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INFLUENCE OF SELF-MANAGEMENT IN THE ACTIVITY OF LEADERS ON THE ORGANIZATION OF JOINT WORK AND IMPROVEMENT OF THE QUALITY OF FUNCTIONING OF THE EDUCATIONAL ORGANIZATION

INFLUENCIA DE LA AUTOGESTIÓN EN LA ACTIVIDAD DE LOS LÍDERES EN LA ORGANIZACIÓN DEL TRABAJO CONJUNTO Y LA MEJORA DE LA CALIDAD DEL FUNCIONAMIENTO DE LA ORGANIZACIÓN EDUCATIVA

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ABSTRACT

The purpose of the study is to provide an analysis of the contemporary challenges and advantages linked to the implementation of self-management techniques by heads of educational institutions. The research methodology encompasses a comprehensive theoretical analysis of diverse scientific, pedagogical, psychological, and managerial literature, supplemented by a historical-pedagogical examination and insights derived from practical time management strategies. Findings highlight the array of self-management challenges faced by educational leaders, emphasizing the necessity for a comprehensive competency framework that includes planning, delegating, organizing, directing, and monitoring. The research brings to light various psychological phenomena that affect leaders' time management and workload management capabilities, suggesting that proficient self-management is vital for improving the operational functionality of educational organizations. In conclusion, the article posits that the adoption of self-management strategies by educational leaders is crucial for significantly enhancing the performance of educational organizations and the quality of education they provide. It calls for the cultivation

of a self-management culture that goes beyond personal effectiveness to encompass collective and organizational achievements, highlighting the importance of self-management in achieving educational goals and fostering an environment conducive to learning.

Keywords:

Time management, perfectionism, efficiency paradox, personal effectiveness, procrastination, time-eaters, self-management.

RESUMEN

El propósito del estudio es proporcionar un análisis de los retos y ventajas contemporáneos vinculados a la aplicación de técnicas de autogestión por parte de los directores de instituciones educativas. La metodología de la investigación abarca un análisis teórico exhaustivo de diversa literatura científica, pedagógica, psicológica y de gestión, complementado con un examen histórico-pedagógico y percepciones derivadas de estrategias prácticas de gestión del tiempo. Los hallazgos ponen de relieve la variedad de retos de autogestión a los que se enfrentan

los líderes educativos, haciendo hincapié en la necesidad de un marco de competencias integral que incluya la planificación, la delegación, la organización, la dirección y la supervisión. La investigación saca a la luz varios fenómenos psicológicos que afectan a las capacidades de gestión del tiempo y de la carga de trabajo de los líderes, lo que sugiere que una autogestión competente es vital para mejorar la funcionalidad operativa de las organizaciones educativas. En conclusión, el artículo postula que la adopción de estrategias de autogestión por parte de los líderes educativos es crucial para mejorar significativamente el rendimiento de las organizaciones educativas y la calidad de la educación que imparten. Hace un llamamiento a cultivar una cultura de autogestión que vaya más allá de la eficacia personal para abarcar los logros colectivos y organizativos, destacando la importancia de la autogestión para alcanzar los objetivos educativos y fomentar un entorno propicio para el aprendizaje.

Palabras clave:

Gestión del tiempo, perfeccionismo, paradoja de la eficacia, eficacia personal, procrastinación, devoradores de tiempo, autogestión.

INTRODUCTION

Global trends influence all levels of education, the standardization of which prescribes the necessity for improving the effectiveness of education and upbringing. A pivotal prerequisite for attaining this goal in the market economy is competent and competitive personnel working in educational institutions. The dynamism of the external environment creates a need for independent planning of personal business load and working time necessary to make independent decisions and delegate authority in time-sensitive settings.

Time reserves are a factor that plays a major role in the activities of leaders (Peng & Chudy, 2021; Parlar et al., 2021; Sisson et al., 2021). Discussions among researchers and practitioners mainly focus on managing personal workload in time and the benefits of proper time management. Hence, there comes an understanding of the importance of an overarching competency in planning, assigning, organizing, directing, and controlling the work of staff. Notwithstanding, this nomenclature overlooks the set of skills that determine leaders' preparedness to deal with risks in the education sector (Ozhiganova et al., 2017). Therefore, there is an urgent need to reach a scientific understanding of the set of pressing problems regarding the use of self-management by educational leaders in their work.

The concept of time management of an educational organization's leader is marked by a rich semantic field comprising a wide nomenclature of adjacent and closely

connected concepts, including executive self-management, personal workload management, working time, SMART-management, Benjamin Franklin's time management system (or the Franklin pyramid), A.K. Gastev's concept of the method of working, lean manufacturing, kaizen, the Eisenhower decision matrix, the garbage can model, the 6Ps rule, the 1-3-5 rule, the 90/30 principle, the 4Ds system, the time-blocking technique, the Eat The Frog technique, the timekeeping method, the Kanban method, mind maps, the Gantt chart, and many other approaches that are dynamically developed and perfected.

Systematization of pedagogical and managerial experience in Russia and other countries demonstrates that a notable role in the development and improvement of competencies in managing working time and workload is played by the implementation of digital smart technologies. Admittedly, at present, self-management has not yet developed to the point of corporate culture in educational organizations.

The term "self-management" should be understood as, first, technological support of the organization of working time and increasing the efficiency of its use and, second, as deliberate control of the time spent on specific types of management activities accompanied by improved management performance by virtue of competencies and methods for setting and achieving objectives and implementing projects. The system of activities within the framework of self-management is wide and represented by several directions: planning, goal-setting, distribution and delegation, monitoring, organization, analysis of time costs, and prioritization.

Given the fact that the concept of self-management developed historically, it should be defined as a separate branch of management rooted in techniques that improve performance in terms of time. Experts are convinced, however, that this direction fails to fully consider the limits of efficiency and its cost. These kinds of approaches to raising personal efficiency contribute to professional burnout among personnel. Efficient employees are distinguished by their exhausted looks. Self-management training events for staff and executives are customarily carried out in the form of master classes. In practice, these attempts by "efficient executives" to indoctrinate "low-performing subordinates" with these promising ideas only evoke resistance. Similar ideas have already been tried in early 20th century America marked by the active development of the ideas of F. Taylor, the creator of the sweatshop system for maximizing profit. Experts and practitioners argue that executives focused on increasing efficiency naturally reach professional burnout. The dynamics of value attitude to the efficiency of time use progressively loses its position in the ranking of relationship effectiveness. This circumstance often explains failed attempts to introduce

corporate self-management policies at the company level, as they often neglect personal, group, and role self-management.

The goal of the study is to analyze topical issues associated with the use of self-management by educational organization leaders.

METHODOLOGY

The reliability and validity of the findings were provided through a theoretical analysis of scientific pedagogical, psychological, and management literature, a historical-pedagogical analysis, and an analysis of practical time management experience.

Particularly noteworthy is the method of artificial intelligence, which allows for a new approach to obtaining definitive knowledge. In this study, we considered a definition of the term “time management of an educational organization’s leader” generated by ChatGPT. Research methodology consisted in posing the command question prompt, i.e., asking the command question: “Time management of the leader of an educational organization is...”.

Some insight into the essence of the term “time management of an educational organization’s leader” is given using the AI method. Based on the content available on the Internet, ChatGPT produced the following definition of this multifaceted managerial and psycho-pedagogical phenomenon: efficient management of time to achieve the strategic goals of the educational organization, optimize pedagogical and managerial processes, and increase productivity in the education sector (Shevtsov, 2020). The definition presented by the AI, similar to those by individual scholars, should be recognized as untenable because time cannot be managed. It is possible, however, to manage one’s activity relative to time (efficiency) and dispose of the time available. Given that this research method is by nature a joint use of an algorithm, the results obtained included not only the above definition but also a set of aspects of time management of an educational organization’s leader identified by the AI, which deserves to be reckoned with (OpenAI, 2024):

1. Aspects associated with the planning of educational programs. The executive is required to be able to efficiently allocate their working time to develop, approve, and implement educational programs that fully comply with educational policy goals and standards.
2. Aspects concerning human resource management in educational organizations. This aspect addresses the necessity of organizing the work of teachers, administrative staff, and other personnel categories, which, in turn, requires thorough planning of working time and regular staff meetings and training.
3. Aspects related to interaction with society and parents. We have to concur with this point because in

principle any interaction with the external environment implies a diversion of attention from the primary and the planned. An executive of an educational organization has to be able to allocate moments from their time budget to communicate with representatives of the public, parents, and students. This is needed largely to maintain partnerships, address pressing issues, and maintain a positive perception and image of the educational organization.

4. Aspects linked to strategic planning. Considering the necessity of this aspect implies that in the process of developing and implementing the goals defined in the strategy of the educational organization, of particular importance is careful time planning, analysis, and monitoring, including based on cyclograms of information collection.
5. Aspects related to budget management. Financial management and budgeting are directly associated with time management of the leader of an educational organization, as these goals demand the executive’s attention and resources of free time.
6. Aspects related to the professional development of the head of an educational organization. In this aspect, the manager must allocate a certain amount of time for their professional growth, taking part in such forms of work as training, conferences, meetings, and exchange of experience.

We should thus infer that effective management of an educational organization under conditions of multitasking through time management will contribute to the quality of the educational organization’s functioning.

Attention to these aspects also provides for the development of appropriate mathematical and sociological tools that equip the executive with pedagogical monitoring. However, it should be recognized that the multifaceted nature of the work of educational organizations of different levels affects the content of the manager’s work, as well as the number of stakeholders, interactions with whom also consume the executive’s working time.

In their work, the leader has to always be sharp and ready for the unexpected. Maintaining a constant state of readiness is the most important quality for executives. In addition to the basic range of responsibilities, there often arise atypical unplanned situations that require immediate intervention and attention. For these reasons, they need to plan their activities and workload to successfully solve problems and accomplish tasks. Executives in the education system, irrespective of their level, are frequently and systematically confronted with excessive managerial workloads and time pressures (Shumilina, 2012; Lukashenko, 2014). Accumulation of a tremendous amount of tasks might make it difficult to make the right decisions on choosing priority, urgent, and more important tasks, even for an experienced manager. A solution to this

range of problems can be found in the development of competence in organizing personal time appropriately. It has been established that time management helps to manage people effectively and saves up to half of the working time of executives, which is usually not limited by job descriptions. Lack of skill in managing personal managerial workload in most cases the organizational factor becomes a determinant of professional burnout and generates conflict situations. These problems are further exacerbated by the efficiency paradox connected with self-management, whereby an increase in performance on important tasks brings about an influx of new tasks to be completed (Veldanova & Rossoskaia, 2024).

Modern research shows that the shortage of working time among leaders of educational organizations forces them to increase their working hours and expand their time limits. The consequence of this state of affairs is a lack of time and energy for personal life, rest, and caring for health. Dealing with urgent matters comes as a result of spontaneous events. A separate group of psychological problems in the work of executives is generated by the so-called procrastination and perfectionism, because of which less urgent matters are continuously postponed to a later date or delayed, while the employee focuses on more pleasant and simple tasks (Pushkina, 2015). Thus, the resolution of truly important and time-sensitive issues is replaced by unnecessary tasks.

Procrastination is most often explained by negative subjective psychological phenomena (fear of responsibility, insecurity, avoidance of failure, fear of disapproval, etc.) (Ilin, 2011). There also are other explanations for procrastination. Through the lens of generational theory, sociologists explain procrastination by the system of values of Generation Y, whose representatives are convinced of their value and demand it to be recognized by others when working with them.

In perfectionism, attention is shifted from the main objective to individual features, which leads to missed deadlines and a lot of time wasted. The negative aspect of perfectionism is that it slows down the entire process of working on projects and increases resource costs, including time costs, several times. The primary axiological problem of perfectionists is that they do not feel the problem of the value of time.

However, things are not so gloomy and doomy when it comes to the interaction of superiors and subordinates with different types of psychological features: e.g., “perfectionist executive” (neurosis of inadequacy) – “procrastinating subordinate” (anxiety, laziness). In this interaction, subordinates leave their comfort zone and perform their work with quality, although their procrastination also increases. This is confirmed by the matrix of correspondences characterizing the features of the executive’s influence on subordinates (Table 1).

Table 1. Features of the work behavior of different types of executives and subordinates.

Executive			
Subordinate	Procrastinator	Perfectionist	Slacker
Procrastinator	Stagnation	Acute conflict	Harmony
Perfectionist	Degradation	Overworking and overtime	Severe degradation
Slacker	Delegating and shifting work to others	Conflict	State-owned company

Source: Grachev (2016)

Such systems of interactions and their consequences naturally suggest that self-management should be part of not only the personal culture of the leader but extend to subordinates as well. In addition, it is important to emphasize that perfectionism and procrastination can be overcome through the development of such skills as delegating one’s work and being able to take a rest and switch off from work.

Nevertheless, the majority of executives try to spontaneously propagate their time management ideas among subordinates. With this approach, heads of educational institutions have virtually no control over their time, strongly depend on circumstances, and stop distinguishing between minor and important issues. Unresolved important issues left for later give rise to new current problems. A necessary precondition for effective planning in educational organizations is the consideration of both internal and external information.

The excessive focus of educational organizations on training, upbringing, and management leaves unattended the issues of business process management, the quality of which defines the overall efficiency of the organization’s work. These matters are addressed by many research works, mainly of a conceptual and theoretical nature (Lukashenko, 2014; Randin, 2019). Nevertheless, there are still problems pertaining to the operational optimization of the work of various structural subdivisions and the personal efficiency of educational organizations’ staff. This refers first and foremost

to managerial staff, whose managerial competencies are an example for all other subjects in educational and managerial processes in educational institutions.

CONCLUSIONS

Summarizing the obtained results, we conclude that the managerial work of the leaders of educational organizations is complex and multifaceted, which is why the delegation of their authority is a vital prerequisite for the successful operation of educational organizations. Analyzing the opinions of experts and practitioners, we find that a considerable role in the introduction of self-management ideas is played by the personal example and authority of the executive. Through the strategic implementation of self-management practices, educational leaders are equipped to navigate the complexities of the modern educational landscape with increased efficacy and resilience.

However, of no less importance in the distribution of self-management ideas and values are the psychological features of subordinates relating to such attitudes to work as procrastination, perfectionism, laziness, and the efficiency paradox. These features describe the varying attitudes to disposing of personal working time and performing the work. Different combinations of these types may deliver opposite results of joint work and allocation of personal working time.

The generalization of different points of view enabled us to formulate an original definition. The term “self-management” should be understood as deliberate control of working time to carry out specific types of managerial activity using the methods, technologies, and techniques of their realization to bring to order the use of working time by the executive and their subordinates.

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