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Correlation between managerial competences and psycho-emotional resources and limitations of heads of rural general education organisations

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Abstract

The problem of school management efficiency is topical, especially in the periphery. Often the issue is based on the competences of a manager and his/her psycho-emotional reserves. Emotional intelligence and burnout of rural school managers are poorly studied. Therefore, the aim of the study is to determine the psycho-emotional resources/limitations of rural school managers in their connection with managerial competences.

Rural school principals' managerial resources turned out to be skills of goal-setting, leadership, influence on others, management of others' states, and empathy. Creativity, problem-solving skills are limited; personal values are blurred. Reflection of one's emotions and self-regulation are less developed. Formalism is inherent in work, experience of professional failure. The analysis of correlates and regressions has shown: skills of behavioural regulation, empathy, management of others' condition, identification of emotions expand managers' competences. Professional burnout reduces managerial potential (reflection of managerial work, aspiration to innovations, search for balance of personal and business goals, skills of team building, leadership, influence on others), blocks manifestations of emotional intelligence (differentiation, regulation of one's own states and others).

Professional burnout and low emotional intelligence create risks in the activity of rural school managers. Managerial potential can be improved by developing creativity, self-regulation, problem-solving skills, and defining values.

Keywords: rural school principals, management competencies, professional burnout, emotional intelligence.

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Introduction

Modern Russian schools' function in complex conditions. On the one hand, there are serious socio-political and economic changes in the country, constant innovations in the education system, high uncertainty and lack of clear algorithms of work. On the other hand, there are high demands on school graduates regarding the quality of education, which are made by employers, higher education institutions and parents. School administration is the link between the state, regulatory authorities and other participants in the educational process. They develop and implement innovations, solve tactical problems of education. However, the solution of these issues often hinges on the managerial competences of school leaders. After all, experienced teachers, sometimes with administrative skills, are appointed to the positions of the principal or deputy principal of a general education institution (especially in rural areas). At the same time, they have no formal management training. Management education is given outside the socio-cultural context, and knowledge quickly becomes outdated, which makes it difficult to implement in real practice. Rural school managers acquire their managerial skills by 'trial and error' method.

Management in the sphere of education makes high demands on the personality of a manager, in particular, on cognitive and psychoemotional competences (Grishina, 2016). The deficit of personal, professional, and energy resources leads to professional burnout. This, in turn, affects the socio-psychological climate in the school team (Dukhanina, 2022).

Thus, in the sphere of education there is a contradiction between external requirements to the personality of a manager capable of bearing social responsibility, multitasking and high pace of managerial processes, and the availability of real psycho-emotional resources in connection with his/her managerial competences. Therefore, the search for ways and means of strengthening the personal reserves of rural school managers acted as a research problem.

Purpose and objectives of the study

The purpose of this study was to determine the relationship between managerial competencies and psycho-emotional resources and limitations of managers of rural general education organisations. Hypothesis of the study: emotional intelligence expands the possibilities of realization of managerial functions by managers of rural schools, and professional burnout limits them.

Objectives of the study:

- to identify strong and weak managerial skills of rural school leaders;
- to evaluate the level of psycho-emotional reserves and risks in rural school managers;
- to analyze relationships between the parameters of psycho-emotional resources and managerial competences in rural school managers;
- to assess which managerial and emotional aspects of rural school managers' personality are mostly determined by professional burnout.

Literature review

In the educational system, managerial competence among other professional skills of a manager is a key competence. It consists of communicative, organisational, cognitive, motivational, constructive, design, emotional-volitional, creative parameters (Woodcock & Francis, 1991). Researchers believe that emotional intelligence takes a special place here (Goulman, 2009).

Emotional intelligence (EQ, emotional quotient) is a manager's ability to recognise, understand and manage his own mental state and other people. Thanks to it, he is effective in self-regulation and influencing others (Goulman, 2009). While many works have been written about the emotional intelligence of different top managers, the problem of their professional burnout is practically not discussed. While the labour of a manager is associated with numerous stresses, and the state of burnout indicates its unresourcefulness.

Addressing the problem of professional burnout within the framework of socionomic professions is not new. According to ICD-11, this syndrome is the result of chronic stress in the workplace, which could not be successfully coped with (Kochetkov et al., 2023). Maslach and Jackson (1981) considered burnout as a response of interpersonal communication to professional stress. Today various analogues of this concept are used: mental burnout, emotional burnout, emotional burnout syndrome, emotional burnout syndrome, professional burnout syndrome, personality burnout or soul burnout (Nerush & Povarenkov, 2013). This phenomenon has been described from different positions: factor (Iwanicki & Schwab, 1981; Maslach &

Jackson, 1981; Pines & Aronson, 1981), dynamic (Perlman & Hartman, 1982), procedural (Grinberg, 2002), etiological (Kulikov, 2007) et al. In general, the studies of burnout phenomenon are multidirectional and ambiguous.

The interest of foreign scientists is connected with the problems of teacher burnout. In particular, with the study of factors (e.g., COVID-19 pandemic) and means of its prevention (Kochetkov et al., 2023). Burnout was found in about a quarter of teachers in Iraq (24.5 %) and Taiwan (26 %), in 11.6 % of teachers in Sri Lanka, 47 % in Germany, and 53.2 % in China (Al-Asadi et al., 2018; Seibt & Kreuzfeld, 2021).

Russian studies show that the level of burnout in teachers depends on many objective (region, level and specificity of educational organisation, subjects taught, climate, school organisational environment) and subjective factors (individual characteristics, motivation, values, psychological defences) (Belousova, 2021; Dukhanina, 2022; Vinogradova & Adbrakhimova, 2019).

Numerous correlates of professional burnout in education are described. For example, bureaucratism, lack of support from colleagues, parents and students, unsatisfactory behaviour of schoolchildren, and an unfavourable educational environment (Berezina et al., 2023; Burke et al., 1996; Kochetkov et al., 2023). The links between burnout and biological age of teachers have been revealed (Berezina et al., 2023). The leading factor in the development of burnout is considered to be personal manifestations of teachers. For example, anxiety, tension, excessive restraint, neuroticism, susceptibility to emotional contamination, responsibility, insecurity, instability, introversion, stability and regulation of emotions, sense of subjective well-being, emotional intelligence (Burke et al., 1996; Carroll et al., 2022; Kudinov et al., 2016; Le Blanc et al., 2001; Maillefer et al., 2018; Malyshev, 2020; Vinogradova & Adbrakhimova, 2019). At the same time, all these works were carried out on the material of school and university teachers.

In domestic (Belousova, 2021) and foreign publications (Burke et al., 1996), authors point out that teachers are more prone to professional burnout in the sphere of education. Leaders are saved by the diversity of functions. At the same time, there is information: if a manager suppresses emotions, is unmotivated to communicate, is inactive, and does not feel his/her usefulness for society, the risk of his/her professional burnout increases (Belousova, 2021). At the same time, the authors do not analyse the relationship between professional burnout and managerial abilities of managers, although the problem of managerial competence in secondary education is acute and requires in-depth research.

Methodology

The research was based on rural school managers' self-assessment of their managerial competencies and psycho-emotional resources and risks. The method of data collection was testing. Managerial skills were assessed using the methodology "Analyzing one's limitations" by Woodcock and Francis (1991). Psycho-emotional parameters of personality were revealed through the test "Emotional Intelligence" by Hall (Il'in, 2021) and "Burnout Questionnaire" by Maslach adapted by Vodop'yanova and Starchenkova (2008). Data processing was carried out in MS SPSS Statistics program. The following statistical methods were applied: descriptive statistics, correlation analysis, simple linear regression, Fisher and Shapiro-Wilk criteria.

The study involved 40 administrative staff of rural schools from the Republic of Tatarstan: school principals – 30%, deputy principals – 70%. Work experience in education 1–39 years (M = 19.8, SD = 11.1). Age of respondents: 23–62 years (M = 43.5, SD = 9.29). The majority of the sample is female (95%).

Results

Self-assessment of managerial skills using the 'Analysis of one's limitations' methodology has shown that the majority of rural school managers have an average level of managerial abilities (from 52.5% to 80%). The most developed qualities include the ability to lead (I) and the skill of influencing others (G), having clear goals in business matters and personal life (C) (Table 1). However, they recognise that their values are not in line with the realities of life (B), have difficulties in being resourceful in management (F), and lack tactical problem-solving skills (E).

The study of emotional intelligence in rural school administrators has shown an average level of its development (Table 2). Comparison of test parameters shows that respondents' difficulties arise from misunderstanding of their emotions and inability to manage them. At the same time, the skills of managing mental states of other people are sufficiently formed (average and above average levels), as well as the ability to empathise.

Assessment of managers' psycho-emotional reserves by means of K. Maslach test (Table 3) showed that "emotional exhaustion" of respondents, as well as their "professional burnout" in general, does not exceed the average level. However, the parameters 'reduction of personal achievements' and 'depersonalisation' are in the zone of high values. This is reflected in formalism and negativism towards their professional duties. The ratio of respondents by scales states that 26% have a high level of 'saturation' of work and a decrease in mental tone, and 55% of managers have an average level of exhaustion. A high level of

personal alienation in work is manifested in 63% of headmasters and 37% have an average level. Growing labour dissatisfaction at the average level can be judged in relation to 35% of respondents, while the majority of school managers have a high level – 48%.

Table 1. Descriptive statistics on managerial competences of rural school managers.

Methodology scales "Analyzing Your Limitations" M. Woodcock	**Mean values, M**	**Standard deviation, SD**
Self-management, A	5,6	1,99
Clear values, B	4,9	1,8
Personal goals, C	**6,4**	1,48
Self-development, D	6,1	2,05
Problem solving, E	5,3	2,09
Creativity, F	5,3	2,4
Influencing others, G	**7,1**	1,78
Understanding management work, H	5,7	2,04
Ability to manage, I	**6,5**	1,82
Ability to teach, J	5,7	2,16
Skill in organizing group work, K	6,2	1,92
Integrated indicator of management abilities, MS	5,9	1,95

Note: Dominant mean values are in bold, minimum values in the sample are underlined.

Table 2. Descriptive statistics of the indicators of emotional intelligence of rural school managers.

Test scales "Emotional Intelligence" N. Hall	**Mean values, M**	**Standard deviation, SD**
Emotional awareness	26,6	5,15
Managing your emotions	24,3	5,89
Self-motivation	27,3	5,36
Empathy	**28,1**	4,49
Managing the emotions of others	**28,8**	5,03

Table 3. Descriptive statistics of indicators of professional burnout of rural school managers.

Scales of the professional burnout questionnaire K. Maslach	**Mean values, M**	**Standard deviation, SD**
Emotional exhaustion	22	6,7
Depersonalization	**12,5**	4,5
Reduction in personal achievements (reverse scale)	**30,8**	5,2
Systemic index of professional burnout	0,4	0,1

According to correlation analysis, managerial competences and parameters of professional burnout (Figure 1) have an abundance of negative relations (15). Positive correlations with the indicator 'reduction of personal achievements' (6) signal the same, as it is the reverse scale in the test. The integral indicators 'professional burnout' (8) and 'reduction of personal achievements' are maximally represented in this correlation structure (6). Thus, professional burnout negatively affects most of the managerial skills. The manager's ability to innovate (F) is at the greatest risk in this respect. The exceptions were the competences revealing the ability to manage oneself (A) and train others (J), the ability to rely on personal values in labour (C). In turn, unformed managerial competences lead to professional burnout.

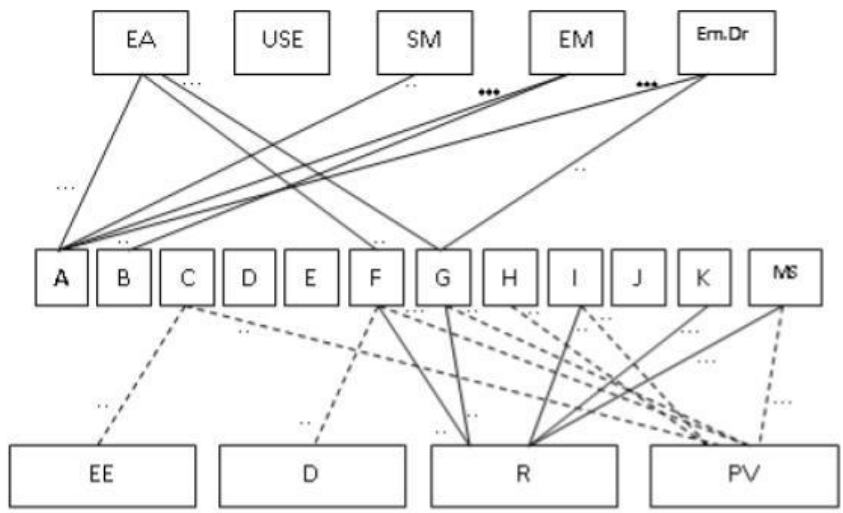

Figure 1. Correlation pleiad of relationship of parameters of psycho-emotional resources of personality and managerial competences of rural school heads ($p \leq 0.01$, $p \leq 0.001$)

*Note: A – self-management, B – clear values, C – personal goals, D – self-development, E – problem solving, F – creativity, G – influence on others, H – understanding of managerial work, I – ability to lead, J – ability to teach, K – skill in organizing group work; EE – emotional exhaustion, D – depersonalization, R – personal achievement reduction, PV – systemic index of occupational burnout; EA – emotional awareness, USE – managing one's emotions; SM – self-motivation, EM – empathy, Ev. Dr. – management of one's emotions; critical values of correlation coefficients forn = 40: * – p≤0,05 (0,310); ** – p≤0,01 (0,407); *** – p≤0,001 (0,50).*

The correlation of emotional intelligence indicators and managerial competences, on the contrary, is represented only by positive links (19). The greatest number of connections demonstrates the skill of managing the emotions of others (Ev.Dr.) (7), as well as self-management (A) (5) and understanding one's own state (EA) (5). Two indicators – the parameter 'emotional awareness' (EA) and 'managing the emotions of others' (Ev.Dr.) – correlate not only with the ability to manage oneself (A), but also with the

ability to create (F), influence others (G), understand the essence of managerial work (H) and organise teamwork (K). At the same time, the ability to manage the emotions of others (Ev.Dr.) is also related to the skills of awareness of personal values (B) and the ability to lead (I). Thus, different aspects of emotional intelligence can be considered as resources that enhance managerial competences.

So, it is revealed that managerial competences are related to psycho-emotional parameters. The components of emotional intelligence enhance managerial skills, and psychological burnout, on the contrary, leads to ineffective management. And, on the contrary, managerial activity itself contains conditions to stimulate the growth of psycho-emotional reserves of personality, but creates risks for emotional burnout.

Linear regression was carried out to assess the degree of risk of poor-quality implementation of managerial functions by rural school managers, which appears in case of their professional burnout. The predictors were K. Maslach test parameters, including the system indicator 'professional burnout'; the dependent variables were M. Woodcock test scales. It was found that managerial abilities are 24 % determined by professional burnout ($F = 12{,}21$, $p \leq 0{,}001$, $R2 = 0{,}24$). In this case, such skills as the ability to set clear and precise goals (C) ($F = 8.25$, $p \leq 0.01$, $R2 = 0.18$), to influence (G) ($F = 7.25$, $p \leq 0.01$, $R2 = 0.16$) and lead others (I) ($F = 8.73$, $p \leq 0.01$, $R2 = 0.19$), to understand the specifics of managerial labour (H) ($F=8.14$, $p\leq0.01$, $R2=0.18$) suffer. Emotional exhaustion (EA) also interferes with effective goal setting (C) ($F=7.64$, $p\leq0.01$, $R2=0.17$) and leading people (I) ($F = 6.54$, $p \leq 0.01$, $R2 = 0.15$). Professional dissatisfaction (R) negatively affects the integral indicator 'managerial competences' (MS) ($F = 13.35$, $p \leq 0.001$, $R2 = 0.26$). Against the background of this condition, the manager's influence on subordinates (G) ($F = 9.92$, $p \leq 0.01$, $R2 = 0.21$), ability to lead (I) ($F = 9.79$, $p \leq 0.01$, $R2 = 0.2$) and to organise group work (K) ($F = 12.18$, $p \leq 0.001$, $R2 = 0.24$) decreases. Creativity in management (F) is blocked by burnout in one third of the sample of rural school managers ($F = 18.38$, $p \leq 0.001$ $R2 = 0.33$). Particular contribution here is made by 'reduction' ($F = 11.59$, $p \leq 0.01$, $R2 = 0.23$) and 'depersonalisation' ($F = 7.7$, $p \leq 0.01$, $R2 = 0.17$).

Comparison of the relationships between the parameters of professional burnout and emotional intelligence using linear regression showed that emotional exhaustion (EA) and reduction of personal achievements (R) block the regulatory processes of the emotional sphere. Against the background of saturation with administrative work, the management of one's emotions (USE) ($F = 12.83$, $p \leq 0.001$, $R2 = 0.25$) and behaviour (SM) ($F = 12.74$, $p \leq 0.001$, $R2 = 0.25$) decreases. Disbelief in the success of their work and negative evaluation of their achievements reduces the manager's ability to recognise and understand their emotions (EA) ($F = 11.63$, $p \leq 0.01$, $R2 = 0.23$), manage the emotions of others ($F = 7.71$, $p \leq 0.01$, $R2 =$

0.17). The systemic indicator of occupational burnout also reduces the parameter of 'emotional awareness' ($F = 10.18$, $p \leq 0.01$, $R2 = 0.21$).

Discussion

From the point of view of rural school leaders, their strengths in management are leadership, influencing others and goal-setting skills. However, the level of their development in the majority of them is at the average level. It is not surprising, because these qualities are key in the pedagogical profession, and as a rule, experienced teachers or those possessing these abilities are selected for school management.

Problem-solving skills, difficulties with managerial innovation, and blurred personal values are noted as underdeveloped competences by managers. The lack of strategic and tactical skills in managerial activity can be associated with a number of problems. Firstly, it is the inadequate quality of management education in Russia. Secondly, the permanent transformation of Russian education. Hence, avrational, inconsistent and contradictory changes in the system of requirements to schools, to which it is difficult to adapt. Thirdly, limited access to resources due to the remoteness of rural schools (no one to learn professional experience from, no resources available to urban school principals, etc.). Lack of creativity in headmasters' managerial activities reflects the conditions of the modern Russian education system. With rigid regulation and abundance of reporting, there is no time for innovations and creativity. Problems in the system of value and semantic orientations of school managers, their inconsistency with the conditions of modern life, probably lie in the continuum 'individualism – collectivism'. When organising mass secondary education in a small settlement, on the periphery from the centre, where post-Soviet ideas are often cultivated, the focus on personal values will contradict the traditional way of rural life, where things are done together. It is also worth noting the specifics of M. Woodcock's methodology itself. Woodcock, which is created in a different ideological paradigm and for managers of commercial organisations.

As for psycho-emotional resources, rural school administrators are characterised by an average level of emotional intelligence. The skills of managing mental states of other people and the ability to empathy are the most formed. This is rather the result of pedagogical labour than of managerial labour. Influence on the emotions of others is closely related to the ability to regulate one's own behaviour in difficult situations ($r = 0.5$; $p \leq 0.001$) and influence on others ($r = 0.44$; $p \leq 0.01$). It is evident that autopsychological competence provides orientation in the emotions of others, giving tools to manage them. Empathy, in turn, provides the foundation for the ability to manage one's resources (time, energy, skills) ($r = 0.55$; $p \leq 0.001$). Through identification and reflection, an empathic person learns to understand themselves and their needs.

At the same time, the skills aimed at intrapersonal processes, such as realisation and regulation of their emotions, appeared to be in the zone of limitations among rural school leaders. This fact is at variance with

the position of researchers who claim that managing others is impossible without the ability to manage oneself (Goulman, 2009). Perhaps, this is due to the concentration of managers to a greater extent on the external (social) rather than the internal, where a reflexive attitude is needed. This, in turn, creates managerial risks. If a manager does not understand his own experiences and is emotionally rigid, it is difficult for him to cope with stressful situations ($r = 0.55$; $p \leq 0.001$), create ($r = 0.44$; $p \leq 0.01$), and influence others ($r = 0.55$; $p \leq 0.001$). On the other hand, poor regulation of emotional sphere can be a consequence of burnout, which is supported by regression analysis.

Limitations of managerial labour efficiency are related to professional burnout. In managers of rural schools, it is at an average level. Experiencing chronic work stress hinders the implementation of managerial skills, especially awareness of specifics of managerial work, goal-setting, influencing others and leadership. 25 % of school managers are very exhausted emotionally. This limits them in setting personal goals in their work and realising organisational abilities. Depersonalisation and "reduction of achievements" reach high values. Rural school principals maintain their psychoenergetic balance through formalism and detachment. They are not satisfied with themselves professionally and are demotivated. Comparison of the percentages of rural and urban school managers (Belousova, 2021) has shown ($p \leq 0.05$) that the share of managers with high emotional exhaustion is significantly higher in the urban sample, and the share of managers with high depersonalisation and reduction of personal achievements is higher in the rural sample. Consequently, living in rural or urban areas still sets specificity for professional burnout. Against the background of general psycho-emotional unresourcefulness, dissatisfaction with professionalisation and implementation of tasks without personal involvement, managerial creativity decreases. There is no energy for generating ideas. The experience of inefficiency in their achievements also negatively affects the general level of managerial competences. School administrators stop demonstrating their charisma, leadership skills, and teamwork organisation. This is consistent with the studies of personal predictors of professional burnout: pessimism, intolerance, caution and reticence (Vinogradova & Adbrakhimova, 2019).

Professional burnout limits the personality in the application of emotional intelligence. For example, it leads to disorientation in cognitive assessment of emotional sphere of personality. Mental exhaustion, devaluation of oneself as a professional against the background of saturation with administrative work lead to weakening of emotional self-regulation skills, ability to recognise feelings and manage emotions of others.

Conclusion

According to the results described above, the following conclusions can be drawn.

1. The strengths of rural school managers' managerial arsenal are skills of goal-setting, leadership, and influencing others, while the weaknesses are blurred personal values, lack of creativity, and tactical skills in problem solving.

2. Psycho-emotional resources of rural school leaders can be represented by emotional intelligence. The skills of managing mental states of other people and the ability to empathy are formed at the average level. At the same time, the skills of recognising own emotions and their self-regulation are limited. Another risk zone is expressed formalism in managerial work and professional dissatisfaction.

3. On the one hand, the components of emotional intelligence can strengthen managerial competences of a rural school head, and on the other hand, managerial activity itself develops the ability to intellectually evaluate emotional information. The most represented in this respect are skills of behavioural self-regulation and management of others' condition, awareness in the sphere of emotions, and empathy abilities.

4. In managers of rural schools, professional burnout leads to a reduction of managerial potential: it limits reflection of managerial labour, aspiration to innovations, observance of balance of personal and business goals, skills of team building, leadership and influence on others. It blocks psycho-emotional resources of the personality (skills of identification of feelings, emotional self-regulation and management of emotions of others).

Thus, it is empirically substantiated: emotional intelligence acts as a resource of personality, as it enhances managerial competences of rural school managers, and professional burnout creates risks in the implementation of managerial functions.

On the basis of the above-mentioned, it is recommended that specialists of personnel support services for administrative and managerial staff of rural schools develop and implement:

- practice-oriented programmes for managerial training of heads of educational organisations, taking into account regional specifics, containing sections on innovativeness and development of emotional intelligence;
- practice-oriented measures on labour psychohygiene and prevention of professional burnout in schools;

- psychodiagnostic methods for assessing psycho-emotional risks and personality resources at the stage of professional selection of school managers.

The prospect of further research on the proposed problematic can be the assessment of administrative and managerial potential of school managers with the addition of the expert method, expansion of the sample, and taking into account different socio-cultural contexts.

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