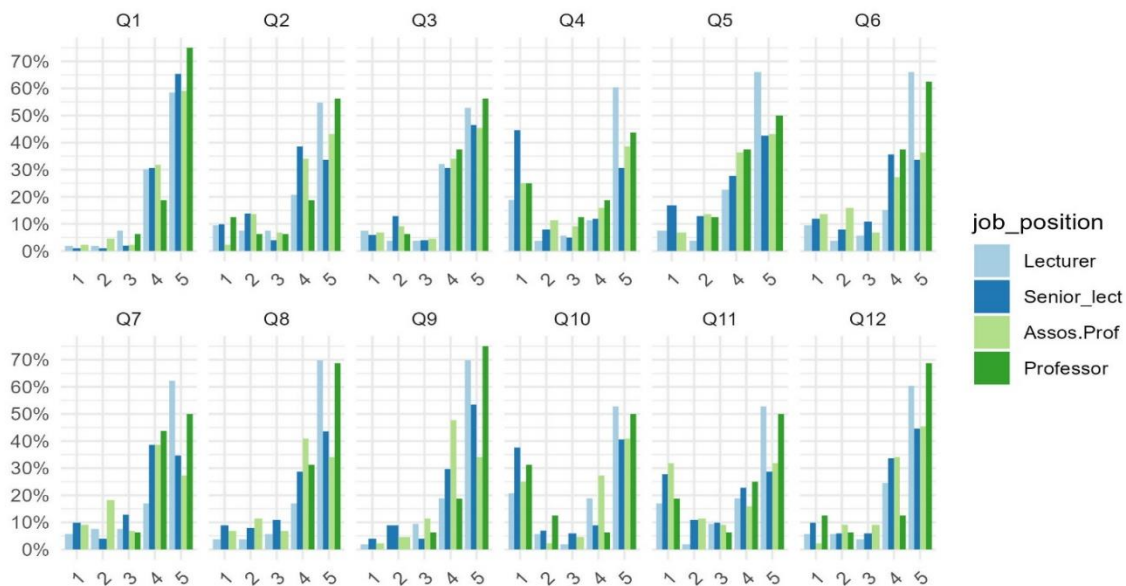
Picture 5. Engagement of respondents in the category "Job position"

Faculty attitude significantly influences faculty engagement. To evaluate this factor, teachers were asked about their job satisfaction, as it directly impacts engagement. The survey results regarding job satisfaction revealed that 87.8% of teachers are satisfied, 4.3% found it difficult to answer, and only 7.9% are dissatisfied with their university work.

The following conclusions can be drawn for each questionnaire item, considering the survey data obtained. The question of job satisfaction largely depends on the level of expectations of a particular teacher. Therefore, the received rating of "satisfied with the work" means that almost all conditions, or most of them, meet their expectations. We should also note that for a teacher with excessive job requirements, job satisfaction will never be determined by the maximum values. Considering the highlighted aspects, we can conclude that the attitude of teachers to work is a multifaceted phenomenon that is not static; its main parameters relate to the system of internal perception and prevailing social attitudes and also depend on the working conditions in which the employee finds himself. Creating more favorable conditions, i.e., meeting employee expectations, can further improve staff attitudes towards working in the organization and greater engagement.

Further, the survey presents 12 statements representing 12 needs that university department heads must satisfy to increase the productivity and efficiency of their work at the university.

Let us analyze in more detail the respondents' answers to questions related to the category "Organizational Policy." 93% of respondents agree with the statement, "I know what is expected of me at work," which means their job responsibilities are relevant to their work, which increases their engagement.

With the second statement, "I have the materials and equipment I need to do my work right," which is the second need for teachers and the strongest indicator of stress at work, 74% agree, i.e., the teaching staff has everything they need, i.e., materials, equipment, and intangible resources to complete the job, but 20% of the surveyed teachers do not agree with this, i.e., at the university, there are unattainable goals and expectations for the teaching staff; heads of departments do not ask or listen to the needs of their colleagues.

With the third question – "The mission or purpose of my company makes me feel my job is important," 79% of faculty strongly agree that their organization's mission or purpose makes them feel like their work is essential, but 14% disagree.

Thus, based on the analysis of the research results in the category "Organizational Policy," we can conclude:

– universities fully satisfy employees' essential and fundamental needs, like clear expectations. Department chairs set and discuss expectations for each department member and help guide them toward success in their field and across the university.

– most teachers have everything necessary, i.e., materials, equipment, and other resources for teaching activities. At the same time, it identifies the need for managers to listen to and advocate for the needs of colleagues.

– for three-quarters of the teachers, the mission and purpose of universities are clear and consistent with their experience, and their roles and tasks contribute to this. For the remaining one-fourth of colleagues, department heads need to help them understand how their roles and tasks contribute to the organization's mission and create opportunities for employees to share the organization's mission and how it achieves its purpose.

The following three questions belong to the next category, "Labor Organization." To the fourth question of the survey, "At work, I have the opportunity to do what I do best every day," 81% of teachers agree that they are allowed to demonstrate their best qualities, skills, and knowledge. The remaining 15% of teachers do not have a chance to prove their talents since they do not talk about their unique value, and their work is not coordinated.

The fifth need for a teacher is "There is someone at work who encourages my development." 73% of teaching staff agree that their development is encouraged at work. The remaining 18% of teachers believe this need is unmet.

The sixth question states, "At work, my opinions seem to count." 75% agree that their opinions and contributions are valued as university employees, 15% disagree, and 10% are undecided.

Thus, for the category "Labor Organization" the following conclusion can be made:

– most teachers are allowed to demonstrate their best qualities, skills, and knowledge. For those who are not satisfied with this, managers need to provide them with a chance to show their talents, talk to each of them about their unique value, and coordinate their work.

– the university as a whole satisfies the expected need of a teacher for development and career growth, but at the same time, some teachers need training, motivation, and responsibility assignments by their leaders.

– universities implement the practice of requesting and considering the contributions of colleagues, leading to more informed decision-making, and encouraging the emergence of new ideas that affect the quality of training and education in general.

Department heads need to be more proactive in engaging in open dialogue, providing honest feedback about the opinions and ideas of colleagues, and supporting their good ideas, which give people a sense of engagement in the decision-making process.

The next category, "Organizational Climate", contains four statements. The seventh question refers to this "During the last week, I have been praised for a job well done." Slightly more than half of teachers (54%) receive praise for the work done from their immediate supervisor, but 40% do not feel recognized, and 6% of teachers find it difficult to answer.

The eighth question of the questionnaire is "My manager cares about me." 78% of employees know that their manager cares about them and feels cared for, but 22% are dissatisfied with this need.

The ninth statement is, "My colleagues are responsible for fulfilling their duties." 85% of teachers strongly agree that their colleagues strive to produce quality work. Only 8% disagree with this, and 7% find it challenging to answer.

To the next 10th question, "One of my best friends works at the university," only 59% of teachers note significant friendships with colleagues, and 37% do not have them.

The results obtained allow us to draw the following conclusions for the category "Organizational climate":

– only half of the surveyed teachers feel their value and contribution and demonstrate to other colleagues what success looks like. The remaining half needs recognition from department heads. This unmet need is one of the demotivating factors that reduce the engagement of teaching staff.

– many teachers admit that they feel cared for and safe and find a balance between work and personal life. At the same time, a factor reducing engagement was identified. Not many managers succeed in meeting this need of employees, so managers need to see the person in their colleagues, celebrate his achievements, discuss his work results, and respect them.

– teachers are in an environment where there is mutual trust and respect for each other's actions and results, as well as a deep understanding of the principles of work and the expectations of the team.

– only half of the surveyed respondents have a deep sense of belonging to the members of their department or faculty, i.e., are positively disposed to actions that benefit the team and loyalty to the university. Knowing that friendship is not created and it is impossible to force everyone to be friends, department heads for the other half of the team should develop situations for rapprochement in which people can get to know each other, look for opportunities to gather their team, and plan time for communication at work. Respondents' disagreement with this statement identified it as a demotivating factor when assessing engagement.

The next category, "Self-realization," includes the remaining two questions. On the 11th statement, "In the last six months, someone at work has talked to me about my progress," 57% of university employees ultimately agreed with it, but 33% believe that their progress over the past six months has not been discussed at work, and 10% find it difficult to answer this question.

Considering the last twelfth statement: "This last year, I have had opportunities at work to learn and grow," 80% of university teachers satisfy the need to learn and grow as a mandatory

requirement to maintain momentum and motivation. However, 14 % of teaching staff do not agree that they have opportunities for learning and growth at work.

Based on the data obtained in the "Self-realization" category, we conclude that:

– only half of teachers agree that their progress over the past six months is discussed at work. The team leader needs to monitor his colleagues' progress and provide immediate, constructive, and motivating feedback so that they can achieve better results. This need is also one of the demotivating factors that reduce the engagement of teaching staff.

– teachers surveyed agree that the imperative need for learning and growth to maintain momentum and motivation is being met. For those who disagree, department managers should create learning opportunities and encourage the acquisition of new skills or better ways of doing work.

The survey findings revealed that teachers unanimously agreed on some issues. For instance, nearly 100% of respondents affirmed that they understand their job expectations and acknowledge their colleagues' commitment to delivering high-quality work. At the same time, there are problem areas that require effective ways to increase engagement: for example, 40% of respondents do not agree that they received approval and praise for a job well done over the past week; 37% of respondents do not have best friends at university; 33% noted that over the past six months at work, they had not received feedback about their professional successes and achievements; Also, one-fifth of respondents said that their manager does not care about them, that they do not have everything they need to do their job correctly, and that their professional development is not encouraged.

Thus, based on the identified problem areas, we formulated recommendations focused on the need to increase the engagement of university faculty. Let's start with recommendations for each statement under the Organizational Policies category. To satisfy the most basic need of any teacher, i.e., expectations, managers are encouraged to define and discuss all expectations of each employee and help them understand what leads to success in their area of work and the entire organization. This need was a motivating factor for all respondents. The following need was to have everything needed to get the job done. Given that one-fifth of faculty (senior faculty) do not feel they have what it takes to do their job, department heads are encouraged to ask and listen to the needs of their colleagues rather than assume and advocate for them, when necessary, effectively using the ingenuity and talents of their team. Teachers must understand the importance of their role and work, so the organization's policies, goals, and mission must be clear.

In the next category, "Labor Organization," having the opportunity to demonstrate one's best qualities, skills, and knowledge is the dominant factor for all respondents. The survey results confirm that leaders view their employees as individuals, position them to be engaged, and provide maximum value to the institution. It has also been determined that teachers receive everything they need for personal and professional development, and their development is encouraged at work.

Almost all respondents confirm that their opinions are of great importance at work. Leaders should continue to engage in open dialogue, provide honest feedback about colleagues' views and ideas, support good ideas, and make people feel included in the decision-making process.

Answers to questions in the "Organizational climate" category showed the weak engagement of teachers in work and the need for its development. First of all, heads of departments and other university departments should always recognize the value of the work and contribution of colleagues and constantly praise them for good work. According to the survey results, the element of engagement, such as the manager's concern for his colleagues, is a demotivating factor for all respondents. Managers should celebrate achievements, discuss performance, and respect their employees, which leads to a positive work environment. Teachers note the existence of interconnected, interdependent, and project-based teamwork and the desire to produce quality work. Managers are encouraged to set clear performance standards, hold employees accountable and promote an environment of excellence, and recognize and share examples of professional performance. When a colleague is your best friend, it creates a positive mindset for actions that benefit the team and increase productivity. Leaders should foster meaningful friendships in the proper context that builds loyalty and creates situations where people can get to know each other and schedule time for socializing at work. Otherwise, failure to implement this recommendation will demotivate the process of developing faculty engagement.

The engagement of teachers in the category "Self-realization" was also determined to be low. Teachers note that managers at work do not discuss their progress. Managers need to have frequent conversations, formally and informally, with employees about how they are doing to ensure immediate, constructive, and motivating feedback is provided and employees achieve increasingly better results. A motivating factor for teachers is the opportunity to learn and grow on the job. Leaders should continue to create learning opportunities and ask employees what they are learning, encourage them to learn new skills or find better ways to do work, discuss short- and long-term growth goals with them, and allow colleagues to take on new responsibilities and roles.

Thus, it is necessary to increase the degree of teacher engagement at each stage of his professional activity, considering individual characteristics, which will allow him to assess the prospects for his development and be more involved.

Conclusion

To summarize, we would like to note that this study does not pretend to be a complete picture and covers only a small part of each teaching staff of 4 Kazakhstani universities, but it allows us to assess the level of engagement of teaching staff and determine the main areas of work of department heads for promotion. Engagement is also essential for university faculty because it is associated with job satisfaction, and therefore, universities that strive to improve this indicator are more successful in retaining valuable employees. It is also important to note that teachers work not only to satisfy material needs but also to focus on professional and personal development, a sense of the significance of their work, providing quality educational services, and understanding their contribution to the common cause. This means that they strive to be involved both in the process of the educational institution's activities and in the results they receive. Thus, the level of engagement of the university faculty is influenced by awareness of the processes taking place at the university, the ability to convey their opinions to the university

management, the fairness of management's actions in resolving problems, the possibility of taking initiative and freedom of action, as well as respectful attitude towards staff.

Authors` Contributions

B.E. Khamzina – preparation of a theoretical review, interpretation and description of the research results, conducting a survey and collecting factual material, drafting the text of the article;

Zh. Abieva – working with Qualtrics and R programs, translating articles into English, conducting a survey and collecting factual material, statistical processing of survey results;

B. Abdrasheva – conducting a survey and collecting factual material, describing the study results, and preparing a list of references.

L. Nurkatova – idea of the concept, conducting a survey and collecting factual material, serious revision of the content, final approval of the provisions of the agreement.

In addition, the authors of this article are responsible for every aspect of the work performed: for studying and resolving issues related to the reliability of the data obtained and the integrity of each part of the article.

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Қазақстан университеттеріндегі оқытушылардың жұмысқа құлшынысы

Аңдатпа. Бұл мақала Қазақстанның төрт университетінің оқытушыларының қызметке құлшынысын зерттеуге бағытталған. Жоғары білім беру жүйесінде болып жатқан өзгерістер оқытушылардың өзгерістерді жүзеге асыруға және университет қызметін жетілдіруге белсенді қатысуды талап етеді. Бұл зерттеу сауалнама нәтижелерін талдау негізінде мұғалімдердің құлшыныс деңгейін бағалауға бағытталған. Зерттеу нәтижелері жасына, жұмыс тәжірибесіне, лауазымына және ғылыми дәрежесіне байланысты университет оқытушыларының жұмысқа құлшынысының жалпы деңгейін анықтауға, құлшынысты төмендететін негізгі проблемалық аймақтарды және оның негізгі аспектілерін анықтауға мүмкіндік берді. Авторлар жүргізген зерттеу университеттердің оқытушыларын толық қамтымайды, оған әр университеттің екі кафедрасы ғана қатысты. Дегенмен, авторлар оқытушылардың құлшынысын арттырудың негізгі бағыттарын тұжырымдаған. Мақалада университеттің оқытушыларының құлшыныс деңгейіне әсер ететін мотивациялық және демотивациялық факторларға сәйкес тәжірибелік ұсыныстар берілген. Бұл зерттеу қазақстандық университеттердегі оқытушылардың құлшыныс деңгейін бағалаудың алғашқы әрекеттерінің бірі болып табылады. Бұл оқытушылар арасында қалыптасқан жағдайды жете түсініп, қорытынды жасауға негіз бола алатындықтан, университет басшылығының қызығушылығын тудыруға себеп бола алады.

Түйін сөздер: құлшыныс, жоғары білім беру, университет оқытушысы, Gallup Q12 сауалнамасы, құлшыныс факторлары.

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Вовлеченность работой преподавателей в университетах Казахстана

Аннотация. Статья основана на исследовании вовлеченности преподавателей в четырех университетах Казахстана. Изменения, происходящие в системе высшего образования, требуют активного участия преподавателей в реализации изменений и совершенствовании деятельности университета. Целью данного исследования является оценка уровня вовлеченности преподавателей на основе анализа результатов опроса. Результаты исследования позволили определить общий уровень вовлеченности преподавателей университета в зависимости от

возраста, стажа работы, должности и научной степени, выявить основные проблемные области, снижающие вовлеченность, а также выявить основные аспекты невовлечённости. Проведенное авторами исследование претендует на частичную картину преподавателей университетов, поскольку оно охватывает только две кафедры в каждом университете. Однако авторы сформулировали основные направления повышения вовлеченности преподавателей. В статье представлены практические рекомендации по выявленным мотивирующим и демотивирующим факторам, влияющим на уровень вовлеченности преподавателей университета. Исследование является одной из первых попыток оценить уровень вовлеченности преподавателей в казахстанских университетах. Это может заинтересовать руководство университета, так как позволит сделать вывод о текущем положении дел.

Ключевые слова: вовлеченность, высшее образование, преподаватель университета, анкета Gallup Q12, факторы вовлеченности.

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