

## ABSTRACT

of the dissertation work of Pshembayev Murat “The development of the students’ leadership and entrepreneurial potential in the conditions of an entrepreneurial university”, submitted for the degree of Doctor of Philosophy (PhD) in the educational program 6D010300 – “Pedagogy and Psychology”

**The relevance of research.** Over the past two decades, higher education institutions around the world have faced increasing challenges caused by social, economic and technological changes. Globalization, the rapid development of information technologies and fundamental changes in international politics and economics require universities not only to adapt, but also to undergo significant transformations in their structure and management. As a result, many countries have already recognized the need to move from traditional educational models to more flexible and innovative methods aimed at forming competitive graduates.

Today, the educational system is undergoing serious changes that affect not only the models of organizing higher education institutions, but also approaches to managing them. In a market economy, traditional management methods are becoming ineffective. Reductions in government funding and expansion of the educational services market exacerbate the need to improve the management structure and develop entrepreneurial activity within universities.

The current situation requires an active research approach to the transformation of higher education, but it still remains insufficiently studied in the context of theoretical and practical management. Issues of managing innovation processes, introducing a corporate culture that corresponds to the university mission, as well as their transformation into entrepreneurial ones that are able to adapt to market needs and develop knowledge-intensive projects, are acquiring special significance. A key aspect for ensuring sustainable growth and competitiveness in the conditions of the modern world is the concept of an entrepreneurial university, which involves the interaction of education, science and the business community.

The Republic of Kazakhstan actively supports the implementation of programs aimed at preparing graduates who are able to adapt to the changing conditions of the modern labor market. The new educational standards reflect the desire to improve the quality of education, ensure that educational programs meet the current requirements of the labor market and the innovative economy. Entrepreneurial universities are becoming an effective tool for achieving this goal, as they offer a unique educational environment focused on the practical application of knowledge, the development of leadership and entrepreneurial skills. In his message to the people “Fair Kazakhstan: law and order, economic growth, public optimism” Kassym-Jomart Tokayev speaks about strengthening the connection of the best universities with the real sector of the economy, which is undoubtedly possible through active cooperation of educational institutions, especially entrepreneurial universities, with business and industry.

The main product of the entrepreneurial university is a specialist of a new format, possessing developed leadership and entrepreneurial potential, capable of effectively responding to the challenges of the innovative economy and society. The Concept of Development of Higher Education and Science in the Republic of

Kazakhstan for 2023-2029 focuses on training specialists who are ready to effectively solve problems in the context of dynamic changes. This is in line with the provisions of the Law of the Republic of Kazakhstan “On Education”, Article 7 of which states that the goal of the education system is to train highly qualified specialists capable of successfully realizing their potential in a rapidly changing world.

In the process of training students of an entrepreneurial university, along with professional competencies, the leadership and entrepreneurial potential must be revealed. This requires the integration of theoretical knowledge and practical skills aimed at developing initiative, decision-making ability and self-confidence. The key role in this is played by the educational process, which is based on the active involvement of students in learning, interaction with the real sector of the economy, participation in the development of start-ups, acceleration programs, research and entrepreneurial activities.

Leadership and entrepreneurial potential is becoming an integral part of educational programs in the context of an entrepreneurial university. The development of this potential allows not only to increase the competitiveness of graduates, but also to prepare them to perform key tasks in an innovative and economically unstable environment. The development of leadership and entrepreneurial potential contributes to the development of critical thinking, flexibility in decision-making, as well as the ability to quickly adapt to new challenges and opportunities, which is especially important for a successful career.

**The theoretical and methodological significance of our research** is represented by the results of scientific works in the field of theory and practice of professional education, which are reflected in the works of such Kazakhstani scientists as N.D. Khmel, U.M. Iskakov, A.B. Kozhakhmetov, A.K. Mynbayeva and others, and were also considered by foreign authors, including E.G. Yudin, Yu.A. Konarzhevsky, M.N. Skatkin, V.I. Zagvyazinsky, V.V. Kraevsky, V.A. Slastenin, N.N. Nikitina, I.A. Zimnyaya and others.

The issues of education and business integration, structure and organization of the entrepreneurial universities' educational process were considered by Kazakhstani scientists, such as Sh.E. Shalbayeva, A.I. Monobayeva, G.Zh. Tayauova, Sh.M. Maralbayeva, N.V. Nikiforova, I.G. Khan, G. Ayeshova, S.S. Aubakirova and others, as well as in the works of foreign scientists, such as B. Clark, N. Franke, D.F. Kuratko, S.R. Filonovich, G.N. Konstantinov, H. Etzkowitz, Z. Yusof, H.M. Neck, F.J. Greene, P. Fayolle, S. Eesley, M. Roberts and Russian scientists, including G.N. Franovskaya, N.Sh. Zaripova, M.A. Kamenskikh, A.A. Sidorova and others.

Personal potential in a general theoretical context has been the subject of research by such scientists as A.N. Leontiev, A. Bandura, B.G. Ananyev, S.L. Rubinstein, M. Csikszentmihalyi, H. Gardner, E.F. Zeer, R.J. Sternberg, D. Goleman. In the Republic of Kazakhstan, the study of personal potential and its various manifestations was carried out by K.M. Kertayeva, N.E. Pfeifer, Ye.I. Burdina, A.A. Kudysheva, Sh.T. Taubayeva and others.

The problem of developing leadership competencies is considered in the studies of Kazakhstani scientists such as G.M. Kozybakova, B.M. Baimukhanbetov,

G.R. Aspanova, N.A. Kudarova, as well as foreign authors, including R.L. Krichevsky, L.I. Bozhovich, L.I. Umansky, J.P. Kotter, etc.

The problem of developing entrepreneurial competencies is considered in the studies of Kazakhstani scientists such as S.B. Abdygapparova, E.M. Ibrayeva, B.A. Mukushev, as well as foreign authors: A. Brown, R. Stogdill, O.V. Nabatova, R. Khizrich, etc.

The above confirms the need for a more in-depth study of the problem of students' leadership and entrepreneurial potential development in the context of an entrepreneurial university, taking into account the following **contradictions**:

- between the increased demands placed on the entrepreneur and leader of the new formation by the state and society, and the persistent approaches to education at universities;

- between the availability of scientific knowledge on the transformation of a classical university into an entrepreneurial one and insufficient research into its impact on the development of the leadership and entrepreneurial potential of students;

- between the need of modern society for personnel with developed leadership and entrepreneurial potential and the lack of technologies and programs aimed at its development in the process of obtaining higher education;

- between the recognition of the importance and need to develop the leadership and entrepreneurial potential of students and the insufficient use of the capabilities of an entrepreneurial university to solve this problem.

**The research problem** consisted in identifying ways to develop the leadership and entrepreneurial potential of students at an entrepreneurial university.

The relevance, the noted contradictions, the research problem, its insufficient development determined the topic: "The development of the students' leadership and entrepreneurial potential in the conditions of an entrepreneurial university".

**The object of the research** is the educational process of an entrepreneurial university.

**The subject of the research** is the content, structure and mechanisms for developing the leadership and entrepreneurial potential of students in the context of an entrepreneurial university.

**The aim of the research** is the theoretical substantiation, development and experimental verification of the effectiveness of a structural and functional model and a comprehensive program for the students' development of leadership and entrepreneurial potential in the context of an entrepreneurial university.

**The hypothesis of the research:** if we implement a structural and functional model and a comprehensive program for the development of students' leadership and entrepreneurial potential based on the substantive features and structural elements of this potential, and also purposefully use the resources of the educational environment of an entrepreneurial university, **then** the process of developing leadership and entrepreneurial potential will be effective, **since** this will ensure the implementation of its key characteristics, taking into account the psychological, pedagogical and organizational conditions for its development, as well as the creation of a favorable educational environment.

In accordance with the goal, object, subject and hypothesis, **the research objectives** are defined:

1. To determine the theoretical and methodological foundations for the formation of an entrepreneurial university, to study its structure and approaches to the development of students' leadership and entrepreneurial potential.
2. Based on the theoretical analysis of psychological and pedagogical literature, to reveal the essence and structure of the concept of “leadership and entrepreneurial potential of a student”, its criteria and indicators of development.
3. To develop a structural and functional model for the development of students' leadership and entrepreneurial potential in the context of an entrepreneurial university.
4. To substantiate the psychological, pedagogical and organizational conditions that contribute to the development of students' leadership and entrepreneurial potential.
5. To implement an experimental study of the effectiveness of the developed structural and functional model and a comprehensive program for the development of students' leadership and entrepreneurial potential in the context of an entrepreneurial university.

**The research methods:**

- *theoretical*: study of psychological, pedagogical, scientific and methodological literature and analysis of regulatory documents related to the development of leadership and entrepreneurial competencies in the educational system;

- *empirical*:

1. Methodology “Motivation for success and fear of failure” (author – A.A. Rean);
2. Diagnostics of emotional intelligence (author – N. Hall);
3. Test for assessing the ability to self-development and self-education (author – V.I. Andreyev);
4. Mikhelson's test of communication skills (translation and adaptation by Yu.Z. Gilbukh);
5. Methodology “Readiness for risk” (author – G. Schubert);

- *statistical*: use of Student's t-test for dependent samples, calculation of the mean difference, standard deviation, standard error and comparison of the empirical t-value with the critical ones to check the statistical significance of changes.

**Experimental base of the research:** NJSC “Toraighyrov University”, NJSC “North Kazakhstan University named after Manash Kozybayev”, NJSC “East Kazakhstan State University named after S. Amanzholov”.

**Main stages of the research**

**The first stage** covers 2018-2019. During this period, an analysis of psychological and pedagogical literature, domestic and foreign experience in the development of entrepreneurial universities was carried out, and a scientific and conceptual framework for the study was formulated. The theoretical and methodological foundations of the study were determined, the essence of such concepts as “entrepreneurial university”, “educational process in an entrepreneurial university” and “leadership and entrepreneurial potential” was revealed. The

components, criteria and indicators for the development of this potential were also identified,

**The second stage covers 2019-2020.** At this stage, a structural and functional model for developing the leadership and entrepreneurial potential of students in the context of an entrepreneurial university was developed and theoretically substantiated. Psychological, pedagogical and organizational conditions facilitating its implementation were determined. Experimental work was carried out: the ascertaining stage covered several universities, and at the formative stage, the model was introduced into the educational environment of Toraighyrov University. A comprehensive program for developing the leadership and entrepreneurial potential of students was developed and tested. As a theoretical support, an electronic teaching aid “Leadership-Entrepreneurship” was developed, for which a copyright certificate was received.

**The third stage covers 2020-2025.** At the final stage, quantitative and qualitative analysis of the experimental work results was carried out using mathematical and statistical processing methods, which made it possible to objectively assess the dynamics of the development of students’ leadership and entrepreneurial potential and confirm the effectiveness of the developed model and development program. Scientific provisions were clarified, conclusions submitted for defense were substantiated. This dissertation work was completed.

**The scientific novelty of research:**

- the theoretical and methodological foundations of the entrepreneurial university’s formation have been defined, the author's definition of this phenomenon has been formulated, its structure has been presented, and the understanding of the educational process of an entrepreneurial university as an integral environment that promotes the development of students' leadership and entrepreneurial potential has been clarified;

- based on the theoretical analysis of psychological and pedagogical literature, the essence of the concept of “leadership and entrepreneurial potential of a student” has been revealed as an integrative characteristic of a person, including motivational and resource, cognitive and personal-activity components, its key criteria and indicators reflecting the dynamics of development in the context of the educational process have been determined;

- a structural and functional model for the development of students' leadership and entrepreneurial potential in an entrepreneurial university has been developed and scientifically substantiated;

- psychological, pedagogical and organizational conditions that promote the effective development of students' leadership and entrepreneurial potential have been substantiated;

- based on the application of research set procedures and a structural and functional model, a comprehensive program for developing the leadership and entrepreneurial potential of students has been developed, including practical classes designed in accordance with the goal within the framework of the discipline “Psychology” and the author's complex of trainings “Uncover your leadership and entrepreneurial potential”. The effectiveness of the program has been confirmed by experimental testing, which has demonstrated the positive dynamics of the

development of key components of the leadership and entrepreneurial potential of students.

**The theoretical significance of the research** is that the scientific provisions developed in the dissertation expand and systematize knowledge in the field of world and domestic experience in implementing entrepreneurial activities in universities. The dissertation presents the author's definitions of the concepts of "entrepreneurial university", "educational process in an entrepreneurial university", "leadership and entrepreneurial potential of a student". The essence, content and structure of the sought-after potential are revealed. A structural and functional model for the development of leadership and entrepreneurial potential of students in the context of an entrepreneurial university has been developed.

**Practical significance:** a comprehensive program for developing the leadership and entrepreneurial potential of students in the context of an entrepreneurial university has been developed, based on the results of research in the form of a set of practical classes integrated into the discipline "Psychology" for all bachelor's degree programs, and a set of trainings "Uncover your leadership and entrepreneurial potential"; a diagnostic toolkit aimed at assessing the level of development of students' leadership and entrepreneurial potential for its further development has been presented; an electronic teaching aid "Leadership-Entrepreneurship" has been released, assignments, media resources and workshops have been presented.

The presented developments, tested during the research, can be useful for university teachers and researchers in order to develop leadership and entrepreneurial skills in students. Today, the author's set of practical classes and trainings is used in the teaching of the discipline "Psychology of Personal Growth", which is part of the Minor programs and presented to students of all bachelor's degree programs. In addition, the results of the study are actively used in the implementation of grant-funded scientific projects and serve as a basis for creating new approaches and programs aimed at developing students' flexible skills.

**The reliability and validity of the obtained results** are ensured by the basic theoretical and methodological principles, the use of an integrated approach that fully corresponds to the stated goals and objectives of the research, the variety of methods and procedures used, their harmonious combination and mutual complementarity, as well as the possibility of repeatedly obtaining similar results when reproducing the study.

**Approbation and implementation of the research results.** The results of the research work were presented at scientific, scientific and practical conferences of the international level – 3 articles; in journals recommended by the Committee on Quality Assurance of the Republic of Kazakhstan – 4 articles; in a journal included in the Scopus database of rating journals – 1 article.

**The following statements are presented for the defense:**

1. The entrepreneurial university is an innovative model of higher education based on the systemic integration of educational, scientific and entrepreneurial activities, aimed at preparing students to develop and implement their own projects. Its structure includes motivational, cognitive and personal-activity resources that contribute to the development of students' leadership and entrepreneurial potential.

The educational process in such a university is organized as a systemic, targeted and multi-level interaction among all participants aimed at developing professional, entrepreneurial and leadership competencies, focused on practice-oriented application of knowledge. The author's definitions of “entrepreneurial university”, “educational process in an entrepreneurial university” are developed based on the analysis of scientific literature and the experience of domestic and foreign universities;

2. The student's leadership and entrepreneurial potential is an integrative characteristic that includes a motivational and resource component associated with the presence of motivation for success and emotional intelligence, a cognitive component as the ability for self-development, and a personal and activity component manifested in a willingness to take risks and communication skills that ensure leadership positions in the organization and implementation of entrepreneurial activities;

3. The structural and functional model for developing students' leadership and entrepreneurial potential in the context of an entrepreneurial university includes theoretical and methodological, content, organizational and activity-based and results-based blocks. The model takes into account both the individual characteristics of the student and the psychological, pedagogical and organizational conditions necessary for creating an effective educational process;

4. The development of leadership and entrepreneurial potential is ensured by the following set of conditions: pedagogical – implementation of educational programs that include active teaching methods, practice-oriented classes and trainings aimed at the integrated development of professional, leadership and entrepreneurial competencies of students. Psychological – creation of an atmosphere that promotes the development of internal motivation and confidence of students, support for their initiatives and the formation of an attitude towards leadership and entrepreneurship. Organizational conditions cover infrastructure, management and institutional mechanisms that create a favorable environment for the development of leadership and entrepreneurial potential of students.

5. The phased implementation of a comprehensive program aimed at developing students' leadership and entrepreneurial potential, based on the results of research and including practical classes within the discipline “Psychology”, as well as the author's complex of trainings “Uncover your leadership and entrepreneurial potential”, confirmed their high efficiency in improving the educational process of the entrepreneurial university and contributed to the development of entrepreneurial and leadership initiatives of students.

**The structure of the dissertation:** the dissertation consists of an introduction, three chapters, a conclusion, a list of references and appendices.

**The introduction** presents the scientific apparatus of the research, substantiates the relevance of the topic, defines the contradictions, aim, object and subject, formulates the hypothesis and objectives of the scientific research, specifies the theoretical and methodological basis of the research, including the methods, stages and basis of the research, substantiates the novelty, theoretical and practical significance, and also presents the statements submitted for defense and the process of approbation and implementation of the research results.

The first chapter, **“Theoretical and methodological foundations of the formation of an entrepreneurial university as an innovative model for developing students’ leadership and entrepreneurial potential”**, reveals the essence of an entrepreneurial university as an innovative response to modern challenges in education and economics, focusing on its role in organizing the educational process that promotes the development of students’ leadership and entrepreneurial potential. The structure of a modern entrepreneurial university is presented, including key elements aimed at developing students’ leadership and entrepreneurial skills. Further, foreign experience in organizing the educational process is analyzed, with special attention paid to the goals, objectives, content, forms, and methods that promote the development of entrepreneurial, innovative, and leadership competencies. The chapter concludes with a review of current trends in the development of entrepreneurial education and leadership in universities of the Republic of Kazakhstan, which allows us to highlight the features of the national model and outline the vectors of its further development.

The second chapter, **“Psychological and pedagogical foundations for developing students’ leadership and entrepreneurial potential in the context of an entrepreneurial university”**, examines the conceptual content of the concepts of “personal potential” and “leadership and entrepreneurial potential of a student”. Based on this analysis, a structural and functional model is developed aimed at the systematic development of the leadership and entrepreneurial potential of students in the context of an entrepreneurial university. The psychological, pedagogical, and organizational conditions of the educational process aimed at the effective development of the leadership and entrepreneurial potential of students, including the creation of the necessary environment, are described in detail.

The third chapter, **“Experimental research on the development of students’ leadership and entrepreneurial potential in the context of an entrepreneurial university”**, describes the course and logic of the experimental work’s organization, including sampling, diagnostics, methods and stages of work; presents the results of the experiment, their quantitative and qualitative interpretation, which allows us to identify the dynamics of changes in the level of development of students’ leadership and entrepreneurial potential and evaluate the effectiveness of the implemented model and comprehensive program.

**The conclusion** summarizes the theoretical and practical results of the research and formulates the main findings.

**The list of references** includes 253 titles.

**The appendix** contains additional research materials.